UNIVERSITY SYSTEM of MARYLAND

REVISED
BOARD OF REGENTS
Video Conference
University System of Maryland

May 1, 2020

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

Call to Order — Chair Gooden

Recognition of BOR Faculty Awards Recipients — Chair Gooden

1. Research/Scholarship/Creative Activity: Dr. Liangbing Hu (UMCP)
2. Research/Scholarship/Creative Activity: Dr. Christopher Salice (TU)
3. Research/Scholarship/Creative Activity: Professor Kimberly Wehle (UB)
4. Research/Scholarship/Creative Activity: Dr. Weidong Zhu (UMBC)
5. Public Service: Dr. Dana Kollmann (TU)
6. Public Service: Dr. Charlotte Wood (CSU)
7. Public Service: Dr. Norbert Myslinski (UMB)
8. Public Service: Dr. Dean Ravizza (SU)
9. Mentoring: Dr. Steven Caruso (UMBC)
10. Mentoring: Dr. Josh Dehlinger (TU)
11. Mentoring: Dr. Denise Meringolo (UMBC)
12. Mentoring: Professor Lisa Martinelli Beasley (TU)
13. Teaching: Dr. Cynthia H. Gill (UMES)
14. Teaching: Dr. Patricia Ann Shields (UMCP)
15. Teaching: Dr. E. F. Charles LaBerge (UMBC)
16. Teaching: Dr. Horacio Sierra (BSU)
17. Innovation: Dr. Jelena Srebric (UMCP)
18. Posthumous USM Commendation: Dr. Katherine Ann Cameron (CSU)

Educational Forum: *Financial Health of Higher Education Institutions* — Susan Fitzgerald
Associate Managing Director - Public Finance
Moody's Investors Services

Mary Katherine Cooney
Vice President/Senior Analyst
Public Finance Group
Higher Education and Not-for-Profit Team

Chancellor's Report — Chancellor Perman

1. Report of Councils

I

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

PUBLIC COMMENT

2. Consent Agenda — Chair Gooden

a. Committee of the Whole
   i. Approval of meeting minutes from February 21, 2020 Public and Closed Sessions (action)
   ii. Approval of meeting minutes from Special Board Meetings – Public and Closed Sessions (action)
      1. March 10, 2020
      2. March 16, 2020
      3. March 19, 2020
      4. March 23, 2020
      5. March 26, 2020
      6. March 30, 2020
      7. April 6, 2020
      8. April 13, 2020
      9. April 27, 2020

b. Committee on Audit
   i. Approval of meeting minutes from March 6, 2020 Special Committee Meeting Public Session (action)
   ii. Approval of meeting minutes from March 24, 2020 Public and Closed Sessions (action)

c. Committee on Finance
   i. Approval of meeting minutes from February 10, 2020 Public Session (action)
   ii. Approval of meeting minutes from March 26, 2020 Public and Closed Sessions (action)
   iii. Proposed Amendment to USM VIII-2.01—Policy on Tuition (action)
   iv. Proposed Board of Regents Policy VIII-22.00—Policy on Service Contracts (action)
   v. Salisbury University: Devilbiss Hall Mechanical System Replacement (action)
   vi. University of Maryland, Baltimore: Establishment of UM New Ventures Initiative, an Affiliated Business Entity for Development of Promising Early Stage Technologies (action)
   vii. University of Maryland, Baltimore: Institute of Human Virology (IHV) Building Exterior Upgrades (action)
   viii. University of Maryland, Baltimore: Delegation of Certain Real Property Acquisition Authority to the Chancellor (action)
   ix. University of Maryland, Baltimore: Dental Student Clinics Management Contract (action)
   x. University of Maryland, College Park: Lease for Earth System Science Interdisciplinary Center (action)

xi. University System of Maryland: Review of Construction Costs (information)

d. Committee on Education Policy and Student Life
   i. Approval of meeting minutes from March 6, 2020 Public Session (action)
   ii. New Academic Program Proposals (action)
      1. University of Maryland, College Park
         a. Bachelor of Science in Biocomputational Engineering
         b. Master of Arts in International Relations
         c. Master of Science in Applied Political Analytics
   iii. Update: P-20 Initiatives (information)
   iv. Update on the USM New Student Enrollment Pipeline and Aggregate Student Success; USM-Wide Student Success Initiatives (information)
   v. Crisis Management and Enterprise Risk Management in the USM (information)

e. Committee on Advancement
   i. Approval of meeting minutes from February 26, 2020 Public Session (action)
   ii. Policy on the Naming of Buildings and Academic Programs VI-4.00 (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

   a. Committee of the Whole — Chair Gooden
      i. Financial Implications of COVID-19 for Spring 2020 (information)

   b. Committee on Finance — Regent Attman
      i. USM Enrollment Projections: FY 2021-2030 (information)

5. Reconvene to Closed Session (action) — Chair Gooden

University System of Maryland

Higher Education Trends and Rating Transparency Discussion

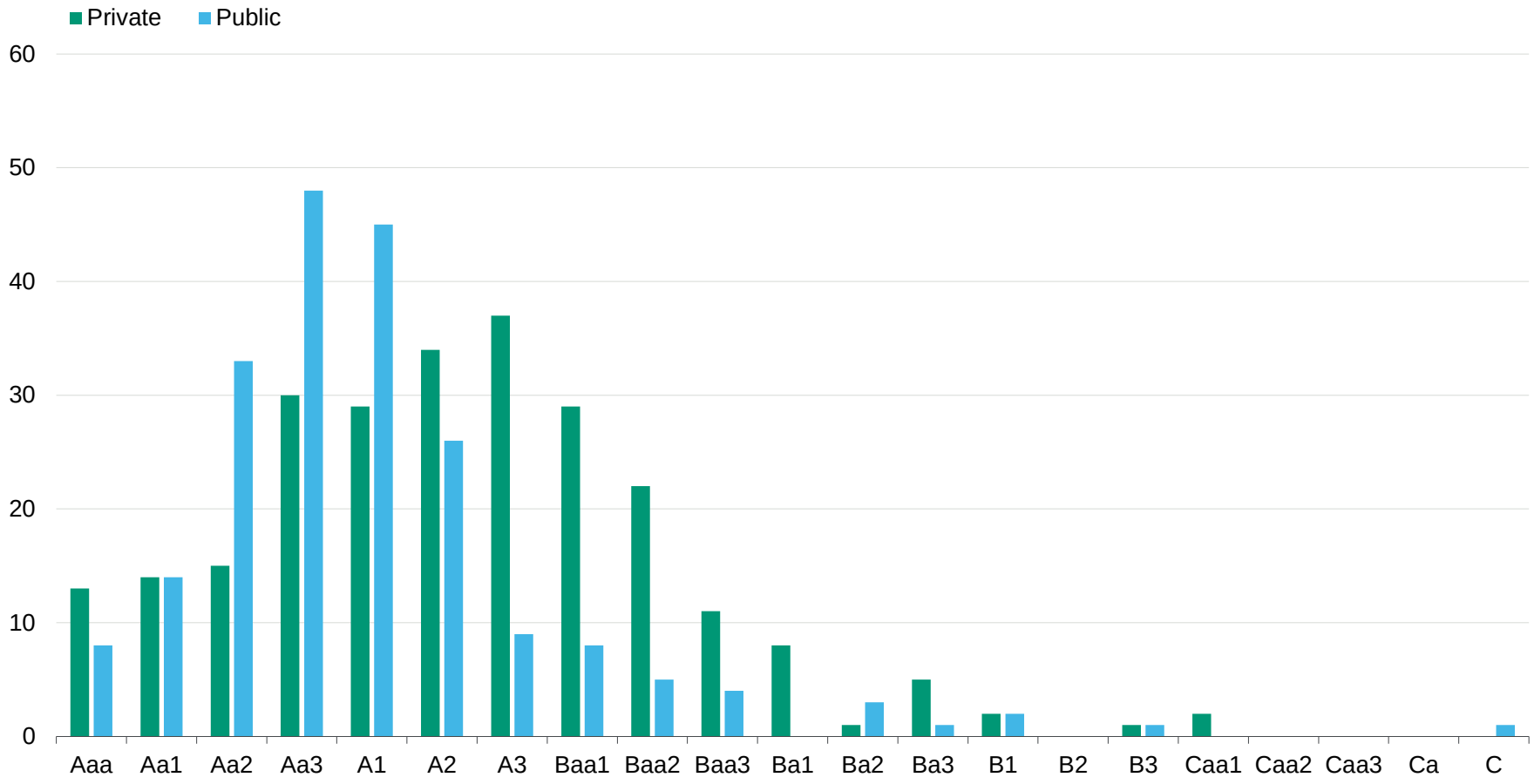
May 2020

Agenda

1. Context: rated portfolio
2. Outlook
3. Credit view: University System of Maryland
4. Ratings during turbulent times
5. Methodology
6. Recent research

1 Context

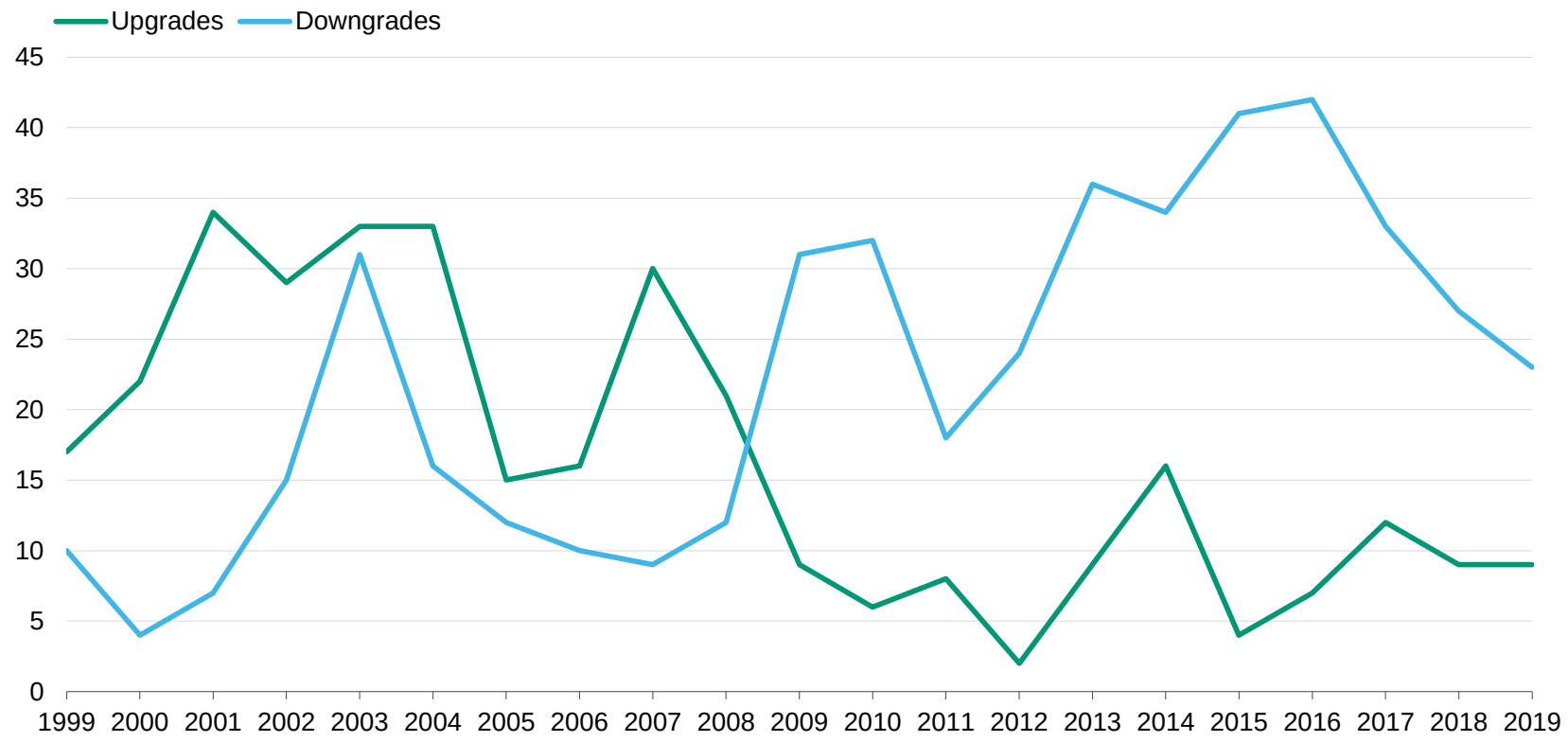
US four-year higher education portfolio rating distribution



Rating distribution as of December 2019
Source: Moody's Investors Service

Beginning in 2008, rating downgrades began to outpace upgrades

Rating upgrades and downgrades for four-year public and not-for-profit private universities by calendar year



Source: Moody's Investors Service

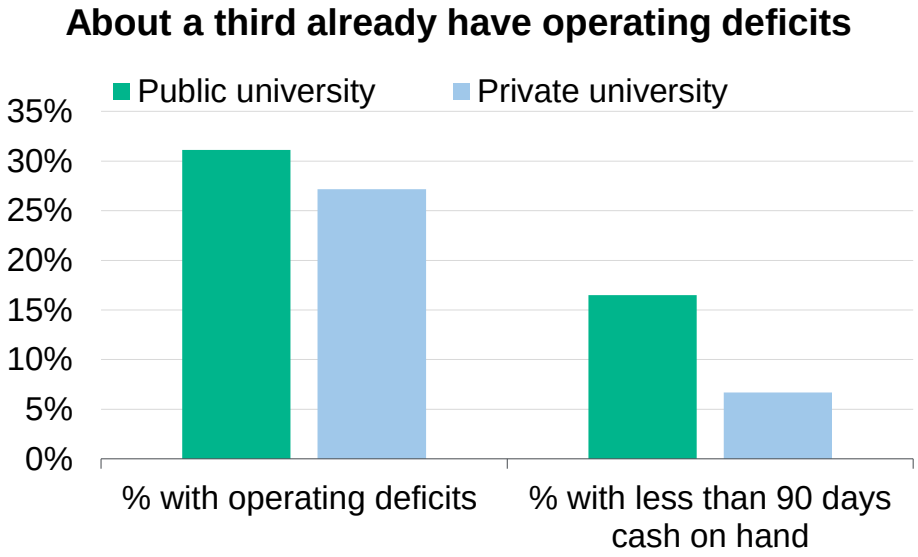
2 Outlook

Coronavirus drives change in higher education outlook to negative

1 **Fiscal 2020 will be hit by revenue declines and expense increases.** Many campuses have moved to on line instruction, impacting auxiliary revenues.

2 **Multiple revenue streams face threats in fiscal 2021.** Tuition, state funding, endowment income and gifts all at high risk. Academic medical centers confront further challenges.

3 **Balance sheets will be impaired if financial market instability continues.** Reserves will decline and pension liabilities will rise, leading to significant loss of financial flexibility.



CARES mildly credit positive for higher education

U.S. PUBLIC FINANCE

MOODY'S INVESTORS SERVICE

SECTOR COMMENT
1 April 2020

Rate this Research

Higher education – US

Federal aid provides modest support for universities coping with coronavirus

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), the federal aid package signed into law on March 27, creates a $31 billion Education Stabilization Fund. Approximately $14 billion will go directly to higher education, $3 billion to governors for use at their discretion for K-12 and higher education, and the remainder to fund K-12 education. The CARES Act is mildly credit positive for the higher education sector, enhancing prospects for retention of financially at-risk students and providing funding to address a portion of the sector's immediate budgetary impact from the coronavirus. However, the sector continues to face significant financial challenges heading into fiscal year 2021, including potential losses of tuition revenue, state funding, endowment income and gifts.

Funds directly appropriated by the CARES Act for higher education are equal to a very small portion of expenditures borne by colleges and universities. For fiscal 2020, we estimate the sector would have incurred about $640 billion in expenditures before the impact of the coronavirus.[1] Of the $14 billion allocated to higher education, universities need to use at least half for emergency financial aid to students for housing, food, child care and other costs. The remainder will offset the lost revenue and increased expenses due to coronavirus. Assuming half is allocated to financial aid, the remainder is equal to around 1% of total university expenditures. The lost revenue and increase in expenses will likely be in excess of that amount. Consequently, we still expect sectorwide financial performance to tighten in fiscal 2020.

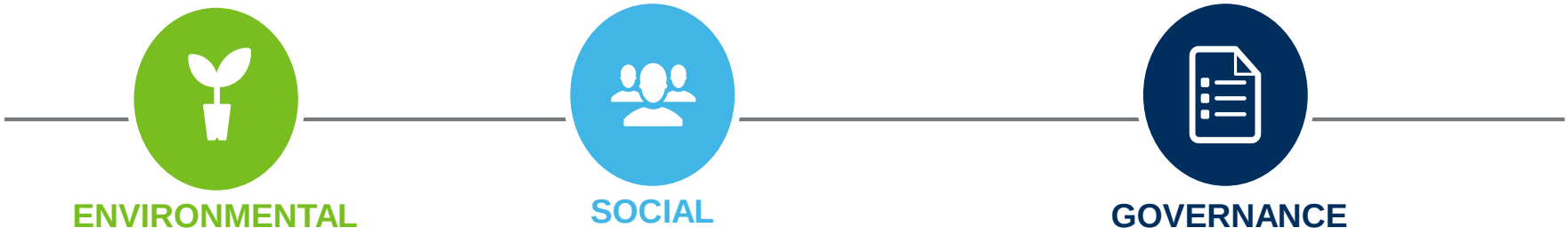
The Department of Education will be in charge of distributing the CARE Act funds under a formula that benefits universities with a high enrollment of Pell Grant-eligible students. Included in the approximately $14 billion for universities is about $1 billion for historically black colleges and universities (HBCUs) and other minority-serving institutions, and $350 million for institutions particularly hard hit by the coronavirus.

It is uncertain how governors will allocate the $3 billion the CARES Act provides them to appropriate between higher education and K-12 education. The legislation contains a provision that requires states to maintain existing funding levels to be able to allocate their portion of the $3 billion. This may be difficult as states face their own coronavirus-related budget constraints.

In addition to the funding appropriated for HBCUs and other minority-serving institutions, the legislation gives HBCUs the opportunity to defer payments on loans taken out under the Title III program, which will provide some some cash flow relief.

- Approximately $14 billion for higher education
- Mildly credit positive; enhances prospects for retention of financially at-risk students and provides funding to address a portion of the sector's immediate budgetary impact from the coronavirus.
- About half allocated to student aid, remainder to cover costs and lost revenue
- Direct support for universities about 1% of sector expenses

Social risks are high, governance a potential mitigant



ENVIRONMENTAL

- Air pollution
- Carbon regulations
- Natural & man-made hazards
- Soil/water pollution & land-use restrictions
- Water shortages

SOCIAL

Private Sector

- Customer relations
- Health & safety
- Human Capital
- Responsible Production
- Demographic & Societal Trends

Governments

- Demographics
- Labor & Income
- Education
- Health & safety
- Housing
- Access to basic services

GOVERNANCE

Private Sector

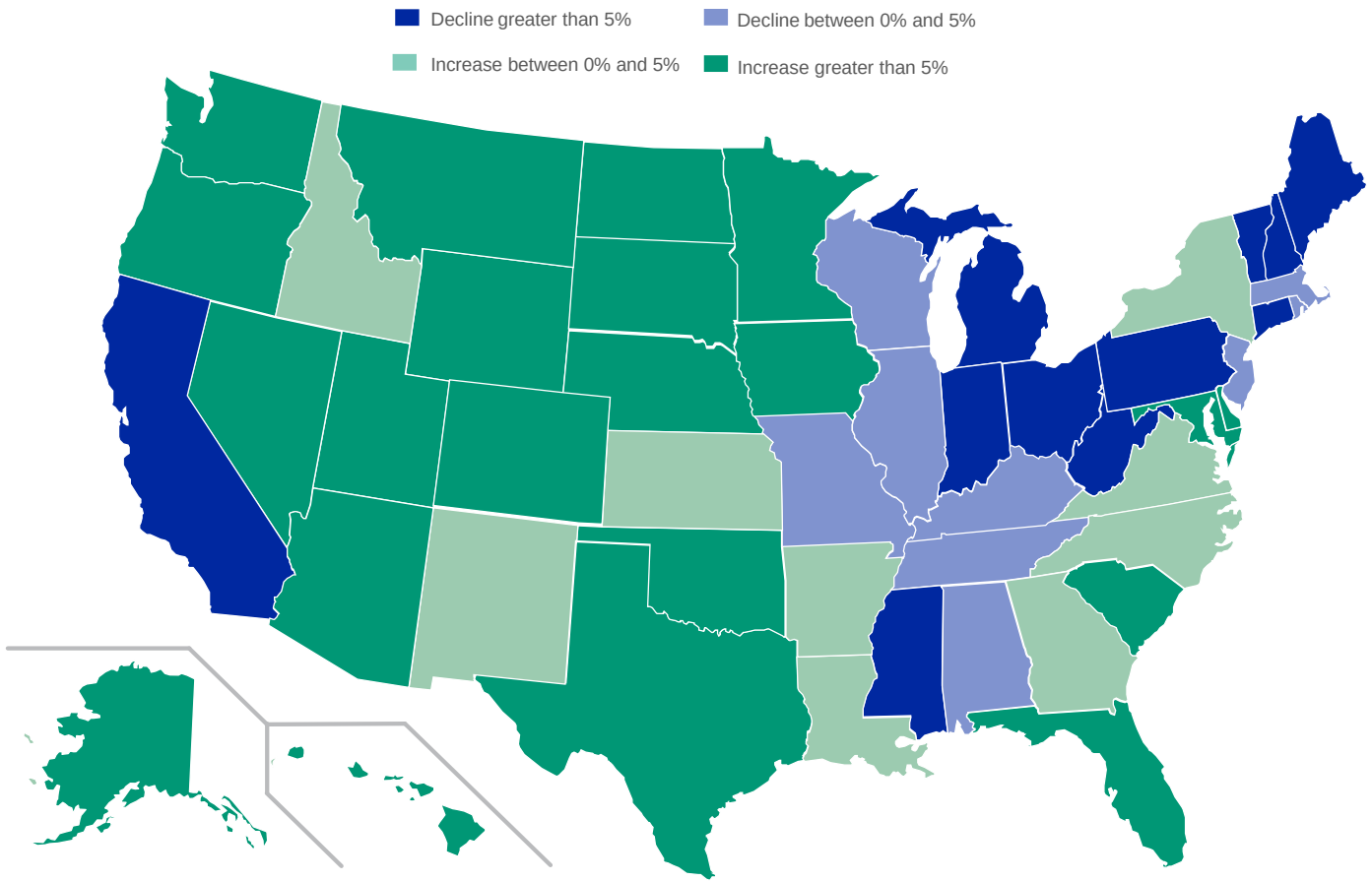
- Financial Strategy & Risk Management
- Management Credibility & Track Record
- Organization Structure
- Compliance & Reporting
- Board Structure, Policies & Procedures

Governments

- Institutional Quality
- Policy Credibility & Effectiveness
- Budget Management
- Transparency & Disclosure

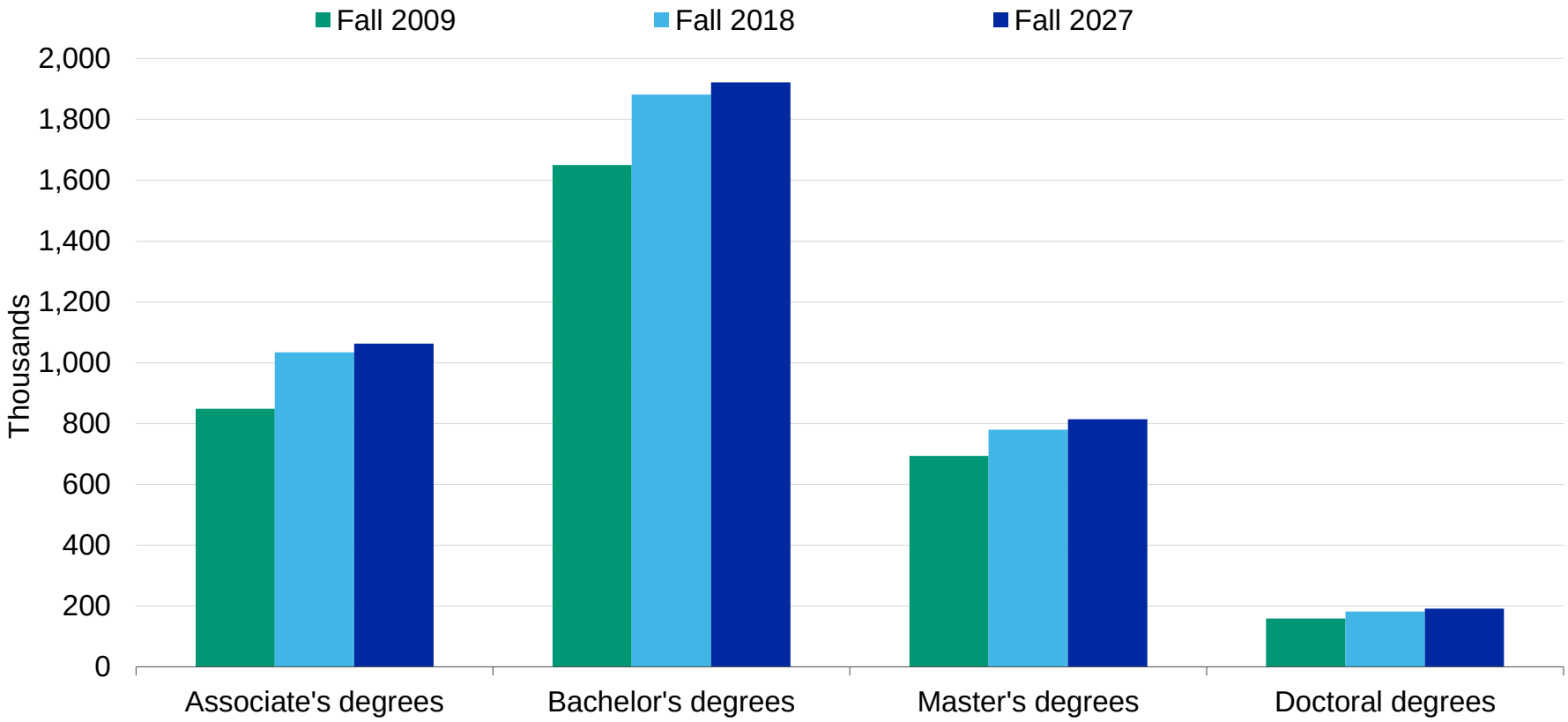
Demographics vary by state

Projected change in high school graduates through 2018-2027



Source: NCES, Moody's Investors Service

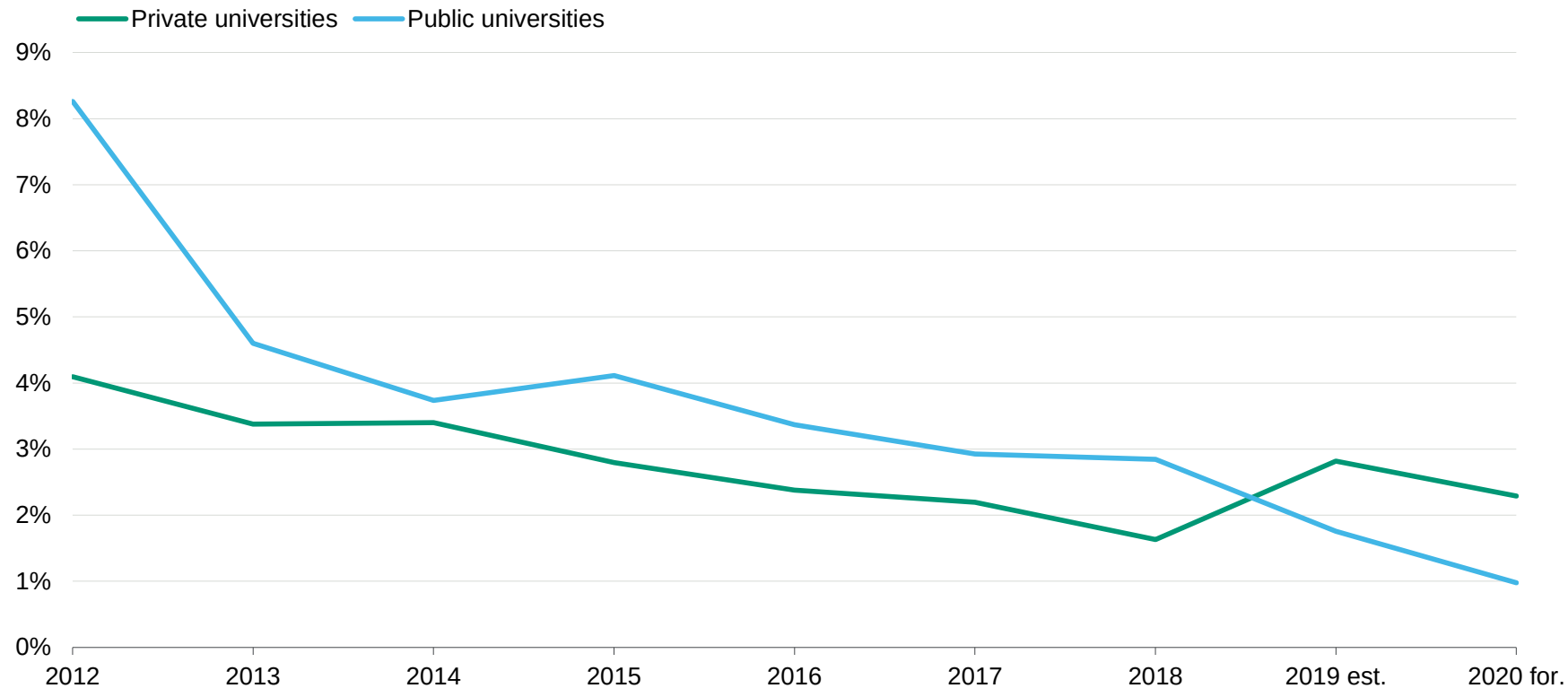
US enrollment growth projected to slow over the next decade



Source: National Center for Education Statistics

Enrollment, tuition discounting and pricing challenges restrict net tuition revenue growth at public and private universities

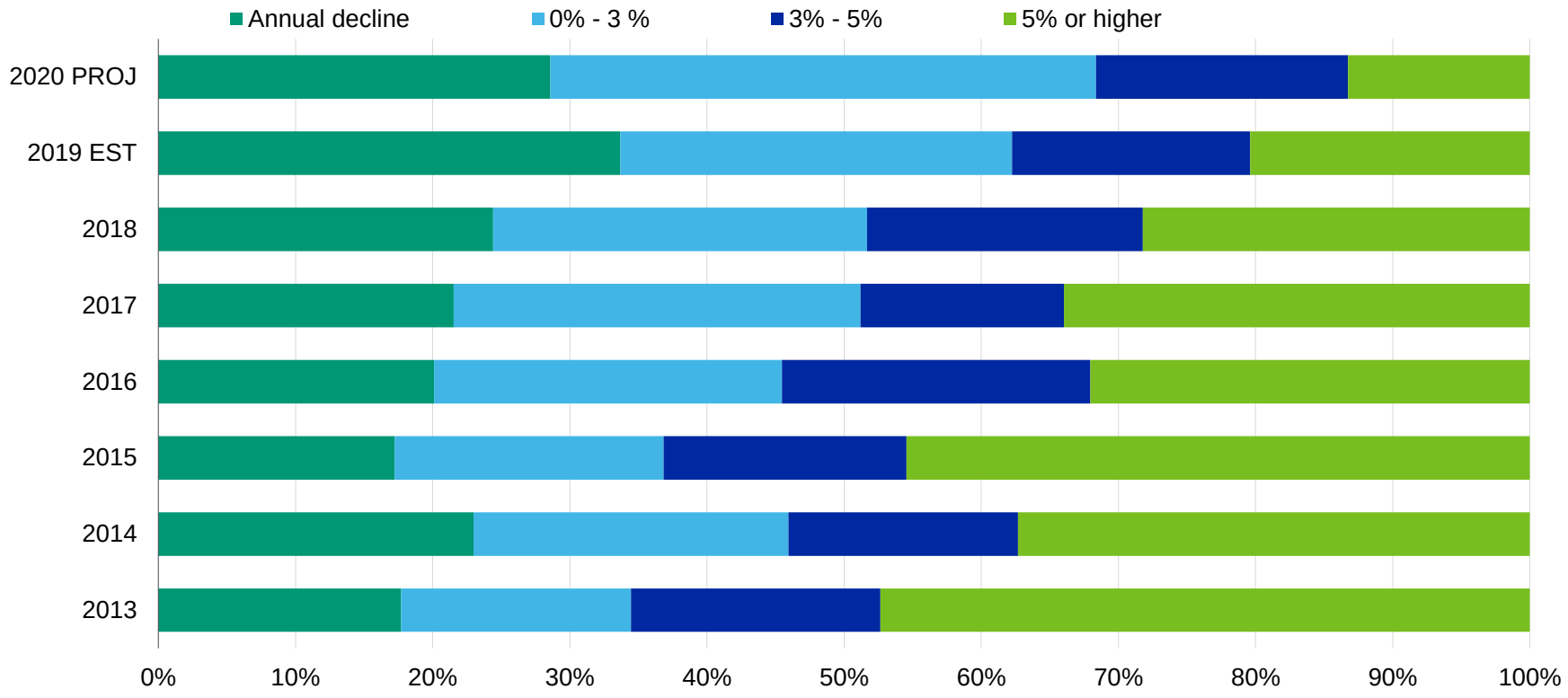
Projected median net tuition revenue growth in fiscal 2020 is 1% for public universities and 2.3% for privates



"est." means estimate. "for." means forecasted
Source: Moody's Investors Service

Public university net tuition revenue growth is sluggish, with an increasing proportion reporting growth below 3%

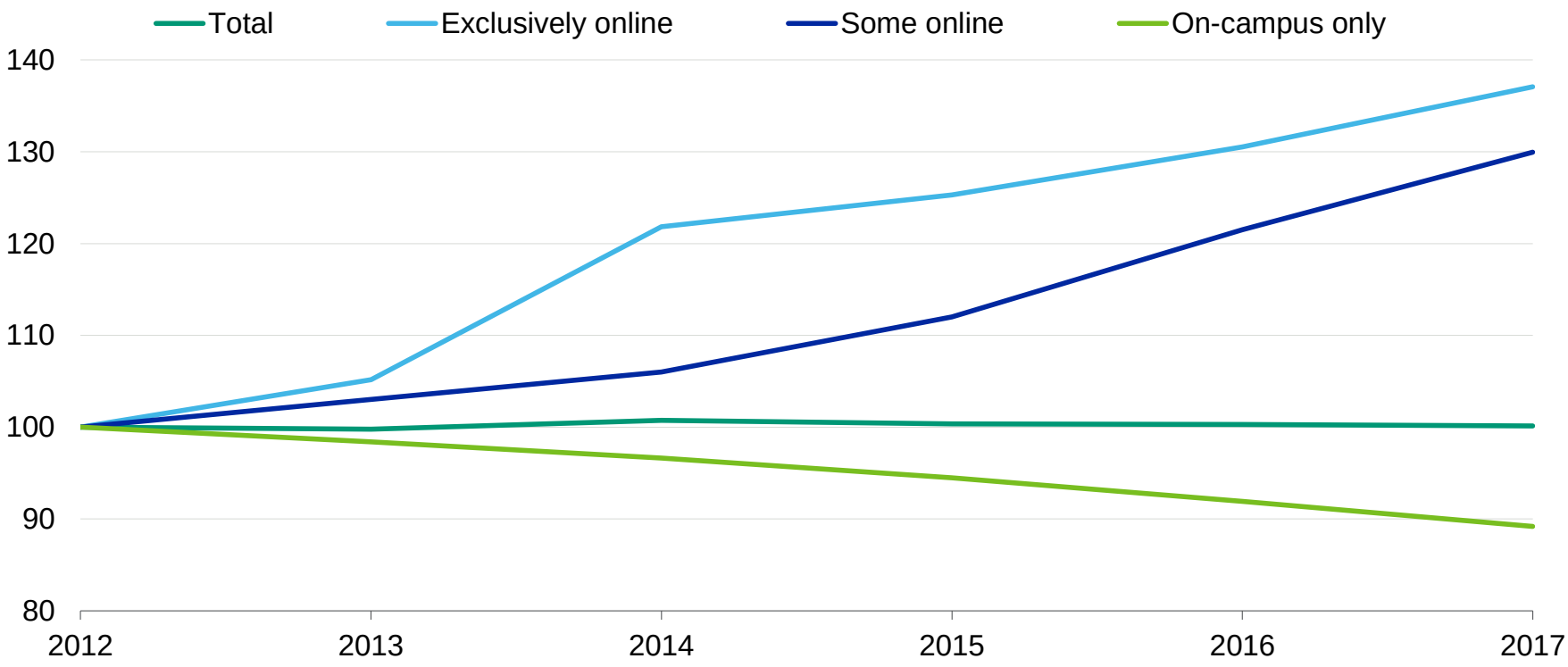
Nearly two-thirds of public universities are projected to grow overall net tuition revenue at under 3% for fiscal 2020, our proxy for inflation in the higher education sector.



Source: Moody's Investors Service

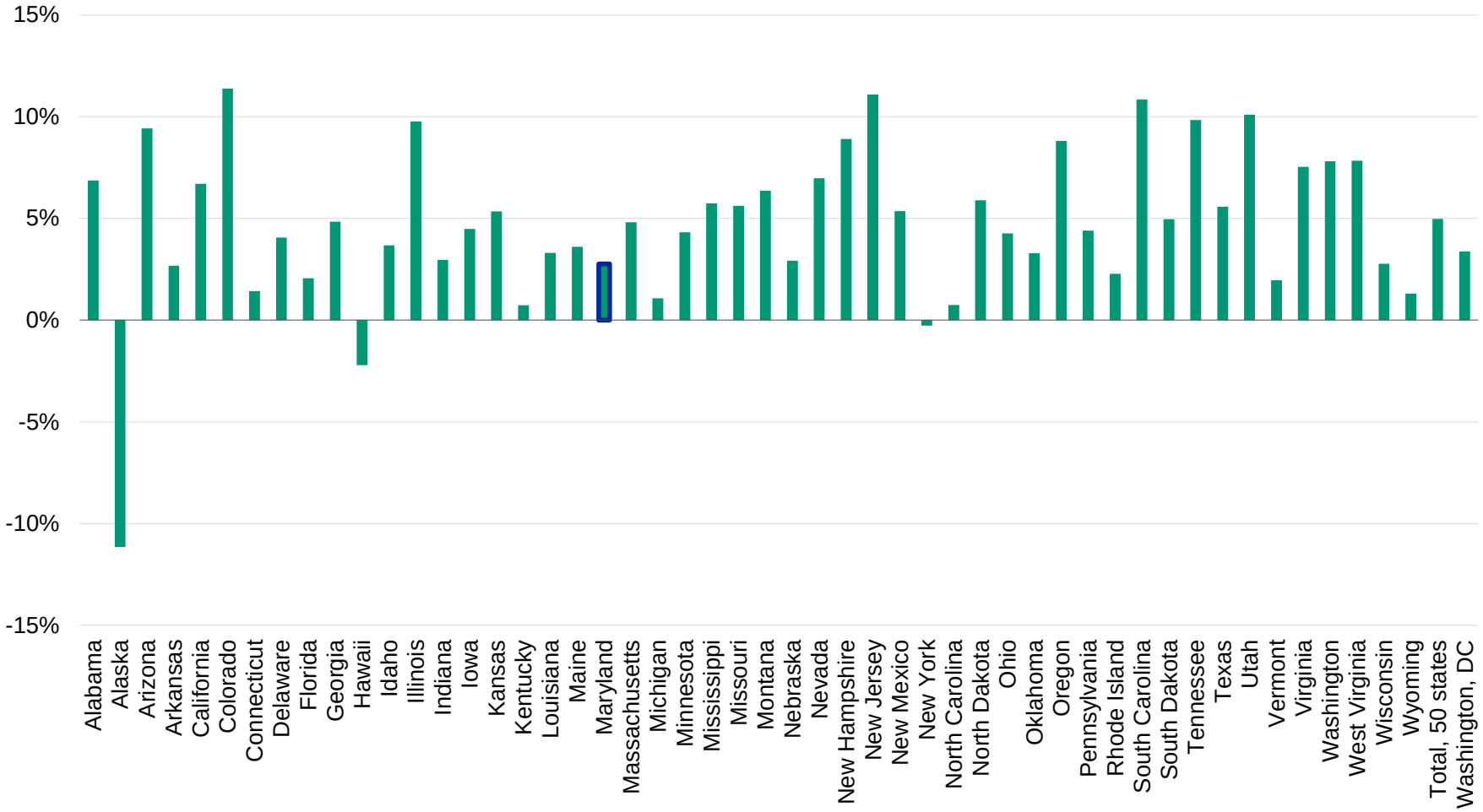
Technology shifting student preferences

More students taking online courses



Enrollment at US public, private nonprofit and private for-profit universities. Scale 2012=100.
Source: NCES

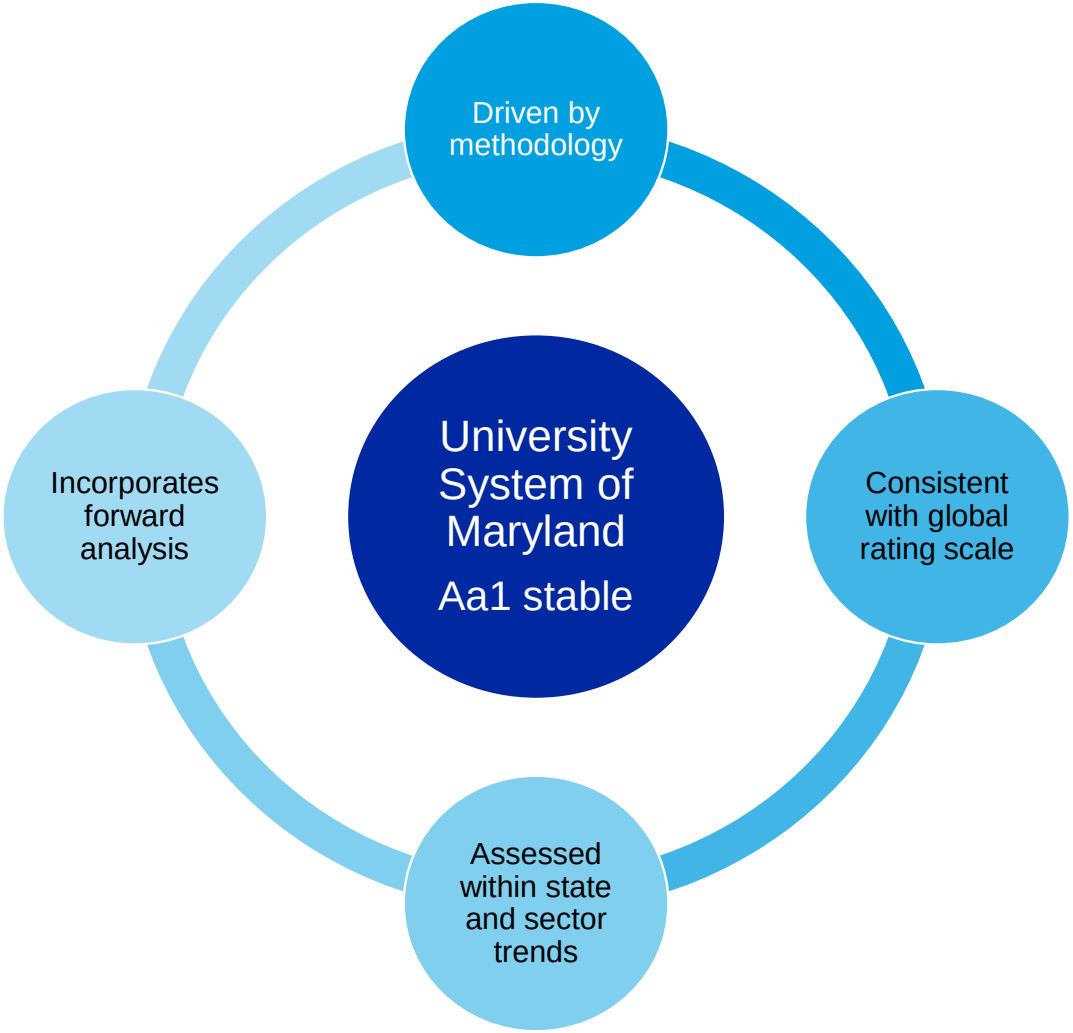
State support up for most in fiscal 2019-2020
But likely to be hit significantly over the next 2-3 years



Source: College of Education, Illinois State University: Grapevine Data; Moody's Investors Service

3 Credit View: University System of Maryland

University System of Maryland's rating in context



Highlights from recent credit opinion

Credit strengths

- Excellent credit profile reflects statewide presence as largest provider of four-year public education with a diversity of institutions
- Solid operating and capital support from Aaa-rated Maryland
- Substantial $5.2 billion scope of operations, with very diverse revenue sources
- Significant $1 billion multi-disciplinary research activity comprising 21% of operating expenses
- Disciplined fiscal oversight leading to sound cash flow and manageable leverage

Highlights from recent credit opinion

Credit challenges

- State-imposed tuition affordability priorities
- Modest fundraising contributes to comparatively moderate financial reserves
- Competitive student market and federal research funding environment
- Large unfunded pension liability adds longer term expense pressure

Highlights from recent credit opinion

Factors that could lead to an upgrade in the rating

- Substantial growth in spendable cash and investments to provide stronger support of a very large expense base
- Ongoing notable strengthening of brand – stronger student demand, research growth and sustained heightened philanthropy

Factors that could lead to a downgrade in rating

- Significant deterioration in operating performance and reserves relative to peers
- Substantial reductions in state financial support for operations or capital
- Changes in capital funding strategy evidenced by increasing financial leverage

Scorecard

University System of Maryland

Scorecard Factors and Sub-factors		Value	Score
Factor 1:	**Market Profile (30%)**		
	Scope of Operations (Operating Revenue) ($000)	5,368,320	Aaa
	Reputation and Pricing Power (Annual Change in Operating Revenue) (%)	4.1	A3
	Strategic Positioning	Aa	Aa
Factor 2:	**Operating Performance (25%)**		
	Operating Results (Operating Cash Flow Margin) (%)	10.2	A1
	Revenue Diversity (Maximum Single Contribution) (%)	39.6	Aa1
Factor 3:	**Wealth & Liquidity (25%)**		
	Total Wealth (Total Cash & Investments) ($000)	4,495,780	Aaa
	Operating Reserve (Spendable Cash & Investments to Operating Expenses) (x)	0.7	Aa2
	Liquidity (Monthly Days Cash on Hand)	200	Aa2
Factor 4:	**Leverage (20%)**		
	Financial Leverage (Spendable Cash & Investments to Total Debt) (x)	2.8	Aa1
	Debt Affordability (Total Debt to Cash Flow) (x)	2.2	Aaa
	Scorecard-Indicated Outcome		Aa1
	Assigned Rating		Aa1

Data is based on most recent fiscal year available. Debt may include pro forma data for new debt issued or proposed to be issued after the close of the fiscal year.

For non-US issuers, nominal figures are in US dollars consistent with the Higher Education Methodology.

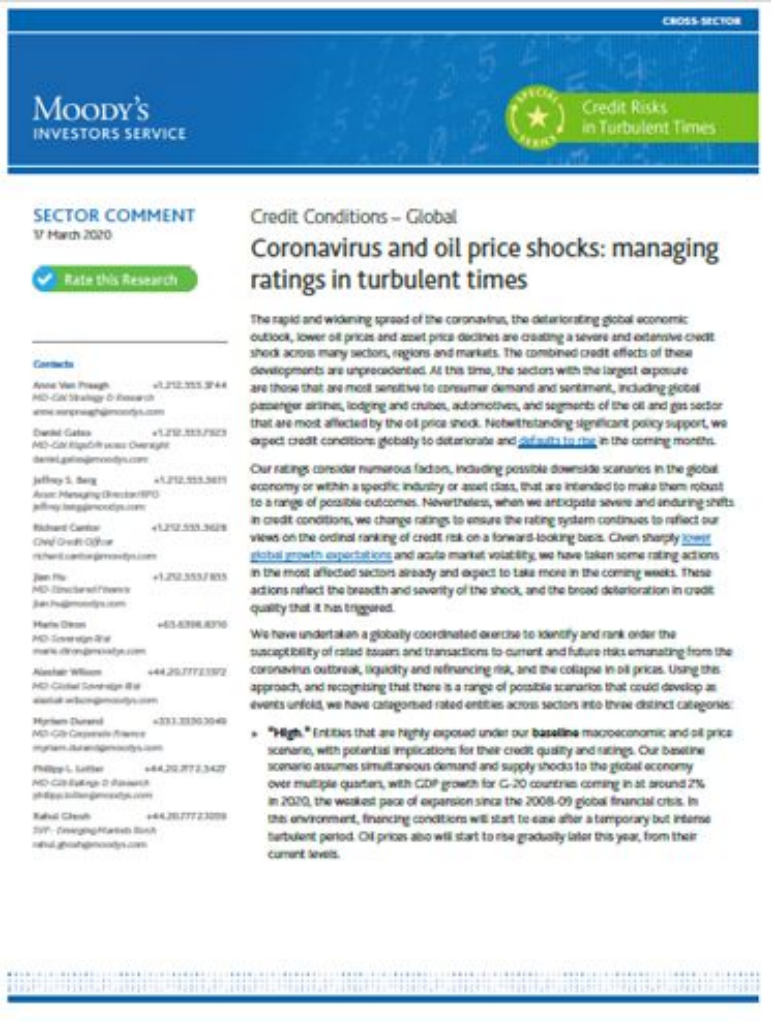
Peer comparisons

			Market Profile			Operating Performance		Wealth and Liqudity			Leverage	
Obligor Name	**Senior Lien Rating**	**Outlook**	**Operating Revenue ($Billions)**	**Annual Change in Operating Revenue (%)**	**Strategic Positioning**	**Operating Cash Flow Margin (%)**	**Revenue Diversity (Max Single Contribution) %**	**Total Cash & Investments ($Billions)**	**Spendable Cash & Investments to Operating Expenses (x)**	**Monthly Days Cash on Hand (days)**	**Spendable Cash & Investments to Total Debt (x)**	**Total Debt to Cash Flow (x)**
Indiana University, IN	Aaa	Stable	$3.2	2.8	Excellent = Aa	7.5	50.8	$4.4	0.9x	208	2.9x	4.0x
Texas A&M University System, TX	Aaa	Stable	$4.8	4.2	Excellent = Aa	16.5	32.8	$16.6	1.7x	390	1.5x	6.5x
University of Michigan, MI	Aaa	Stable	$9.1	6.4	Excellent = Aa	10.3	53.4	$14.7	1.4x	142	5.2x	2.6x
University of Texas System, TX	Aaa	Stable	$20.9	6.9	Exceptional = Aaa	15.6	43.3	$48.6	1.5x	180	2.7x	3.2x
University of Washington, WA	Aaa	Negative	$6.2	5.8	Excellent = Aa	9.9	34.5	$6.2	0.7x	155	1.8x	3.9x
Ohio State University, OH	Aa1	Stable	$7.2	7.3	Excellent = Aa	15.8	55.2	$8.9	1.1x	285	2.4x	2.7x
Pennsylvania State University, PA	Aa1	Stable	$6.7	4.2	Excellent = Aa	16.0	37.3	$8.9	1.2x	407	4.8x	1.4x
University System of Maryland, MD	**Aa1**	**Stable**	**$5.4**	**4.1**	**Excellent = Aa**	**10.2**	**39.6**	**$4.5**	**0.7x**	**200**	**2.8x**	**2.2x**
University of Colorado, CO	Aa1	Stable	$4.5	7.1	Excellent = Aa	7.1	33.3	$4.6	0.9x	227	2.2x	5.1x
University of Minnesota, MN	Aa1	Stable	$3.7	3.6	Excellent = Aa	8.1	36.5	$5.8	1.2x	173	2.8x	5.1x
University of Missouri System, MO	Aa1	Stable	$3.7	4.8	Excellent = Aa	12.4	40.9	$4.6	1.0x	224	2.0x	3.6x
The University System of Georgia	Aa2	Stable	$8.5	5.2	Excellent = Aa	8.4	38.1	$7.0	0.5x	92	1.0x	6.2x
California State University, CA	Aa2	Stable	$10.3	-2.8	Very Good = A	12.0	42.6	$7.7	0.6x	166	1.0x	5.4x
University of Arkansas, AR	Aa2	Stable	$3.2	3.6	Excellent = Aa	11.6	40.4	$3.2	0.5x	103	1.0x	4.0x
University of California, CA	Aa2	Positive	$36.8	6.7	Excellent = Aa	12.9	36.0	$37.8	0.9x	154	1.4x	4.9x
University of Massachusetts, MA	Aa2	Stable	$3.4	.7	Excellent = Aa	14.0	41.2	$2.0	0.5x	135	0.5x	6.6x

4

Managing ratings during turbulent times

Managing ratings in turbulent times



CROSS-SECTOR

Moody's INVESTORS SERVICE

Credit Risks in Turbulent Times

SECTOR COMMENT

17 March 2020

Rate this Research

Credit Conditions – Global

Coronavirus and oil price shocks: managing ratings in turbulent times

The rapid and widening spread of the coronavirus, the deteriorating global economic outlook, lower oil prices and asset price declines are creating a severe and extensive credit shock across many sectors, regions and markets. The combined credit effects of these developments are unprecedented. At this time, the sectors with the largest exposure are those that are most sensitive to consumer demand and sentiment, including global passenger airlines, lodging and cruises, automotives, and segments of the oil and gas sector that are most affected by the oil price shock. Notwithstanding significant policy support, we expect credit conditions globally to deteriorate and defaults to rise in the coming months.

Our ratings consider numerous factors, including possible downside scenarios in the global economy or within a specific industry or asset class, that are intended to make them robust to a range of possible outcomes. Nevertheless, when we anticipate severe and enduring shifts in credit conditions, we change ratings to ensure the rating system continues to reflect our views on the ordinal ranking of credit risk on a forward-looking basis. Given sharply lower global growth expectations and acute market volatility, we have taken some rating actions in the most affected sectors already and expect to take more in the coming weeks. These actions reflect the breadth and severity of the shock, and the broad deterioration in credit quality that it has triggered.

We have undertaken a globally coordinated exercise to identify and rank order the susceptibility of rated issuers and transactions to current and future risks emanating from the coronavirus outbreak, liquidity and refinancing risk, and the collapse in oil prices. Using this approach, and recognising that there is a range of possible scenarios that could develop as events unfold, we have categorised rated entities across sectors into three distinct categories:

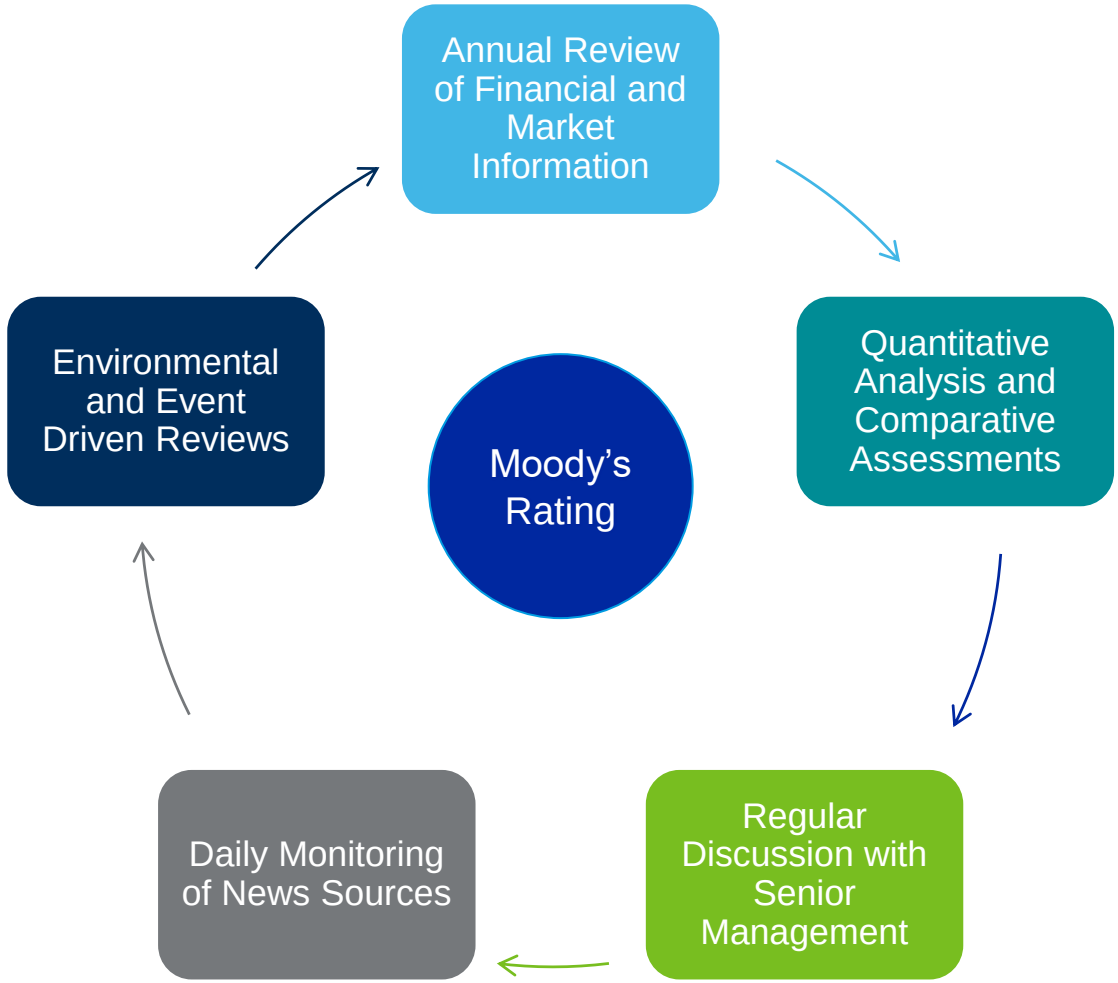
- **"High."** Entities that are highly exposed under our **baseline** macroeconomic and oil price scenario, with potential implications for their credit quality and ratings. Our baseline scenario assumes simultaneous demand and supply shocks to the global economy over multiple quarters, with GDP growth for G-20 countries coming in at around 2% in 2020, the weakest pace of expansion since the 2008-09 global financial crisis. In this environment, financing conditions will start to ease after a temporary but intense turbulent period. Oil prices also will start to rise gradually later this year, from their current levels.

- Our ratings consider numerous factors, including possible downside scenarios in the global economy or within a specific industry or asset class, that are intended to make them robust to a range of possible outcomes.

- While we will endeavor to position and, if necessary, reposition ratings at their appropriate levels as quickly as possible, we also recognize that greater visibility over the depth and length of the current crisis will be necessary in order to fully quantify the impact across some industries.

- Likewise, the degree of any external intervention (for example, short-term government support measures) may not be immediately known. Such intervention would provide a significant buffer to issuers from the economic fallout.

Long-term rating relationship with regular monitoring



5 Methodology

Global higher education methodology

- Rating methodologies provide transparency about how we assign ratings
- Scorecard serves as an analytical tool, but is not an exhaustive list of possible credit factors
- Ratings incorporate our forward-looking assessment of credit quality

Global higher education scorecard overview	
Market Profile (30%)	Scope of Operations (15%) Reputation and Pricing Power (5%) Strategic Positioning (10%)
Operating Performance (25%)	Operating Results (10%) Revenue Diversity (15%)
Wealth & Liquidity (25%)	Total Wealth (10%) Operating Reserve (10%) Liquidity (5%)
Leverage (20%)	Financial Leverage (10%) Debt Affordability (10%)

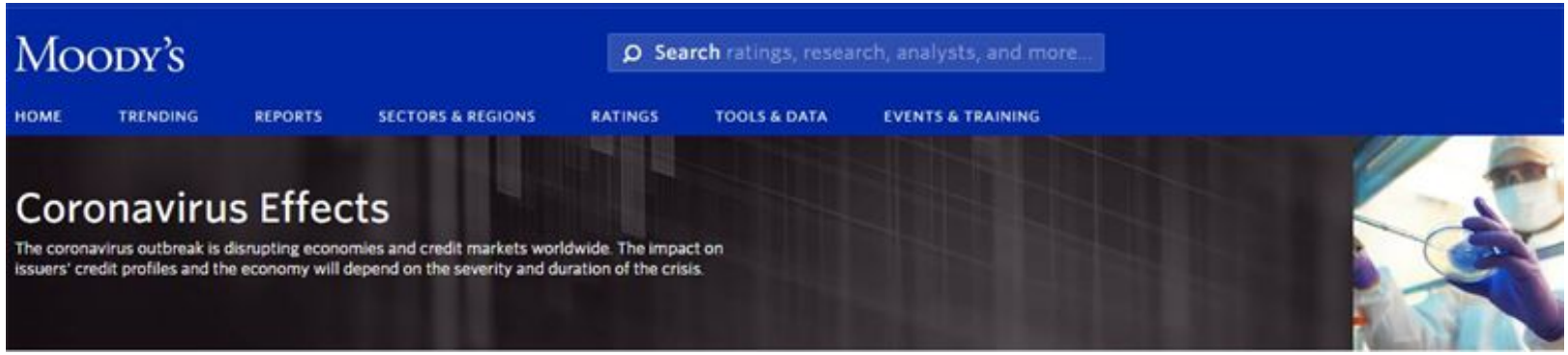
Methodology includes other credit considerations

- Multi-year trends
- Governance and management
- Debt structure considerations
- Liquidity quality
- Government relationship
- Pension and other post-employment obligations
- Healthcare operations

6 Recent research

Relevant Research

- Higher Education – Global: Coronavirus will lower student demand and increase costs for universities, April 7, 2020
- Not-for-profit hospitals – US Federal coronavirus aid package provides modest relief; ratings reflect support, April 3, 2020
- Higher education – US Federal aid provides modest support for universities coping with coronavirus, April 1, 2020
- Public finance – US Heat map: Coronavirus will have broad effects across US public finance, March 20, 2020
- Not-for-profit and public healthcare - US Outlook changes to negative as coronavirus accentuates cash flow constraints, March 18, 2020
- Higher education – US Outlook shifts to negative as coronavirus outbreak increases downside risks, March 18, 2020
- Credit Conditions – Global Coronavirus and oil price shocks: managing ratings in turbulent times, March 17, 2020

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Access is everything™
Susan Fitzgerald
Associate Managing Director
Susan.Fitzgerald@moodys.com
Kendra Smith
Managing Director
Kendra.Smith@moodys.com
Mary Kay Cooney
Vice President - Senior Analyst
Marykay.Cooney@moodys.com
moodys.com

Friday, May 1, 2020
Report to the USM Board of Regents
Chancellor Jay A. Perman
(AS DRAFTED)

Thank you, Chair Gooden. And let me echo the words of thanks you expressed earlier. You, the members of this board, our institutional leaders, and professionals throughout the USM have stepped forward and demonstrated tremendous leadership under the most difficult of circumstances.

I don't have to tell anyone that today's Board of Regents meeting—the first scheduled meeting of the full board since COVID-19 disrupted everyone's lives so thoroughly—is very different than we anticipated when it was planned.

As Chair Gooden mentioned, this morning she and I were *supposed to be* co-hosting an event celebrating the USM Regents Faculty Award winners, but that had to be postponed. Linda and I have contacted the award winners, expressed our appreciation on behalf of the entire USM, and let them know that we do intend to reschedule the celebration.

This meeting itself was *supposed to be* at Bowie State University, giving us the opportunity to acknowledge the success of that institution and the leadership of President Aminta Breaux. And while I certainly will be doing that, the restrictions put in place during this pandemic have prompted us to move this meeting online.

Still, even in these unprecedented circumstances, I think it is important that we maintain—to the extent possible—our usual approach.

After all, **the USM is open**. Faculty are teaching, students are learning, research is being conducted, and employees are working.

Yes, the education is taking place from a distance and online, the research is limited in scope, and the work—for the most part—is being done remotely. But it is all happening. We are open and operating.

Likewise, we are livestreaming this meeting as required under the Transparency & Oversight legislation. And shortly after the meeting, we will be issuing the Regents Newsletter, as we have after the last few regularly scheduled meetings of the full board.

And so, after a brief update on where the USM stands on issues related to the COVID-19 pandemic, I intend to make remarks that are more in line with a traditional report to the board:

- I will highlight some impressive news items from our institutions, some of which will be related to COVID, some of which will not.
- I will provide a brief review of the shortened legislative session.
- And finally, I will outline recent developments related to the USM's budget.

Beginning with COVID-19 . . .

As Chair Gooden mentioned, from the earliest stages she has stressed that frequent and open communication is absolutely essential to effectively managing institutional instruction and systemwide operations during this period. There is no question that following through on that priority has helped keep everyone on the same page with regard to policies and protocols.

The Board of Regents has held nine special meetings over the past ten weeks. And I know that system office leadership, campus leadership, faculty, staff, and students, and members of the media and general public have joined us on those calls. Along with these, I have held conference calls with all university presidents and regional center directors several times a week and essentially daily conversations with my senior staff.

While it has been only a matter of weeks, the steps we have taken together have been significant.

Early on we acted to recall USM students studying abroad and advise international students attending our institutions, we worked to discourage large gatherings and employee travel, and we implemented distance-learning for students and telework for employees.

As we continued to address the impacts of the pandemic, we worked with the institutions to develop an unified approach for the refund of costs associated with room and board and certain student fees, we restricted research that was not related to the novel coronavirus, and we made the difficult decision to postpone in-person commencement ceremonies.

More recently, as we continue to adjust and adapt to the "new normal," most of our universities moved temporarily to pass/fail grading and test-optional admissions, we elevated our focus on the mental health needs of our campus communities and the emergency financial needs of our students, and we made USM assets available for Maryland's COVID-19 response.

All of this was done collaboratively, working as a system. And all of it was done with the mission of the USM as a **public good** front and center in our decision-making process. Thanks is due to literally every member of the USM "family."

And earlier this week, I highlighted our two most recent actions.

Working with our university leaders, the **Return to Campus Advisory Group** will focus on determining the conditions we'll need to meet before students can come back to campus. The group will have university-based leaders from across our institutions and across all aspects of our campus operations—academic affairs, administration & finance, enrollment management, student life, and others—so that we can develop a comprehensive planning template. And of course, throughout the planning process, the health and safety of students, faculty, and staff will be of utmost concern.

The **COVID Research and Innovation Task Force**—composed of leaders from the University of Maryland, College Park, the University of Maryland, Baltimore, the University of Maryland, Baltimore County, and the USM—brings together the people and capital that can advance and scale solutions to the COVID-19 crisis. The group, which held its initial meeting last week, will coordinate ongoing projects, leverage each institution's expertise and assets, target resources, and engage with business and industry at this critical moment to serve Marylanders and save lives.

Moving now to news from USM institutions . . .

As I mentioned, today's meeting was scheduled to take place at **Bowie State University (BSU)**. So I will start with BSU and President Aminta Breaux, where there is no shortage of impressive news. At the 2020 HBCU Grow LEAD Conference—held "virtually" just last month—President Breaux was honored with the silver award in the Best Leadership category and BSU's new marketing campaign took silver in its category as well. In another well-deserved honor, *The Daily Record* named President Breaux to its 2020 list of Maryland's Top 100 Women. Psalmayene 24, a BSU professor and playwright, won a prestigious residency at the Mosaic Theater in Washington, DC, funded by the Andrew W. Mellon Foundation. And BSU's graduate programs in education, nursing, computer science, and public administration all received recognition in the latest edition of *U.S. News & World Report's* "America's Best Graduate Schools." Aminta, this is all wonderful news and a tremendous validation of your outstanding leadership. Congratulations.

Joining President Breaux on *The Daily Record's* list of Maryland's Top 100 Women for 2020 is **University of Maryland Eastern Shore (UMES)** President Heidi Anderson. Faculty from UMES and Bowie are also both participating in the Second Chance Pell program, which partners an institution with a correctional agency to provide higher education to those who are incarcerated. UMES also distinguished itself as the only HBCU to qualify as a finalist for the Howard Hughes Medical Institute's "Driving Change Initiative," which seeks to help historically excluded groups excel in the STEM disciplines. And, perhaps most significantly, last month UMES received accreditation confirmation to offer its Physician Assistant program.

Some of the congratulations for that great news at UMES also goes to the **University of Maryland, Baltimore (UMB).** The Physician Assistant Leadership and Learning Academy, established at UMB in July 2019, was instrumental in this development. Of course, UMB is also on the front lines of our COVID response. In mid-March, two UMB faculty members—Wilbur Chen and David Marcozzi—were named to Governor Hogan's Coronavirus Response Team. The School of Medicine developed a large-scale COVID-19 testing initiative using robotic platforms with automated technologies to significantly expand testing capability in Maryland. UMB's School of Nursing is offering qualifying students an "early-exit option" to forgo the remainder of their academic requirements and start working as nurses to bolster the essential workforce during the coronavirus pandemic. I would also note that in the *U.S. News* graduate school rankings, the School of Nursing was highly ranked in seven programs, including its Doctor of Nursing Practice and Master of Science in Nursing.

The **University of Maryland Global Campus (UMGC)** has been front-and-center as the move to distance education has become a truly global phenomenon. As President Javier Miyares pointed out in a widely circulated commentary piece in the *Baltimore Business Journal* last month, what is a new environment to so many in higher education is familiar territory for UMGC. That institution has been a tremendous asset to the USM and beyond as we adjust to these conditions. I am also very pleased to report that UMGC has received a record $16 million gift—nearly doubling the school's endowment—and has already begun using the money to help students struggling financially during the coronavirus pandemic.

The **University of Maryland, College Park (UMCP)** has been demonstrating tremendous leadership addressing COVID challenges. Faculty experts from the School of Public Health are keeping Americans informed through various media outlets and working with regional leaders in their responses. Researchers from the School of Engineering have produced hand sanitizer, developed hands-free, 3D-printed door latches, and are exploring the possibility of sterilizing N95 respirators and other personal protective equipment for reuse. In other news, UMCP's Maryland Energy Innovation Institute will lead the U.S. side of a five-year, $18.4 million U.S.-Israel Energy Center award from the Binational Industrial Research and Development (BIRD) Foundation. The award will support development of lithium and sodium metal solid-state batteries for advanced energy storage. And in the *U.S. News* graduate school rankings, UMCP has more than three dozen schools, colleges, and programs featured in the rankings, including programs from engineering, business, education, and public policy.

At the **University of Baltimore (UB),** five School of Law alumni were included among those honored in *The Daily Record's* 2020 'Leadership in Law' Awards. In addition, Sharon Glazer, professor and chair of the Division of Applied Behavioral Sciences, has been named a Fellow of the Society for Industrial and Organizational Psychology. UB also announced that the Bob & Renee Parsons Foundation will fund need-based scholarships—totaling up to $5 million over five years—for hundreds of full-time UB students who transfer primarily from community colleges, including current or former members of the military. And in the *U.S. News* graduate school rankings, the UB School of Law was among the best law schools and ranked 40th in Part-time Law.

At **Coppin State University (CSU)** last month, incoming President Anthony Jenkins made his first public address to campus. In an online virtual town hall, Dr. Jenkins spoke about his vision for the university, including strategic enrollment growth, improved student retention and graduation, enhanced experiential learning, increased research activity, investments in faculty and staff professional development, and greater community service. And while I know this is not the introduction to Coppin that Dr. Jenkins had planned, I want to once again underscore the USM's commitment to his vision for CSU. I also want to again thank Mickey Burnim for his leadership as interim president of Coppin, especially during these challenging times.

At **Towson University (TU)**, Marella Schammel, a chemistry major who has already won national recognition for her undergraduate research, received a 2020 National Science Foundation (NSF) Graduate Research Fellowship to support her as she works toward a Ph.D. Just over a week ago—April 22—Towson held its "Big Give." Now in its second year, this effort exceeded its goal and will be providing emergency support for students, staff, and faculty. In the *U.S. News* graduate school rankings, Towson's Education School was ranked among the best, with programs in fine arts, health, and science also receiving recognition. And, as professors from the health professions and health sciences adjust to online classes, faculty have worked to donate hospital beds and other pieces of equipment to the Greater Baltimore Medical Center and St. Joseph's Medical Center.

Salisbury University (SU) has also been active serving its community in response to the COVID pandemic. The dining hall donated surplus and perishable food to a local shelter once distance learning was enacted, SU provided area hospitals with personal protective equipment from science and health labs, and late last week an MOU was signed allowing Salisbury to house patients and employees from Peninsula Regional Medical Center, which is seeing an influx of COVID-19 cases. More than 100 individuals will be housed in a Salisbury University residence hall, where they can be safely quarantined. Also at SU, the Bosserman Center for Conflict Resolution is now the newest

Regional Centre of Expertise recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO). And, two Salisbury students, Anna Brennan and Jessica Pierce, became the first SU students recognized with the Barry Goldwater Scholarship, the preeminent undergraduate academic award in the fields of natural sciences, engineering, and mathematics.

The **University of Maryland Center for Environmental Science (UMCES)** has been active in community outreach efforts as well. The Chesapeake Biological Laboratory in southern Maryland donated 400 N95 masks, 40 boxes of gloves, and several reusable face masks to Calvert Memorial Hospital. Researchers at the Institute of Marine and Environmental Science in Baltimore donated more than 200 boxes of gloves, N95 masks, and single-use gowns to the University of Maryland Medical Center. And the Horn Point Laboratory is supporting Dorchester County Emergency Services on the Eastern Shore with bleach, gloves, hand sanitizer, and more.

Alumni from the **University of Maryland, Baltimore County (UMBC)** are leading national research on COVID-19. Kizzmekia Corbett led the National Institutes of Health (NIH) team that used the genetic sequence of the virus to develop a potential vaccine. Darian Cash and his team at biotech company Moderna will administer clinical trials. Kaitlyn Sadtler is leading an NIH study to detect how widespread COVID-19 really is in the U.S. population. And, of course, U.S. Surgeon General Jerome Adams is a UMBC alum as well. In addition, new UMBC research has revealed a promising drug target for treating HIV infection, opening a path to new, better therapies. Also at UMBC, three student researchers received Goldwater Scholarships: Jordan Troutman, Dominique Brooks, and Olumide Fagboyegun. And the *U.S. News* graduate program rankings highlight UMBC as having some of the best engineering programs, including environmental, computer, chemical, electrical, and mechanical engineering.

At **Frostburg State University (FSU)**, President Ron Nowaczyk held a Virtual Town Hall last month to keep his campus community up to date. In addition, to help students with their studies, the Ort Library—while physically closed—is still proving assistance for both general and research questions via email. And Jessica Thayer, a junior at FSU, was named a Newman Civic Fellow by Campus Compact, an honor acknowledging motivation and potential in public leadership. Joining Jessica as a Newman Civic Fellow were Ashlyn Woods from UB and Nihira Mugamba from UMBC.

As I mentioned, Presidents Breaux and Anderson were both among *The Daily Record's* Maryland's Top 100 Women honorees for 2020. Other USM honorees include:

- Susan dosReis from the University of Maryland School of Pharmacy at UMB;
- Janine Good, from the University of Maryland School of Medicine at UMB;
- Sarah Guy, Associate Director of BEACON at Salisbury;
- Diane Richardson from Towson;
- And Tenyo Pearl from Coppin, who, as a three-time honoree, joins the Circle of Excellence.

Earlier this week, USM's Maryland Momentum Fund—a $10 million investment fund to support early-stage companies and commercialization of USM-based research—announced a $250,000 investment in Datakwip, a rapidly growing green-tech building analytics company. The company's co-founder and Director of Engineering, Brett Boyer, is a graduate of UMCP. To date, the Momentum Fund has made investments in 13 start-ups totaling $4 million, matched almost four-to-one with $15.5 million from co-investors.

One last highlight I'd like to mention recognizes the University System of Maryland Foundation (USMF). The COVID-19 pandemic created an urgent need for emergency funds for students and at many campuses and existing student emergency funds were depleted in a matter of days in mid-March. Recognizing this urgency, the USM Foundation contributed $10,000 to each campus and regional center for a total donation of $150,000. It also asked its board to contribute individually and prominently featured each institution's emergency fund giving link on its website and through social media. I want to thank Leonard Raley, Vice Chancellor for Advancement and President and CEO of the USMF.

I turn now to the recently completed legislative session . . .

Obviously, many of the actions that took place in Annapolis—especially in term of budgetary decisions—are facing significant revisions and reductions. This, of course, includes funding for the USM. I will have more to say on that in just a moment. But I think it is important to note a couple of points that are pertinent regardless of any revisions.

First, when the size and scope of the pandemic began to make itself clear, the legislature—working in tandem with Governor Hogan—acted swiftly and decisively to make significant funding available **immediately** to address the outbreak of coronavirus. That vison and leadership was important and clearly beneficial to the state. Leadership in Annapolis deserve our thanks.

Second, while the level of state funding supporting the USM will almost certainly be reduced, thanks to several years of the working closely with legislative leaders, aligning USM priorities with those of the state, and the hard work of so many professionals—both at the campus level and in the system office—the USM will be addressing any funding reductions from a position of strength. We are seen as an investment more than an expense, and that will serve us well going forward.

And so, for this most recent legislative session and the cumulative impact of the past several sessions, I thank Vice Chancellor for Government Relations Patrick Hogan, Assistant Vice Chancellor for Government Relations Andy Clark, and their campus-based government relations colleagues throughout the USM. I also thank the presidents, vice presidents, and other leaders who have worked in support of both their individual institutions and the system as a whole. And I want to thank Senior Vice Chancellor for Academic and Student Affairs Joann Boughman and her team, Vice Chancellor for Administration and Finance Ellen Herbst and her staff, and the entre USM office. I am proud of all of you and proud of the work we have done together.

Lastly, looking at our financial position going forward . . .

We have several variables to estimate and manage as we go forward. The uncertainties we face as a result of the COVID-19 pandemic impact our students, faculty, and staff and will inevitably have negative impacts on our financial position.

We need to prepare for the tough decisions ahead of us – we will need to make hard choices regarding our funding sources and the use of our funds. Believe me: Tough decisions are coming. As we continue to gather information, project various scenarios, and continue the planning process, I will keep everyone fully informed.

But I also know that keeping our staff and faculty employed—and keeping them as “whole” as possible—isn’t just good for us as a System; it’s good for rebuilding an economy that’s going to need all of us contributing to it. The USM is central to Maryland’s economic rebuilding and resilience. And that is a point I have made clear throughout this process and will continue to make. The USM can help Maryland through this COVID crisis, not just in addressing our public health emergency but in restoring an economy that will need our power more than ever before.

Madame Chair . . . this concludes my report. I am happy to respond to any questions.

###

COUNCIL of UNIVERSITY SYSTEM FACULTY

Strengthening Higher Education through Shared Governance

Report by the Council of University System Faculty (CUSF) to the Online USM BOR Meeting

Friday, May1, 2020

With the Coronavirus, pretty much everything is on hold or should I say that the major focus of activities has been virus related. Both our March and April meetings were online.

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

- **March Online Council Meeting**: Courtesy of UMGC, the Council had its March meeting electronically on Monday, March 23rd. It was an abbreviated meeting. Chancellor Perman and BOR Chair, Linda Gooden were in attendance. Chancellor Perman was in attendance for roughly twenty minutes in between meetings and he gained some valuable insights regarding the effect of the virus on the faculty. Chairperson, Gooden was in attendance for an extended period of time and answered a series of questions from a BOR perspective.

- **April Online Council Meeting**: Courtesy of UMGC, the Council had its April meeting electronically on Thursday, April 16th. The election of officers was completed and the new officers are presented under a separate heading below. In addition, the group discussed several discussion topics including how everyone is handling the switch to online, an online survey of institutional support for Council members, and the future of online meetings next year.

- **Elections:** Elections were conducted at the March and April meetings. Executive Committee for next year is as follows.

  Chair: Elizabeth Brunn – UMGC
  Vice Chair: Jay Zimmerman – TU
  Secretary: Ellen Schaefer-Salins – SU
  At-large: Julie Simons – UB
  Aerian Tatum – CSU

- **Academic Integrity Initiative:** The Educational Policy Committee of CUSF has been working diligently on BOR policy recommendations to the BOR regarding BOR Policy III-1.00 and 1.02. Because of the virus, continuing work on this initiative has stalled.

- **Emeritus Faculty BOR Member Resolution**: There is no report at this time.

- **Civility Issue:** There is no report at this time.

- **State of Share Governance Report:** The State of Shared Governance Survey is completed. In general, shared governance on the campuses is "alive and healthy." The commentary was a preview to the final report prior to being published. (*See the attached Commentary and the Report* .)

- **Survey of Institutional Support for Senate Chairs:** This is my going away present. I am conducting a simple survey on the remuneration received by the Senate Chairs. This survey will be useful for senate chairs to advocate for increased internal support. The preliminary findings are presented in the second commentary and the report should accompany the next report. (*See the second commentary for the preliminary results.*)

- **Survey of Institutional Support for CUSF Council Members:** Complementing the Senate Chair's survey, a survey was conducted of the institutional support to CUSF Council members. Seven of the eleven institutions provided virtually no support. Providing a vehicle from the car pool was the most common form of support. (*See the third commentary for the results of this survey.*)

- **Regents Awards:** Since the April BOR meeting will be online, the Faculty Regents Awards which would normally be presented at the April meeting breakfast will be done at the campus level.

COMMENTARIES: Three commentaries and one report are attached.

Respectfully Submitted: April 17, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

Commentary 2004.1: Update on Shared Governance Report

At the time of this writing, I am in the process of completing the State of Shared Governance Report for 2019 (Note: *The completed report was dated April 8th*). The purpose of the survey is to provide the Chancellor with direct feedback on the state of shared governance on the individual campuses. In the report, Figure 9 provides a longitudinal analysis for the first question in the survey. It is designed to measure the climate for governance with the statement that "*Shared governance on our campus is alive and healthy*." This year eleven of the institutions agreed with the statement with one of those institution strongly agreeing with the statement. In general, shared governance is "alive and healthy" on the individual campuses.

Figure 9: Historical Analysis of Climate for Governance Question

Climate for Governance: Shared governance on our campus is alive and healthy.	2015	2016	2017	2018	2019
Strongly Agree	4	4	0	1	1
Agree	6	3	9.5	8	10
Neither Agree or Disagree [1]	- -	3	2.5	2	0
Disagree	2	2	0	1	1
Strongly Disagree	0	0	0	0	0
NA	0	0	0	0	0

[1] The "Neither Agree or Disagree" category was added in the 2016 survey. In 2015, a four point Likert scale was use.

Although shared governance seems to be alive and healthy on the campuses, there are some areas of concern that should be addressed. These issues seem to be broad based across institutions and are reflected in responses and comments made later in the survey. The first is the workload issue, the increased demands being placed on full-time faculty, morale and its affect on service. The follow senate chair's comment reflects this issue. As a sidebar, it should be noted that in a separate analysis of CUSF meeting attendance data, CUSF is facing a similar issue where the members sent forth from the campuses has decreased by roughly 18%.

> **Workload and Morale:** *Level of participation in shared governance is decreasing over concerns of increasing faculty workload. In 2019, the election for Faculty Senators was uncontested. The number of candidates matched the number of open seats, and all candidates were elected. On the annual faculty morale survey, faculty members are reporting increased instructional workload despite flagging enrollment. As a consequence, commitment of the faculty to institutional service is suffering.*

The second issue is a continuing issue that has been identified and noted in previous reports. There is a difference between informing faculty and consulting with them. The following comment captures the essence of this issue. It should be noted that consultation doesn't mean that faculty make the decision. It means that the faculty are involved in the process.

> **Informing Versus Consultation:** *.... Still, there is a sense that administration's engagement with the Senate is much of a one-way conversation, and that advice from either the Senate as a whole or from specific constituencies has not truly been sought.*

The third issue focuses on shared governance at the sub-unit level. As reflected in the response to this question, shared governance at the presidential and the vice-presidential level, seems to be working well. However, at the Dean and Chair levels shared governance was a "hit or miss" proposition. The senate chair's comment for this issue is fairly succinct. I added a second senate chair's comment which specifically goes to the need for presidents to address the principles of shared governance at the sub-unit level.

> **Shared Governance at the Sub-unit Level:** *There is a need for shared governance at the sub-unit level.*
>
> *It is the responsibility of the Provost and President to ensure that the Principles of Shared Governance are respected in the subunits." .... "While it is understandable to provide time as a learning opportunity to the Deans and Department Chairs, unit heads should be systematically trained, reminded, and evaluated for respecting and involving shared governance at the unit level. Some simply are not even aware of it, some simply choose to ignore.*

As noted, this commentary is a preview of the findings in the public version of the report. There are two versions of this report. The first is the public version and the second is the internal document used by the Chancellor in his yearly evaluation of the presidents. Overall, shared governance on eleven of the twelve campuses is "alive and healthy." There is always room for improvement. Regardless, this is a good thing and it goes directly to the mission statement of CUSF which is "*To Strengthen Higher Education through Shared Governance*."

Respectfully Submitted, Updated April 10, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

Commentary 2004.2: Preliminary Findings on Institutional Support for Senate Chairs

Regarding shared governance on campuses, the leading edge is the faculty senate chair or their equivalent. Section L of the I-6.00 BOR policy on shared governance indicates that it is the job of the presidents to provide a "*commitment of resources and time.... to carry out their shared governance responsibilities effectively.*" The purpose of this survey was to help determine the institutional support received by the senate chairs in carrying out their shared governance responsibilities.

The survey of senate chairs suggested the following preliminary findings.

- **Reassign time** and **financial stipends** are important workload considerations for senate chairs. Six of the eleven reporting institutions indicated that the senate chair receives reassign time. Three credits per semester was the most common reassign time provided. Two institutions provided remuneration in addition to reassign time. One institution provided the option of taking the financial stipend or buying out a course. Unfortunately, four institutions provided no direct support to their senate chairs. Neither reassign time nor a financial stipend is provided.

- Providing **administrative assistance** is an important source of institutional support. Five of the reporting institutions indicated that they received some form of administrative assistance. The most common form of assistance was sharing an administrative assistant between the staff, student, and faculty councils. Suggesting resourcefulness, senate chairs reported having a graduate assistant or utilizing their departmental administrative assistant.

- Having a **budget** is an important form of providing institutional support. Six of the senate chairs indicated that they had budgets. One additional senate chair indicated that they had no budget but received financial support out of the president's office. Along with providing refreshments at meetings, senate chairs indicated that their budgets provided valuable training workshops, retreats, and social activities for faculty.

- There was limited institutional support for **major committee chairs**. Two of the senate chairs indicated support for their major committee chairs and even that was problematic. Some of the institutions indicated that their vice chair or one of their major committee chairs received remuneration.

The results of this survey are comparative. The survey does not determine what is the optimum institutional support for shared governance on the campuses. It provides a summary of what everyone else is doing. Those campuses providing leadership in providing institutional support for their shared governance functions should be commended. The senate chairs have been provided with the resources to do their job. Conversely, there are several campuses that may need to improve their institutional support for shared governance functions. Hopefully, these findings will help them in allocating sufficient resources to carry out their shared governance functions. This survey is an example of CUSF addressing its mission of "*strengthening higher education through shared governance.*"

Respectfully Submitted, April 16, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

Commentary 2004.3: Preliminary Findings on Institutional Support for CUSF Council Members

Complementing the survey of senate chairs regarding institutional support, a similar survey was asked of the CUSF Council members. Consistent with the BOR I-6.00 policy on shared governance, the purpose of the survey was to determine institutional support for CUSF Council members.

The survey was conducted as part of the April 16, 2020 CUSF Council meeting. The following questions were asked. For those schools not in attendance, an email with the questions was sent to the Council members. In addition, a follow-up email was sent to those in the meeting who did not respond during the meeting. Eleven of the twelve institutions responded.

> **Item #2:** Institutional Support to Council Members: A quick survey on institutional support to you as a Council member. ➜ email **rkauffman@frostburg.edu** the following
>
> a) your name / institution
> b) Do you receive reassign time? If so how much?
> c) Do you receive a stipend? If so how much?
> d) Do you receive in-kind support (e.g. car pool car, etc.)? If so what?
> e) Other: Specify:

The results of the survey were not unexpected and relatively easy to compile. The results are presented below.

- **Reassign Time:** None of the Council members responding indicated that their institutions provided them with reassign time to be a CUSF Council member.

- **Financial Stipend:** One institutional representative from Coppin indicated that there was possibly a stipend. The representative commented that "*I just found out a stipend was available but haven't determined how or if it will get paid*."

- **In-kind Support**: The most notable in-kind service provided was transportation related. Three institutions noted transportation related support. Frostburg and Salisbury provide a vehicle from the car pool. Salisbury provides a mileage allowance as an alternative. The representative from UMCES is also the senate chair and has a travel allowance. An often overlooked in-kind service is receiving time to attend meetings. The representative from Salisbury indicated receiving time to attend.

- **Other Support**: Most of the comments regarding the "Other" category were comments about not receiving support which is discussed in the next item.

- **No Support**: Seven of the eleven responding institutions indicated that their Council members received no support. A typical comment indicated that "*I get nothing- I get myself to these campuses on my own dime. I've enjoyed looking around campuses, but gas support would be appreciated.*" A second comment indicated that "*As requested, I do NOT receive any release or reassign time nor do I receive a stipend nor do I receive unkind support*."

Findings and Conclusions. In economics, there is an adage that if you want more of something subsidize it and if you want less of something tax it. Seven of the eleven representatives indicated that their institutions provide virtually no support. It should be noted that most of the institutions do permit

attending meeting during the school day. Two of the three schools offering cars from the car pool are institutions located outside of the two beltways. On a personal note, being able to obtain a car from the FSU car pool is a much appreciated benefit.

For the most part, CUSF Council members essentially volunteer their time and cover their costs out-of-pocket. They should be commended for their service and dedication. The Council serves an important function that is often under appreciated on the individual campuses. Returning to the adage, participation in CUSF for most of the CUSF Council members is taxing. The dearth of support has the effect of reducing participation and more importantly it reduces active involvement. The presidents should examine additional ways of supporting CUSF participation by Council members since in accordance with BOR policy, it will strengthen both shared governance and higher education.

Respectfully Submitted, April 18, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

State of Shared Governance Report in the University Sustem of Maryland Survey of Faculty Senate Chairs for 2019

to

Dr. Jay Perman
Chancellor
University System of Maryland (USM)
3300 Metzerott Rd.
Adelphi, MD 20783

by

Dr. Robert B. Kauffman, Chair
Council University System Faculty (CUSF)

April 8, 2020

COUNCIL of UNIVERSITY SYSTEM FACULTY

Strengthening Higher Education through Shared Governance

State of Shared Governance Report in the University System of Maryland Survey of Faculty Senate Chairs for 2019

Executive Summary

For the calendar year 2019, CUSF completed its survey and report of senate chairs on the state of shared governance in USM institutions. This year all twelve institutions participated. Overall, the state of shared governance on campuses is good. In the survey, the first question served as an overall measure of the state of shared governance on the individual campuses. Eleven of the institutions agreed with the statement that "*Shared governance was alive and healthy on their campus*." One of these eleven institutions strongly agreed with the statement. This year one school disagreed with the statement suggesting that there may be a need to address shared governance on campus. Additional findings include:

- The second finding involves faculty workload. Increased demands are being placed on full-time faculty. It has affected their morale, and it has affected the ability of faculty to effectively deliver the service component in the teaching, research, and service triangle. In addition, support for shared governance includes providing reassign time and administrative assistance.

- The third finding suggests that there needs to be more consultation with faculty. Senate chairs noted the difference between informing faculty which tends to be one-way communication and consultation which is more collaborative and where faculty are involved in the process. This issue is not new. It has been identified and noted in previous reports.

- The fourth finding focuses on shared governance at the sub-unit level. A recurring theme was that shared governance was alive and healthy at the upper administrative levels including the presidents and provosts. However, it often becomes a "hit or miss" proposition further down the chain of command at the dean or chair levels. This is an issue for the presidents to address with their shared governance constituents.

- One institution commented on the survey instrument, its procedures, and the frequency with which it is administered. It maybe time to revisit the survey and its administration. As one of the founders of CUSF's survey, it was the first of its kind and there were a lot hurtles that it needed to overcome. As noted, completing a survey each year can easily be viewed as burdensome. Some suggestions were provided.

The survey and report were completed in March and the first week of April. This report, along with the survey data, was sent to the Chancellor in the beginning of April for use in his annual evaluation of the presidents during April. In addition, the information will be used in the five-year review of presidents for the Board of Regents (BOR). The information contained in this report is the summative result from the survey.

COUNCIL of UNIVERSITY SYSTEM FACULTY

Strengthening Higher Education through Shared Governance

State of Shared Governance Report in the University System of Maryland Survey of Faculty Senate Chairs for 2019

Summary Report[1]

The primary use of the survey is by the Chancellor in his annual performance evaluation of the Presidents during April. The survey provides the Chancellor with substantive data and feedback on improving shared governance practices within the individual institutions in the University System of Maryland (USM). The survey data are internal and not for public dissemination. A second document, the summary report, includes the generalized results of the survey. It is provided to the Board of Regents (BOR), public, and other interested parties summarizing the state of shared governance within the System. This document is the summary report.

Procedures

The 18 questions in this survey were adapted from a short monograph by Keetjie Ramo entitled *Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998)*. The survey instrument has undergone several revisions and modifications since its inception in 2014. Currently, the questions consist of a five-point Likert scale followed by a section for comments. This provides both quantitative and qualitative data. The survey is completed by the senate chairs or their equivalent position within the governance structure. It covers the previous calendar year, in this case 2019. The survey is distributed to the senate chairs in October. They are due March 10th or the week before spring break. This allows time for the Chair of CUSF to complete the analysis and submit it to the Chancellor prior to his April review of the Presidents. This year all 12 institutions participated in the survey.

Sampling – An effort was made this year to make the survey more representative of the faculty. When the survey was envisioned and being developed, the issue was considered that there was the possibility of making the survey so cumbersome that no one would complete it. In previous years, the option was provided for senate chairs to complete the survey themselves. In an effort to make the survey more representative, this option was eliminated last year. Regardless, one senate chair incorrectly used this option (Figure 1). The other chairs utilized their executive committee, faculty senate or faculty in general. It should be noted that within the university administrative structure, the senate chair generally has the most contact and involvement with the President, followed by the executive committee and faculty senate. For this reason, these options should not be minimized in favor of a general survey of the faculty who have little or no involvement with the President in terms of shared governance.

[1] This report was completed by Robert B. Kauffman, Ph.D., Chair, Council of University System Faculty (CUSF).

Figure 1: Procedural Options		
Option	Option Description[1]	Number of Institutions Using the Option
~~Option #1~~:	~~Senate chair Competes the Survey Alone~~	1
Option #2:	Senate chair Completes the Survey in Conjunction with ExCom	3
Option #3:	Senate chair Shares with Senate and Compiles Results with ExCom	4
Option #4:	Senate chair Surveys Senate Members	2
Option #5:	Senate Completes a Survey of the Faculty	2
Option #6:	Other – Please explain below	- -
[1] The full descriptions are provided within the survey instrument.		

Reporting Surveys – Several institutions surveyed their executive committees or Faculty Senates and reported the survey results as the percentage of responses. A two step process was performed to consolidate the responses into the most prevalent category. First, the five point Likert Scale was condensed into a three point scale. The categories were Agree (i.e. Strongly Agree and Agree), Neither Agree Nor Disagree, and Disagree (i.e. Strongly Disagree and Disagree). This consolidation determined the degree of agreement or disagreement with the statement. Procedurally, it reduces the situation where one category with a large response offsets two evenly distributed categories (e.g. SA➜3, A➜4, D➜5, SD➜0). Using the most frequently occurring category in this example would result in respondents disagreeing with the statement. However, there was general agreement with the statement (i.e. SA&A➜7, D&SD➜5). The second step acknowledges the most frequently occurring category within the combined categories (i.e. including "Neither Agree or Disagree"). In the example, this was the Agree category with four responses. In the report, the Agree category would be the response recorded for the university. Since there were small samples, several ties occurred between categories. When this occurred, the response was split in the reporting (i.e. 0.5 per category).

One of the Senate Chair s raised several question regarding the survey. The full comment is provided below.

> *We surveyed our Faculty Senate, which is called the Academic Senate. Many noted, and I agree, that the variability with which CUSF allows this survey to be completed undermines its reliability as a dependable instrument. In addition, while we respect the efforts that CUSF is making in this regard, we all agreed that the survey should be administered less frequently—perhaps every other year, rather than annually. Given that the survey's limitations, many on the Academic Senate were not very interested in responding. There were 19 respondents to this survey. In addition, if CUSF is going to continue to run this survey, they need to update the mode of delivery. The whole thing should be online. At the very least, having this word document with blanks that need to be deleted feels kind of retro in this day and age.*

The comment questions the reliability of the survey results, the frequency of completion, and the mode of delivery. Perhaps it is time to revisit the survey, its delivery, and the frequency of it being administered. In its current configuration, this is the fifth year that the survey was administered. It should be noted that the CUSF survey was the first of its kind, that there were many hurdles to overcome, and that similar

surveys are now being conducted by the student and staff councils. As noted in the procedure section, a survey instrument developed by the AAUP was used as the foundation of the CUSF survey instrument. This helps provide some degree of validity. Also, it needs to be remembered that USM is a very diverse system and shared governance differs greatly on the USM campuses. Finally, it is important to remember the purpose of the survey. **The purpose of the survey is to provide the Chancellor with direct feedback on the state of shared governance on the individual campuses**. The survey does this and the high reliance on the qualitative responses in the survey provides considerable texture to the feedback provided. Regarding the frequency of administration issue, there are some recommendations in the findings and conclusion section of this report that may ease the burden of completing a full survey each year.

Results

Based on Keetjie Ramo's short monograph, the survey is subdivided into seven different areas covering the role of shared governance within the institutions. These categories are used as the main headings and to provide the organizational structure for this report.

Figure 2: Climate for Governance – 2019

	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1.	Shared governance on our campus is alive and healthy.	1	10	- -	1	- -	- -

Climate for Shared Governance – Question #1 served as an overall measure of the state of shared governance on the individual campuses (Figure 2; see Figure 9 also). This year eleven of the campuses agreed with the comment that shared governance was alive and healthy on their campus. One campus expressed concern over the state of shared governance on their campus and this concern is reflected within many of the subsequent questions. Typifying this positivity was the following comment: "*Shared governance is alive at [our institution]. Faculty participation is often low at times, however, faculty need encouragement to fully participate in activities and events on campus.*"

Having noted their positivity with the Likert scale responses, the senate chairs noted some problem areas in this section also. These issues seem to be broad-based across institutions and are reflected in later survey responses. The over-arching issue is the workload issue and the increased demands being placed on full-time faculty. This affects morale.

> **Workload and Morale:** *Level of participation in shared governance is decreasing over concerns of increasing faculty workload. In 2019, the election for Faculty Senators was uncontested. The number of candidates matched the number of open seats, and all candidates were elected. On the annual faculty morale survey, faculty members are reporting increased instructional workload despite flagging enrollment. As a consequence, commitment of the faculty to institutional service is suffering.*

The second issue focuses on the difference between one-way communication or informing and consultation. This issue is not new. It has been identified and noted in previous reports. Collaboration involves the faculty in the decision making process. It does not mean that the faculty necessarily make the

decision. In contrast, informing is where the decision is made by the administration and the faculty are informed of that decision without being able to provide input prior to the decision being made. From the survey, the following comment captures the essence of this issue.

> **Communication Versus Consultation:** *.... Still, there is a sense that administration's engagement with the Senate is much of a one-way conversation, and that advice from either the Senate as a whole or from specific constituencies has not truly been sought.*

The third issue is that there needs to be shared governance at the sub-unit level. As reflected in the response to this question, shared governance at the presidential and the vice-presidential levels, seem to be working. However, at the dean and chair levels shared governance was a "hit or miss" proposition. The senate chair's comment for this issue was fairly succinct.

> **Shared Governance at the Sub-unit Level:** *There is a need for shared governance at the sub-unit level.*

Figure 3: Internal Communications – 2019

	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
2.	There are excellent communications and consultation between the administration and the faculty and senate leadership.	1	9	1	--	1	- -

Internal Communications – The second question focused on internal communications between the administration and the shared governance structures of the faculty and senate leadership. Good communications are fundamental to effective shared governance. Several senate chairs noted that there is a difference between consultation and simply informing. Communication tends to be one-way whereas consultation involves participation by and with the faculty even though the President and administration have the decision-making ability. Consultation is actively being involved in the process.

Overall, the institutions indicated that there was good communications and consultation. Ten of the institutions agreed with the statement on communications with one institution strongly agreeing. One institution strongly disagreed with the statement suggesting that there needs to be both better internal communications and consultation. Good communications and consultation are reflected in the following senate chairs comment: *[Our institution] has one of the more active and engaged faculty shared governance systems in the USM. There is a general sense of mutual respect between administration and faculty governance.*

Although ten of the twelve institutions agreed with statement that there is excellent communications and consultation with the faculty, most of their comments suggest that there is room for improvement. Each of the following comments is from a different senate chair and all of the senate chairs making the comment indicated that their institution agreed with the Likert scale statement.

> *"While there is a shared governance structure in place, there are times when it seems as though decisions are made without listening to the input of the faculty."*

> *"Sometimes, we feel talked down to."*

"Still, the information flow remains mostly unidirectional and, ultimately, limited in impact.

"*While there is a shared governance structure in place, there are times when it seems as though decisions are made without listening to the input of the faculty.*"

Two institutions indicated both poor communications and consultation. One senate chair noted that, "*Communication is absent, one-directional, and delayed."* Another senate chair shared that *"It is deeply problematic that our president has had more town meetings with outside constituents than he has with his own University constituencies."* (Note: Examples were provided but were not included here.)

Figure 4: Senate's Role – 2019

	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
3.	The faculty senate plays an important role in providing academic and administrative functions at the university. [Note: *One institution did not respond to this question.*]	4.5	6.5	- -	- -	- -	- -

Senate's Role – The third question in the survey asked whether the faculty senate played an important role in providing academic and administrative functions at the university. Conversely, the question asked whether the faculty senate is disenfranchised by the administration. Eleven of the institutions agreed with the statement. One senate chair didn't respond to the question because they thought that the question was confusing. One institution conducted a survey of the senators and the percentages were equal for the two categories. Hence, the split vote.

Along with the diversity of institutions within System, a review of the comment section to this question reveals the duality of the relationship between the faculty and administration expressed in the Board of Regents Policy on Shared Governance in the University System of Maryland (I-6.00). This question captures both the administrative and academic functions. These functions are split in succeeding questions. In general, the responses to the question suggests that the senate chairs and faculty senates feel valued by their administrations.

Figure 5: President's Role (4-7) – 2019							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
4.	Other than on rare occasions, the president seldom overturns faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).	6	4	2	- -	- -	- -
5.	The president seeks meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	3	2.5	3.5	2	1	- -
6.	The president supports and advocates the principles of shared governance.	6	4	1	1	0	- -
7.	The president supports and advocates the principles of shared governance at the **sub-unit level** also (e.g. college, department).	2	7	- -	1	1	- -

President's Role – Questions four through seven focused on the president's role in shared governance. The wording in questions four and five reflect the relationship between the faculty and president as defined in the Board of Regents Policy on Shared Governance in the University System of Maryland (I-6.00). Question #4 focuses on traditional academic functions such as curriculum, promotion, and tenure. Ten of the institutions agreed that their presidents follow the faculty's advice in areas where the faculty have primary responsibility. Six of these institutions strongly agreed with this statement. Two institutions had some issues and responded that they neither agreed or disagreed with the statement. An example of a typical response was, *"[Our president] has generally followed faculty decisions and recommendations in areas like the curriculum and tenure & promotion and has appropriately involved faculty in strategic planning.*"

As might be expected, senate chairs' responses on matters which are more administrative such as budgeting reflect more disagreement about presidents seeking faculty input (Question #5). Also, it should be noted that the diversity of the institutions is reflected in some of the neither agree or disagree responses. For example, both UMGC and UMCES indicated that their budgeting systems differ from the more traditional universities. Five and one-half institutions agreed that presidents seek faculty input on more administrative issues. Three institutions strongly agreed. Again the 0.5 is due to a tie in survey responses between two categories. Typifying the comments on budgeting is the following statement that *"On the budget issues, we are informed but it is hard to say that any [of our] input goes into decision making."*

Question six asks if the president advocates for shared governance. Ten of the twelve institutions indicated that their presidents support and advocate the principles of shared governance. Six of the institutions strongly agreed with the statement. This is consistent with the comments made in the first question regarding the climate toward shared governance on campus.

Question seven was a parallel question to question six but at the sub-unit level. Although nine institutions agreed with the statement, their comments suggest some reservations. Again, one institution didn't respond to the question because of their organizational structure. Reading between the lines, the senate chair's comments clearly reveal that there are issues implementing shared governance at the sub-unit level.

> *There is a need for shared governance at the sub-unit level.* (Note: Comment is repeated from a Question #1 response.)
>
> *Support for shared governance is improving at the college and department level. The degree to which the president supports shared governance at the college and department level is eclipsed by the actions of the deans. A summary of shared governance support at the subunit level:* [Examples provided]
>
> *At the unit level, the President seems to leave it to the Provost but, by and large, the Deans and Department Chairs remain free to pursue their approach even when there is considerable opposition. However, more importantly, the channels and mechanisms of shared governance are not understood or known at the subunit level. The departmental and college level committees are put together by administrators who, once they define the formation, exert their influence and get the results they need.*
>
> *....The latter point also speaks to the rating I provided about the president's support and advocacy of shared governance at the sub-unit level. Understandably, our president trusts what is communicated by leadership of these units and expects that when issues arise, these leaders will resolve them. However, if this conflicts with what is continuously reported by faculty, other measures must be taken to ensure that issues are resolved and that the faculty feels heard and supported.*

Regarding shared governance at the sub-unit level, this a continuing issue on campuses. The purpose of identifying the issue in this report is to alert the Chancellor and presidents to the issue so that they can address the issue. One senate chair aptly summarized the problem and responsibility in ensuring shared governance practices at the sub-unit level with the following comment.

> *It is the responsibility of the Provost and President to ensure that the Principles of Shared Governance are respected in the subunits." .... "While it is understandable to provide time as a learning opportunity to the Deans and Department Chairs, unit heads should be systematically trained, reminded, and evaluated for respecting and involving shared governance at the unit level. Some simply are not even aware of it, some simply choose to ignore.*

Figure 6: Faculty's Role – 2019

	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
8.	**Faculty's Role**: The administration is supportive of faculty involvement in shared governance.	1	8	1	1	- -	- -

Faculty's Role – For question eight, nine institutions indicated in the affirmative that the administration was supportive of faculty involvement in shared governance. This question mirrors the first question that shared governance is alive and healthy on campus. The following comment typifies the general attitude of the administrative support of faculty in shared governance.

> *"Faculty input is valued on those issues that the faculty has an appropriate interest. .... The provost and president are receptive to faculty opinions and input on various issues. The administration takes into account the needs of faculty,"*

Reflecting on a previously made comment regarding increased faculty workload demands, one senate chair expressed concern again in this section. *"What keeps this rating from being Strongly Agree is the growing faculty concern over workload, particularly instructional workload (despite flagging enrollment), and work-life balance that is leading to decreasing faculty participation."*

Echoing the previous comment, the institution reporting neither agree or disagree essentially commented on the workload issue also.

> *I don't believe administration allows enough time (or course release) for faculty who are involved in senior leadership positions on committees to adequately serve and still carry a full course load and advise students. Faculty who serve tend to work on multiple committees and require an enormous amount of meeting/working time to conduct the business of the campus. Faculty Senate does not have a large budget nor have administrative personnel support at this time, so it makes it difficult to conduct/coordinate workshops, professional development, trainings, etc. This is something I think should be reconsidered.*

Figure 7: Joint Decision Making (9-15) – 2019

	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
9.	The administration utilizes faculty involvement in the area of planning and **strategic planning**.	3	7	1	1	- -	- -
10.	The administration recognizes faculty involvement in **budgeting** and fiscal resource planning.	0	3.5	2.5	4	1	1
11.	The administration recognizes faculty involvement in **academic affairs** and program development.	6	6	- -	- -	- -	- -
12.	The administration recognizes faculty involvement in staff selection and **hiring**.	3	7	1	- -	1	- -
13.	Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. faculty handbook).	2	9	1	- -	- -	- -
14.	Shared governance between the administration and faculty functions in an effective manner.	0	9.5	0.5	1	1	- -
15.	Joint decision-making and shared governance discussed in questions 9-14 are practiced at the sub-unit levels also (e.g. college, department).	1	8	2	1	- -	- -

Joint Decision Making – Seven questions focused on joint decision making. Questions nine through twelve focused on the specific administrative and academic functions of strategic planning, budgeting, academic affairs, and hiring. Questions thirteen and fourteen are generic and question fifteen focuses on shared governance at the sub-unit level.

Ten of the institutions agreed with the statement on strategic planning (Question 9). Regarding budgeting and fiscal planning (Question 10), there was a drop-off in agreement with only three and one-half institutions agreeing with this statement. Traditionally, budgeting is considered an administrative responsibility. In addition, UMGC noted that it was non-applicable. Conversely, all twelve institutions agreed with the statement recognizing the faculty's role in academic affairs (Question 11). This was expected and consistent with the faculty's traditional role with the curriculum. Ten institutions agreed with the statement that faculty are involved in staff hiring (Question 12).

Question 13 focuses on how shared governance is institutionalized within the institution (e.g. inclusion in the faculty handbook). Eleven of the institutions agreed with the statement that shared governance processes and procedures were clearly defined in the institution's documents.

Question 14 asks whether shared governance between the administration and faculty functions in an effective manner. Nine and one-half institutions agreed with the statement. As previously noted, one

institution reported the survey results of their senate and there was a tie between two of the categories.

The last question in this group asked if the joint decision roles discussed in the previous questions were applied at the sub-unit level (Question 15). As previously noted, shared governance at the sub-unit level is a continuing issue within the institutions and it is a difficult issue to address. Regardless, this question provides a barometer for the Chancellor and Presidents. Nine of the institutions agreed that joint decision-making and shared governance are practiced at the sub-unit level.

Figure 8: Structural Arrangements (16-18) – 2017

	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
16.	The faculty senate and/or other institution-wide governance bodies meet on a regular basis.	11	1	- -	- -	- -	- -
17.	Faculty determine how their own representatives are selected.	10	2	- -	- -	- -	- -
18.	The administration provides adequate institutional support for shared governance to function.	6	3	1	1	- -	- -

Structural Arrangements – The last three questions focused on the support given to shared governance on the campuses. All the institutions agreed with the statement that the faculty senate and/or other institution-wide governance bodies meet on a regular basis (Question 16) and faculty determine how their representatives are selected (Question 17). There was a slight drop-off in responses to the administrative support question (Question 18). Regardless, nine of the institutions agreed with the statement and six institutions strongly agreed with the statement.

Regarding Question 18, several of the institutions reflected upon the importance of providing administrative and clerical support to the senates and senate chairs. Reinforcing this point, one senate chair noted that *"Effective Senate functioning has been hampered by a lack of administrative support. We are now supported by an administrative person who was actually hired as an event planner."* In contrast, another senate chair reported the need for additional administrative support. Surprisingly, this institution strongly agreed with Question 18. Although it suggests satisfaction with the support given, it notes there is room for improvement.

> *"The Faculty Senate Executive Committee has noted the need for additional administrative support. It currently seems that there is one administrative assistant covering several different committees (at least that was the impression I got) and that the administrative assistant is being stretched too thin. This also relates to the need for a centralized site for materials and information about the Faculty Senate."*

Although the following comment was made under the joint decision-making series of questions, it really touches upon the need to provide adequate resources for shared governance as well as the workload issue. Even though this institution disagreed with the statement that the administration was providing adequate support, it is an excellent and balanced summary of the issue. Also, it reflects the issue presented by those institutions that agreed with the statement.

[Our president] is consistent in his support of faculty involvement, however, there are some members of the cabinet that may not be consistent in their support. I don't believe administration allows enough time (or course release) for faculty who are involved in senior leadership positions on committees to adequately serve and still carry a full course load and advise students. Faculty who serve tend to work on multiple committees and require an enormous amount of meeting/working time to conduct the business of the campus. Faculty Senate does not have a large budget nor have administrative personnel support at this time, so it makes it difficult to conduct/coordinate workshops, professional development, trainings, etc. This is something I think should be reconsidered.

Figure 9: Historical Analysis of Climate for Governance Question

Climate for Governance: Shared governance on our campus is alive and healthy.	2015	2016	2017	2018	2019
Strongly Agree	4	4	0	1	1
Agree	6	3	9.5	8	10
Neither Agree or Disagree [1]	- -	3	2.5	2	0
Disagree	2	2	0	1	1
Strongly Disagree	0	0	0	0	0
NA	0	0	0	0	0

[1] The "Neither Agree or Disagree" category was added in the 2016 survey. In 2015, a four-point Likert scale was use.

Historical Analysis of Climate for Governance Question – In the survey, the first question was considered to be the over-arching statement for the state of shared governance on campus. It asked if shared governance was alive and healthy. Over time the Likert scale changed somewhat. The "neither agree or disagree" and "non-applicable" categories were added in 2016. Acknowledging these changes, a historical comparison of data is provided since 2015. The results are presented in Figure 9.

Review of the data suggests three interesting trends. Overall, the campuses generally feel that shared governance is alive and healthy on their campus. Combining the strongly agree and agree categories, the low was in 2016 with only seven institutions agreeing with the statement and a high in 2019 with eleven institutions agreeing with the statement.

Second, there were generally one or two campuses in any given year that were dissatisfied with the state of shared governance on their campus. Historically, 2017 was the only year when none of the institutions were dissatisfied with shared governance on their campus. Also, it should be noted that dissatisfaction often results from a new senate chair as well from a change in presidents.

Third, those campuses strongly agreeing with the statement dropped from four campuses in 2015 and 2016 to none in 2017. It has inched its way upward in 2018 and 2019 with one campus strongly agreeing with the statement. An interesting trend, no substantive reasons could be gleaned from the surveys.

Findings and Conclusions

Twelve institutions responded to the state of shared governance on the campus survey. The state of shared governance on the campuses is generally good. This was suggested by the response to the first question where eleven senate chairs reported that their institutions agreed with the statement that shared governance was alive and healthy on their campus (see Figure 1 and Figure 9). One institution reported that shared governance was not alive and healthy on their campus. It should be noted that one of the purposes of this survey is to identify potential problem areas in order for the presidents to address these problems on their campus.

Although shared governance seems to be alive and healthy on the campuses, there are some areas of concern that should be addressed. These issues seem to be broad-based across institutions and are reflected in responses and comments respondents made later in the survey.

- **Workload and Reassign Time:** The first finding involves workload. Increased demands are being placed on full-time faculty. It has affected their morale, and it has resulted in less faculty participation in shared governance. In addition, support for shared governance includes providing reassign time and administrative assistance. There is evidence that increased workload has resulted in decreased participation in the shared governance process at the campus level.

- **Informing versus Consultation:** A second finding is that several institutions need to work on being more collaborative where faculty are involved as part of the decision making process. This is in contrast to simply informing faculty of decisions made without their prior input or involvement. This issue is not new. It has been identified and noted in previous reports.

- **Sub-unit Shared Governance:** The third finding focuses on shared governance at the sub-unit level. A recurring theme was that shared governance was alive and healthy at the upper administrative levels at the president and provost levels. Moving down the chain of command to the dean and chair levels, however, it often becomes more of a “hit or miss” proposition.

- **Survey Procedures:** Returning to one institution’s comment regarding the survey, its procedures, and the frequency with which it is administered, it maybe time to revisit this survey and its administration. As one of the founders of CUSF’s survey, it was the first of its kind and there were a lot hurdles that needed to be overcome. As noted, completing a survey each year can easily be viewed as burdensome. The following are some considerations.

    1) The survey has three purposes, two which are primary purposes. First, it is used in the yearly evaluation of the presidents regarding the state of shared governance on their campus. For this reason, continuation of a yearly evaluation is most likely appropriate. Second, the survey is part of the five-year review of the presidents sent to the Board of Regents. Both of these uses “close the loop” and emphasize its utility. Of slightly lesser importance is that the survey provides a summary report of the state of shared governance within USM.

2) The survey instrument is based on a AAUP survey. This provides some validity to the instrument. Some of the Likert scales could be condensed or rewritten. I like the comment sections and their value is clearly displayed in this report. They provide a richness to the analysis and are particularly helpful to the Chancellor in his evaluation.

3) **No Change with Addendum:** Regarding the burdensome nature of having to complete the survey each year. CUSF may want to consider the following modifications. The senate chair could submit last year's survey with an addendum regarding any changes that have occurred. An addendum would provide a brief update and changes in the state of shared governance on campus. In addition, the senate chair would be required to complete a full survey if there was a new president and as part of the five-year review of the president that goes to the Board.

In conclusion, shared governance on eleven of the twelve campuses is "alive and healthy." There is always room for improvement. Regardless, this is a good thing and the results of this survey goes directly to the mission statement of CUSF which is "***To Strengthen Higher Education through Shared Governance***."

Appendix

COUNCIL of UNIVERSITY SYSTEM FACULTY

Senate Chair Survey
On the State of Shared Governance
On Their Campus

2019 Survey Instrument

USM Institution: _____ Date: _____

President: _____

Senate Chair: _____

The purpose of this survey instrument is to help assess the state of shared governance on USM campuses. The questions in this survey are adapted from a short monograph by Keetjie Ramo entitled *Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998).* The results of this survey will be included by CUSF in the *Chair's Report on the State of Shared Governance in the USM*. This report is shared with the Chancellor as part of the advisory role of CUSF to the Chancellor and the information provided in this report may be used in the Chancellor's evaluation of the institution's president regarding shared governance.

Please note that there may be a difference between the faculty and Faculty Senate. For example, the administration may utilize faculty but not shared governance and the Faculty Senate. Many of the questions refer to only the faculty. If there are any discrepancies or irregularities in this respect, please note them in the comment section.

Thank you for completing this survey.

Procedures:

The section of the procedures document, "Who Completes the Survey," lists several options. Check the option that most closely represents what you used. As noted in the procedures document, feel free to tailor the procedures to your unique situation. Remember, the USM System is very diverse. The survey is a balancing act. The data collected should be representative of the faculty. This is important. This is balanced with keeping the data collection practical and not to cumbersome. Most Chairs will most likely use Option #2 or #3 or a variation of one of these two options.

Check the option which most closely represents the option you used. (*Check One*)	
	~~Option #1: Senate Chair Competes the Survey Alone~~
	Option #2: Senate Chair Completes the Survey in Conjunction with Their ExCom
	Option #3: Senate Chair Shares with Senate and Compiles Results with ExCom
	Option #4: Senate Chair Surveys Senate Members
	Option #5: Senate Completes a Survey of the Faculty
	Option #6: Other – Please explain below
Note: The Options are from the Procedures document. Complete explanations are provided for each of the options also.	

If you checked Option #6, please explain your procedures here. If you want to explain any modifications, comments, or notes regarding Options #1 – #5, please use this space here to explain your comments also.

Climate for Governance:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1. Shared governance on our campus is alive and healthy.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

Institutional Communications:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
2. There are excellent communications and consultation between the administration and the faculty and senate leadership.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

Senate's Role:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
3. The faculty senate plays an important role in providing academic and administrative functions at the university.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

The President's Role:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
4. Other than on rare occasions, the president seldom overturns faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).	SA	A	NAD	D	SD	NA
5. The president seeks meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	SA	A	NAD	D	SD	NA
6. The president supports and advocates the principles of shared governance?	SA	A	NAD	D	SD	NA
7. The president supports and advocates the principles of shared governance at the **sub-unit level** also (e.g. college, department).	SA	A	NAD	D	SD	NA

Please expand upon the questions in this section with examples and/or comments (If non-applicable, briefly explain why):

The Faculty's Role:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
8. The administration is supportive of faculty involvement in shared governance.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

Joint Decision-Making: **Joint Decision-Making:**	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
9. The administration utilizes faculty involvement in the area of planning and **strategic planning**.	SA	A	NAD	D	SD	NA
10. The administration recognizes faculty involvement in **budgeting** and fiscal resource planning.	SA	A	NAD	D	SD	NA
11. The administration recognizes faculty involvement in **academic affairs** and program development.	SA	A	NAD	D	SD	NA
12. The administration recognizes faculty involvement in staff selection and **hiring**.	SA	A	NAD	D	SD	NA
13. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. faculty handbook).	SA	A	NAD	D	SD	NA
14. Shared governance between the administration and faculty functions in an effective manner.	SA	A	NAD	D	SD	NA
15. Joint decision-making and shared governance discussed in questions 9-14 are practiced at the sub-unit levels also (e.g. college, department).	SA	A	NAD	D	SD	NA

Please expand upon the questions in this section with examples and/or comments (If non-applicable, briefly explain why):

Structural Arrangement for Shared Governance:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
16. The faculty senate and/or other institution-wide governance bodies meet on a regular basis.	SA	A	NAD	D	SD	NA
17. Faculty determine how their own representatives are selected.	SA	A	NAD	D	SD	NA
18. The administration provides adequate institutional support for shared governance to function.	SA	A	NAD	D	SD	NA

Please expand upon the questions in this section with examples and/or comments (If non-applicable, briefly explain why):

Confidential Section – This section will not be directly included in the report, but will verbally be passed on to the Chancellor or the Vice Chancellor of Academic Affairs. **Is there anything else that you would like to communicate regarding the state of shared governance on your campus?**

COUNCIL OF UNIVERSITY SYSTEM STAFF

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

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

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

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

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

University of Maryland Center for Environmental Science
P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park
7950 Baltimore Ave
College Park, MD 20742

University of Maryland Eastern Shore
11868 College Backbone Rd
Princess Anne, MD 21853

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

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

Council of University System Staff (CUSS) Report
Board of Regents Meeting
May 1, 2020

This report serves as an update on the activities of the Council of University System Staff (CUSS) since the last report submitted in February 2020.

The Council was able to have a very productive meeting on Tuesday, March 24th – hosting our first ever virtual meeting using the WebEx platform provided by UMBC. During this meeting CUSS representatives and alternates were able to meet in full Council but also had a chance to break (virtually) into smaller groups for standing committee meetings. The virtual platform served us well and we look forward to hosting our next meeting on Tuesday, April 21st online. Updates from our March meeting can be found below.

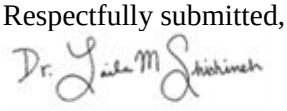
Board of Regents Staff Awards: Earlier this month, the Chair of the Board of Regents Staff Awards & Recognition Committee put forward their recommendations after reviewing all 28 nominations for the Staff Awards. These recommendations are currently being reviewed by the Chair of CUSS and we look forward to submitting our final recommendations before the end of the month.

Winter CUSS Newsletter: Attached to this report is the Winter Edition of our CUSS Newsletter. Included in this edition is a thorough recap of Advocacy Day 2020, which took place on Wednesday, February 19, 2020. Please review for additional details.

Shared Governance Survey: The Council recently sent out our annual Shared Governance Survey to staff senate members at all twelve of the USM institutions. This survey has been conducted annually since 2017-2018 to monitor and understand the status of shared governance across the system each year, particularly as it pertains to the role of staff. For the 2019-2020 cycle, we received 126 responses, just slightly below the response rate from last year. We received responses from staff senate reps at all twelve campuses, with the highest response rate being 26 from one campus and the lowest response rate being 3 from one campus. The CUSS Governance Survey Full Report for the 2019-2020 academic year is attached to this report.

In addition to the above updates, the Council is looking forward to receiving nominations for our 2020-2021 Executive Committee during our May meeting and holding elections for these leadership positions at our June meeting. We will share an update about our new Executive Committee once we finish the elections process.

Respectfully submitted,



Dr. Laila M. Shishineh
Chair – Council of University System Staff

Attachments: 2020 Winter CUSS Newsletter, CUSS Governance Survey Full Report 2019

Council of University System Staff

Quarterly Newsletter | Winter 2020 Edition

UNIVERSITY SYSTEM of MARYLAND

Bowie State University (BSU)
14000 Jericho Park Road
Bowie, MD 20715

Coppin State University (CSU)
2500 W. North Avenue
Baltimore, MD 21216

Frostburg State University (FSU)
101 Braddock Road
Frostburg, MD 21532

Salisbury University (SU)
1101 Camden Avenue
Salisbury, MD 21801

Towson University (TU)
8000 York Road
Towson, MD 21252

University of Baltimore (UB)
1420 North Charles Street
Baltimore, MD 21201

University of Maryland, Baltimore (UMB)
520 West Lombard Street
Baltimore, MD 21201

University of Maryland Baltimore County (UMBC)
1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science (UMCES)
P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park (UMCP)
College Park, MD 20742

University of Maryland Eastern Shore (UMES)
Princess Anne, MD 21853

University of Maryland University College (UMUC)
3501 University Boulevard East
Adelphi, MD 20783

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

Find us on the web:
Website: http://bit.ly/1yc1prc
Facebook: @CussMaryland
Twitter: @CUSS_USM

Update from the Chair

I hope that everyone had a wonderful start to the spring semester! Before we know it, the spring weather will be here too! Or here's hoping anyway! As the Chair of the Council of University System Staff (CUSS), I want to share some exciting updates on behalf of the Council for the current semester:

USM Advocacy Day 2020
The Council of University System Faculty (CUSF), the Council of University System Staff (CUSS), and the USM Student Council (USMSC) joined together to host our annual USM Advocacy Day in Annapolis on Wednesday, February 19, 2020. This newsletter includes a special feature about the event – I encourage you to check it out to learn more about this great opportunity for the Councils to work together on behalf of all our institutions in the USM.

Board of Regents Staff Awards Update
The Council received 28 nominations from 10 institutions for this cycle of the Board of Regents Staff Awards nominations process. The Board of Regents Staff Awards & Recognition Committee looks forward to reviewing these nominations in the next month and putting forward recommendations to the Executive Committee regarding the results for each category. The results will then be submitted to the Board of Regents for final approval.

Annual Shared Governance Survey
The Executive Committee recently sent out our third annual Shared Governance Survey to the staff senates at each USM institution. We encourage all senators to complete this survey no later than **Friday, February 28, 2020**. The results of this survey are submitted as a report to the Chancellor on the status of shared governance across the USM. Individual reports are also shared with each institutions' president. If you are a senator, please make sure to complete the survey before the deadline. If you do not hold a senate seat currently, please speak to your senators about completing the survey on behalf of your institution. We will share a short summary of the results of this survey in our next newsletter.

As always, I want to thank all the members of our Council for all their hard work! Please take a moment to extend appreciation to your campus representatives and alternates – we have a truly exceptional group this year! I look forward to sharing additional updates as we continue making progress through our action items for the current academic year.

Sincerely,

Dr. Laila M. Shishineh
Council of University System Staff

CUSS COMMITTEE SPOTLIGHT: *LEGISLATIVE COMMITTEE—ADVOCACY DAY*



On Wednesday, February 19, 2020, the Council of University System Faculty (CUSF), the Council of University System Staff (CUSS), and the University System of Maryland Student Council (USMSC) hosted USM Advocacy Day in Annapolis, MD. Across the three Councils, and the University System of Maryland Office (USMO), 45 people attended this event including: 6 faculty members, 6 students, 28 staff, and 5 USMO staff. Details about the day are as follows:

The Councils were greeted by newly appointed Chancellor Perman, who inspired the groups to advocate for the USM so that we can continue to support all the work that we do on behalf of our students and the state of Maryland. The Vice Chancellor for Government Relations, Patrick Hogan, and Assistant Vice Chancellor for Government Relations, Andy Clark, also joined the group to share logistics for the day and provide suggestions of areas to highlight during legislative visits. After kicking off the day, participants split into groups to attend meetings with various senators and delegates. Collectively, these Council groups met with 16 senators (9 Democrats and 7 Republicans) and 16 delegates (11 Democrats and 5 Republicans). The focus of these visits was to advocate on behalf of the Governor's budget for the USM and share all the great work that is taking place at all our institutions. Council groups shared data from the USM 2019 Annual Report with anyone they were able to visit with during the day. Senator Rosapepe and Delegate Pena-Melnyk recognized the USM Shared Governance Councils for their participation in the USM Advocacy Day during the Senate and House assemblies. Members of CUSF, CUSS, and USMSC were asked to stand to be recognized as welcoming remarks were made during the floor recognition.

Check out #USMAdvocacyDay2020 for posts on social media about the event. The day was very productive and went exceptionally well! Many thanks to Vanessa Collins, CUSS Rep from Salisbury University, and Lori Stepp, CUSS Rep from UMCES for co-chairing the Legislative Affairs & Policy Committee and coordinating all of the logistics to make Advocacy Day 2020 such a success!

USM INSTITUTIONAL UPDATES

Bowie State University

AASCU Pilot Program That Includes BSU Receives $2.5 Million Grant.

Student success efforts at Bowie State University will get a boost from a $2.5 million, two-year Bill & Melinda Gates Foundation grant to accelerate a pilot initiative, targeting low-income students, students of color and first-generation college students. Through the Center for Student Success, launched in 2019 by the American Association of State Colleges and Universities (AASCU), Bowie State is one of five institutions helping AASCU to refine and validate its emerging strategies to increase student outcomes for member institutions. The program aims to provide a framework for academic transformation and a peer learning community among AASCU's network of nearly 400 public colleges, universities and systems. AASCU is one of only 12 organizations to receive the Gates Foundation's Intermediaries for Scale grant. Every year, Bowie State already places hundreds of student teachers and recent graduates in classrooms throughout Maryland through close partnerships with local school districts. This partnership expands the relationship with Howard County Public Schools by enabling educators from BSU and the school district to collaborate in recruiting and training new certified teachers from the school district's pool of paraeducators.

Coppin State University

The campus is excitedly awaiting the arrival of the newly-appointed President, Dr. Anthony Jenkins, who is scheduled to begin his tenure on May 26. This year, the university will commemorate 120 years of educating students with a series of events held throughout the year. Additional details will be made available soon.

Academic Affairs

- Dr. Vaple Robinson, Associate Professor within the College of Health Profession (CHP), is the President Elect of Black Nurses Association of Baltimore, Inc. Dr. Robinson holds a Ph.D. in Public Health and is credentialed as a Certified Health Education Specialist.
- Dr. Charlotte Wood, Faculty Senate President and Associate Professor within the College of Health Profession, is the President of the Maryland Nurse Association.
- The College of Health Profession (CHP) recently secured $350,000 in grant funds.
- Dr. Joan Tilghman, Professor and Director of the Doctor of Nursing Practice Program, received $150,000 in planning funds for a BSN-DNP program.
- Dr. Tracey Murray, Dean of the College of Health Profession secured a grant in the amount of $50,000 to support Cognitive Affective Reflective Engagement (CARE)
- Dr. Danita Tolson secured $150,000 to implement an Associate-to-Bachelor's Coordinated Engagement program
- Using private scholarships from CHP donors, the college awarded $58,900.00 to more than 30 Health Information Management (HIM), Health Sciences, and Nursing students

Frostburg State University

Physician assistant student Calvin Richards was selected to participate in the American Academy of Physician Assistant House of Delegates National Conference, one of only 18 PA students from across the country selected. For the ninth time in a row, Frostburg State has been recognized as Military Friendly by VIQTORY, an organization that serves military personnel and their spouses transitioning into civilian life.

Site work has begun and a groundbreaking is being scheduled for May for FSU's Education and Health Sciences building, scheduled to open for students in 2022. In addition, a new residence hall under construction is scheduled to be completed this spring, welcoming students in the fall. The FSU Staff Senate is pleased to announce a new policy that allows retired staff to be conferred Emeritus status for exemplary service to the University. The FSU Executive Committee and President approved the Staff Senate-sponsored policy last semester following a thorough review by the campus governance groups. This policy is a companion to the existing Administrator Emeriti policy for officers and professional and administrative staff.

Salisbury University

Salisbury University seeks to foster a welcoming and inclusive campus environment — and SU officials are asking students, faculty and staff to help ensure that goal is met through the "Your Voice--Our SU" Campus Climate Study. Opening Tuesday, February 25, an online survey will provide campus community members with an opportunity to share their personal experiences and observations about what it's like to learn, live and work at SU, and offer suggestions to help enhance the climate. "This is a chance to make a difference in SU's future and an opportunity to make positive, lasting changes to help create a more inclusive campus where everyone believes they belong and can thrive," said SU President Charles Wight. A link to the survey will be available on the campus climate study website at www.salisbury.edu/climate-study during the survey period. All students, faculty and staff are encouraged to participate in an effort to identify and build on current successful initiatives, and uncover and address challenges. Those who complete the survey by Friday, March 27, will be entered into a drawing for prizes including a $1,000 scholarship, two $500 professional development awards, five student main campus parking permits and 10 faculty/staff parking permits. Results of the survey will be reported next fall. Using those results, SU officials will develop and implement a strategic action plan to strengthen positive initiatives and address concerns that become apparent through the study. "The results will enable us to develop programs and policies that will increase inclusivity and belonging at SU," said Wight. "I hope that you will join me in supporting this important project."

Towson University

After a nationwide search, Dr. Vernon Hurte has been named Vice President of Student Affairs. He was previously Associate Vice President for Student Affairs and Dean of Students at Iowa State University. In total, he has worked 18 years in higher education. Dr. Hurte also served as the Assistant to the Vice President and Senior Associate Dean of Students at The College of William and Mary, where he supervised strategic planning, assessment, outreach for the Office of Student Conduct, Student Accessibility Services, Care Support Services, Enrollment Services, Transfer Student Services and division-wide diversity and inclusion efforts. Dr. Hurte received a B.S. in psychology from Bowie State University, a Master of Divinity from Virginia Union University, and a Ph.D. in Education from the University of Tennessee. For more information, please visit https://www.towson.edu/news.

University of Baltimore

The Baltimore City Police Education and Training Center has officially opened on the University of Baltimore campus. First announced last fall, the center serves as the academy for all new officers on the force, as well as a resource for continuing education for city police. Consistent with UB's long-standing commitment to the city's progress, the center represents a new emphasis on education, professionalism and public service by city police. Throughout its nearly 100-year history, UB has been a consistent partner with, and supporter of, city initiatives that cultivate the best of Baltimore in every neighborhood and for every person who calls Baltimore home. "The department's education goals fit well with those of the University—to provide a quality education and to open the door to new

opportunities," says UB President Kurt L. Schmoke. "We support the department's efforts to change and improve. We all want to see the department advance public safety, pursue justice and enhance the quality of life for all city residents. Once again, UB is supporting these improvements by demonstrating its significant role as a city-engaged university. We are a recognized leader among city institutions." The center is located in dedicated space in the Turner Learning Commons, with physical education classes held in the campus gym.

University of Maryland, Baltimore (UMB)

UMB held their first joint Shared Governance Town Hall in January. Staff Senate President, Kristy Novak welcomed attendees to the event and turned over the microphone to Interim President, Bruce Jarrell who said, "We have a wonderful environment here for people to participate. In giving you a summary of what I think is important, the first thing I want to say is teamwork. If you think leadership is here to have all the answers, you're wrong. We're here to listen to your good ideas, to be part of this team, and to guide us in terms of how we can do a better job." Dr. Jarrell announced that he would be holding office hours for people to stop by and chat about a topic. These would serve as listening sessions to get different ideas about concerns on campus. The focus will be to bring solutions as well as questions. Other leaders who participated on the panel were Roger Ward, Interim Provost, Executive Vice President, and Dean of the Graduate School, Dawn Rhodes, Chief Business and Finance Officer and Vice President, UMB Police Chief Alice Cary, Matt Lasecki, Chief Human Relations Officer, Joshua Abzug, Faculty Senate President and Town Hall Moderator, Mark Emmel, Director of Employee Development In Human Resource Services.

University of Maryland, Baltimore County (UMBC)

- The Baltimore Sun named UMBC as a top place to work (#12) and also named President Freeman Hrabowski #1 in top leaders among the region's large employers.
- UMBC hosted the Board of Regents and campus Presidents Friday, February 21st for their quarterly Board of Regents meeting.

- UMBC will be holding elections for their Professional Staff Senate (PSS) during the month of April and will also launch the application process for the next cohort of their PSS Mentoring Program for 2020-2021. New Senators commence their terms in June and new mentors/mentees start the next cycle of the Program in July.

University of Maryland Center for Environmental Science (UMCES)

UMCES has been awarded a $500,000 grant by the National Science Foundation (NSF) to lead a coalition of scientists from around the country to study the impact of storms, sea-level rise, and climate change on estuaries and bays. Dr. Denise Yost has joined UMCES Center Administration as Director of Graduate Certificate Programs and Extended Studies. She will be working to extend our graduate education programs to environmental professionals in the Maryland/DC region.

University of Maryland College Park (UMCP)

The University System of Maryland (USM) Board of Regents has named Darryll J. Pines, PhD, the 34th president of the University of Maryland, College Park (UMD). Dr. Pines is currently dean of the university's A. James Clark School of Engineering and the Nariman Farvardin Professor of Aerospace Engineering. Dr. Pines' service to UMD is long and distinguished. He first arrived at the university in 1995 as an assistant professor and later served as chair of the Department of Aerospace Engineering, before assuming the deanship in 2009. Dr. Pines' work is esteemed by his academic and industry colleagues. In 2019, Dr. Pines was elected to the National Academy of Engineering for his "inspirational leadership and contributions to engineering education." His leadership of the Clark School has been shaped by important priorities: improving teaching in fundamental undergraduate courses, thereby boosting student retention; achieving success in national and international student competitions; emphasizing sustainability engineering and service learning; promoting STEM education among high school students; and amplifying the impact of the school's expansive research programs. Under Dr. Pines' leadership, the number of tenured and tenure-track women faculty in the Clark School has more than doubled, and the number of underrepresented minority faculty has grown as well. He's attracted significant philanthropic support to the school, ending the university's last campaign with more than $240 million raised, 30 percent over the school's $185 million goal. In UMD's current campaign, Fearless Ideas, the Clark School has raised nearly $504 million, eclipsing its goal of $500 million.

University of Maryland Eastern Shore (UMES)

UMES superstition-free zone on commencement day (Paraskevidekatriaphobia -- fear of Friday the 13th) was nowhere to be found during UMES' 23rd winter commencement exercises Dec. 13. The university awarded degrees in the semi-annual rite of passage to 272 people, who officially became alumni. Family, friends and fellow students showered graduates with cheers of joy and approval that neutralized any hint of superstition caused by a harmless prime number on the calendar.

Regents ok $13.9 million agriculture research and classroom building plan - UMES has the University System of Maryland's approval to proceed with planning the construction of an "agricultural research and education center" on the east side of campus at a revised cost of $13.95 million. USM's governing board at its November 2019 meeting signed off on a $4.45 million increase in the projected cost of designing and building a structure the panel initially approved in February 2018. Market conditions in the construction industry compelled UMES to adjust spending estimates and submit a revised plan to the Board of Regents for routine review. "The school has pretty much outgrown – and to some extent outlived – some of our existing facilities," said Dr. Moses Kairo, dean of the School of Agriculture and Natural Sciences. "This new center will provide modern research and education space to allow faculty and students to conduct 21st-century science, and thereby serve our clientele in an efficient and more effective manner," Kairo said. (compliments of the Office of Public Relations)

University of Maryland Global Campus (UMGC)

UMGC Professor Carl Berman spent four months teaching oceanography aboard a floating university as part of the Semester at Sea Program. That was the message that Carl Berman, a University of Maryland Global Campus (UMGC) professor, tried to impart to students on the academic ship MV World Odyssey. Berman was among the 26 faculty members—from a range of academic institutions—who spent four months teaching aboard the floating campus this past fall in the Semester at Sea Program sponsored by Colorado State University. As the Semester at Sea Braun-Glazer Oceans and Sustainability Scholar, Berman focused his lectures on ocean awareness and sustainability. He was one of four faculty members teaching the Global Studies Program, a requirement for all of the more than 400 students aboard. "There is a strong bond formed between the students and their professors which I, perhaps, did not realize until our emotional good-byes occurred in San Diego," Berman said. "This development of a 'family' aboard the MV World Odyssey was one of the highlights of the experience for me." While at sea, Berman gave 10 oceanography-focused lectures as part of the Global Studies Program, taught other courses via 80-minute lectures every other day, and sometimes led his students on shore-excursions. The majesty of the seas was evident through the months of sailing. So was something more insidious: plastic pollution in every sea they visited. "This problem continues to grow and threaten the marine ecosystems around the world," Berman said. "Even in the Galapagos Islands, where there are stringent regulations against the disposal of waste, we found plastic water bottles washed up on the beaches."






2019 - 2020 CUSS REPRESENTATIVES

Bowie State University (BSU)
Trenita Johnson
Trish Johnson
LaVel Jones

Coppin State University (CSU)
Sheila Chase
Anthony Littlejohn
Yvonne Oliver

Frostburg State University (FSU)
Amy Nightengale
Lacey Shillingburg
Rubin Stevenson
Sara Wilhelm

Salisbury University (SU)
Vanessa Collins
Paul Gasior
Lisa Gray
Teri Herberger

Towson University (TU)
Ashley Arnold
LaVern Chapman
Mary Cowles
Deniz Erman
Carol Green-Willis

University of Baltimore (UB)
Keiver Jordan
Suzanne Tabor

University of Maryland, Baltimore (UMB)
Ayamba Ayuk-Brown
Colette Beaulieu
Susan Holt
Casey Jackson
LaToya Lewis
Jenn Volberding

University of Maryland, Baltimore County (UMBC)
Sheryl Gibbs
Kevin Joseph
Thomas Penniston
Laila Shishineh, Chair
Dawn Stoute
Michael Walsh

University of Maryland, Center for Environmental Sciences (UMCES)
Julia Bliss
April Lewis
Michelle Prentice
Lori Stepp

University of Maryland, College Park (UMCP)
Darrell Claiborne
Sarah Goff
Elizabeth Hinson
Kalia Patricio
Sister Maureen Schrimpe
Sarah Goff

University of Maryland Eastern Shore (UMES)
Chenita Reddick

University of Maryland Global Campus (UMGC)
Melanie Barner
Antoinne Beidleman
Francesca Kerby
Chantelle Smith

University System of Maryland Office (USMO)
Chevonie Oyegoke

For a full listing of all minutes regarding the USM Council of University System Staff (CUSS), institution photographs, and other pertinent information, visit http://www.usmd.edu/usm/workgroups/SystemStaff/.

The Council of University System Staff (CUSS) was established in 1992 by request of the Board of Regents to advise on matters relating to the development and maintenance of a new USM Pay Program for Staff employees. CUSS is comprised of System-wide Staff employees with representatives from each of its 12 institutions and the System office.






State of Shared Governance Report

University System of Maryland (USM)

Survey of Staff Senate Members

2019-2020

Attention:

Dr. Jay Perman

Chancellor

University System of Maryland

3300 Metzerott Rd.

Adelphi, MD 20783

By:

Dr. Laila M. Shishineh, Chair

Kalia Patricio, Vice-Chair

Council of University System Staff (CUSS)

April 6, 2020

State of Shared Governance Report (USM)
Survey of Staff Senate Members
2019-2020

Executive Summary

For the academic year 2019-2020, the Council of University System Staff (CUSS) conducted the State of Shared Governance Survey with staff senate members at all twelve of the USM institutions. The survey was provided to all university Staff Senate Chairs and they were instructed to disseminate the survey to all staff members involved in shared governance at their institutions. The structure of staff senates varies across each institution and Staff Senate Chairs are responsible for making sure all staff involved receive and participate in the survey.

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

Overall, we received 126 responses, just slightly below the response rate to the survey last year. The highest participation from any institution was 26 and the lowest participation from any institution was 3. From these responses, we have compiled a summary based on response rate categories from Strongly Agree to Strongly Disagree, including a Neutral response option.

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

- Question 11 "There is open communication with the staff senate" (no comparison available)
- Question 12 "The administration is supportive of staff involvement in shared governance" (no comparison available)
- Question 13 "My immediate supervisor is supportive of my involved in shared governance when I need to attend a related event or meeting during work hours" (85.7% - down 8.3% from 2018)
- Question 19 "The staff senate and/or other institution-wide governance bodies meet on a regular basis" (93.6% - up 2.4% from 2018)
- Question 20 "Staff determine how their own representatives are selected" (92.1% - up 6.9% from 2018)

These questions indicate that shared governance groups feel informed and empowered by campus leaders and can operate on our campuses without administrative hindrance. Feeling supported, by the campus and by supervisors, receiving open communication, and holding regular meetings are all essential components to functional shared governance.

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

- Question 8 "The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility (25.4% - down 0.1% from 2018)
- Question 14 "The administration utilizes staff involvement in the areas of planning and strategic planning" (20.7% - down 3.4% from 2018)
- Question 15 "The administration recognizes staff involvement in budgeting and fiscal resources planning (28.5% - down 5.1% from 2018)
- Question 16 "The administration recognizes staff involvement in academic affairs and program development" (33.3% - up 5.8% from 2018)

Interestingly enough, these questions are identical to the questions that had the highest occurrence of "Strongly Disagree" or "Disagree" responses in 2018. Once again, we would emphasize that there could be room for discussion with staff shared governance groups around the general direction/focus of the university, particularly when it comes to budgeting, financial management, academic affairs, and planning matters.

There are also several questions where the highest response was "Neither Agree Nor Disagree". These questions could potentially show areas where improvement or clarification could move responses in a different direction in the future.

- Question 7 "Other than rare occasions, the president seldom overturns staff decisions or recommendations" (37.3% neither agree nor disagree – down 1.6% from 2018)
- Question 8 "The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility (27% neither agree nor disagree – down 5.2% from 2018)
- Question 9 "The president is transparent in communicating decisions, changes, and recommendations" (27.8% neither agree nor disagree – no comparison available)
- Question 15 "The administration recognizes staff involvement in budgeting and fiscal resources planning (34.1% neither agree nor disagree – up 1.9% from 2018)
- Question 16 "The administration recognizes staff involvement in academic affairs and program development" (27% neither agree nor disagree – down 5.9% from 2018)
- Question 17 "The administration supports staff involvement in staff selection and hiring" (29.4% neither agree nor disagree - no comparison available)
- Question 18 "Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook)" (27.8% neither agree nor disagree – no comparison available)

Similar to the last section, recognition around involvement with budgeting, planning, and academic affairs all show up as potential areas to focus on. Additionally, the uncertainty around decision making and/or recommendations could perhaps be conducted more transparently to move the needle on questions related to those topics.

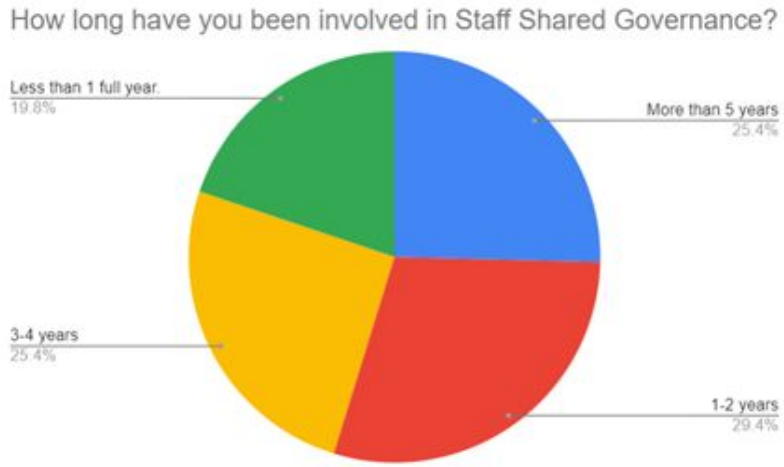
We showcase these pain points not as items that necessarily need immediate action, but rather as areas each campus could focus on in improving the work of and connection with their staff shared governance organizations.

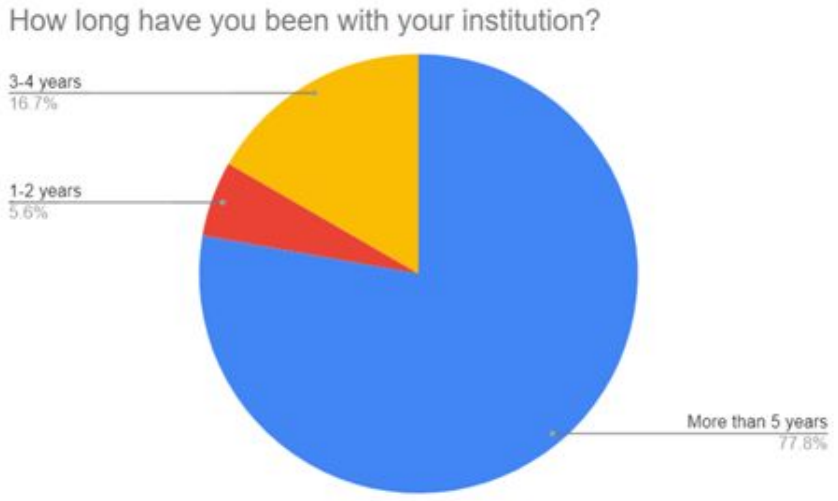
The following report includes supporting data, a procedural outline of the survey process, and a list of survey questions.

Shared Governance Survey: Overall Data

Participant Information:

Institution	Responses	Rate of Participation
Bowie State University	3	2.4%
Coppin State University	5	4.0%
Frostburg State University	10	7.9%
Salisbury University	7	5.6%
Towson University	18	14.3%
University of Baltimore	7	5.6%
University of Maryland Baltimore	15	11.9%
University of Maryland Baltimore County	26	20.6%
UM Center for Environmental Science	8	6.3%
University of Maryland College Park	16	12.7%
University of Maryland Eastern Shore	4	3.1%
University of Maryland Global Campus	7	5.6%
Total	**126**	**100%**

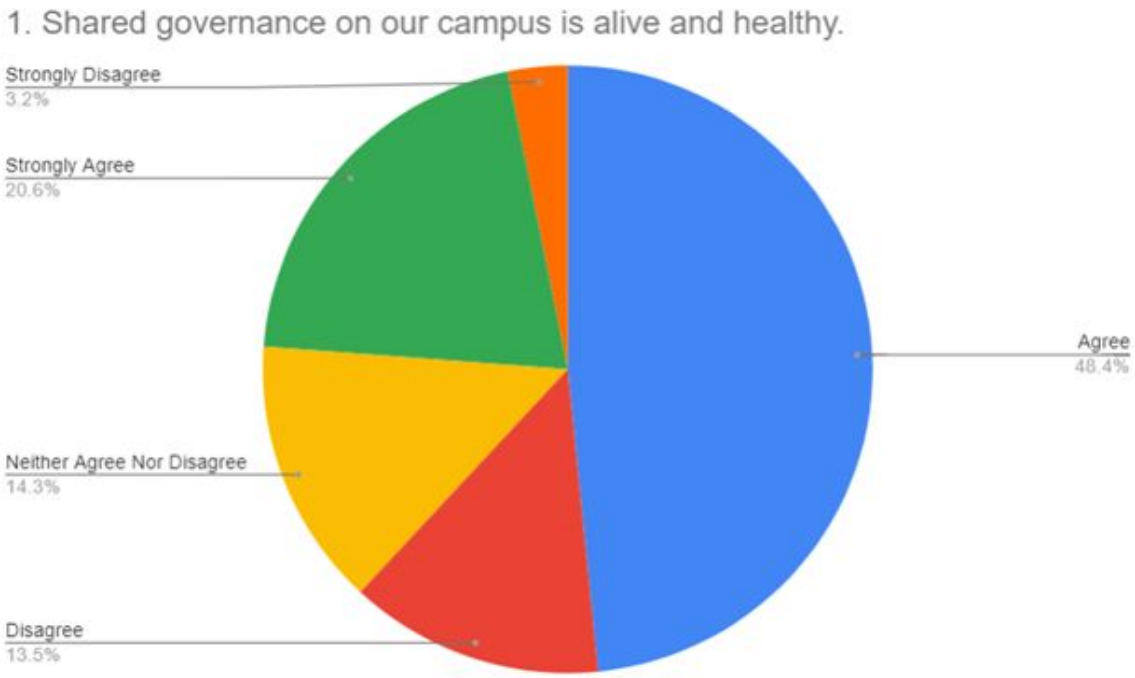




CUSS Shared Governance Survey Report 2019-2020

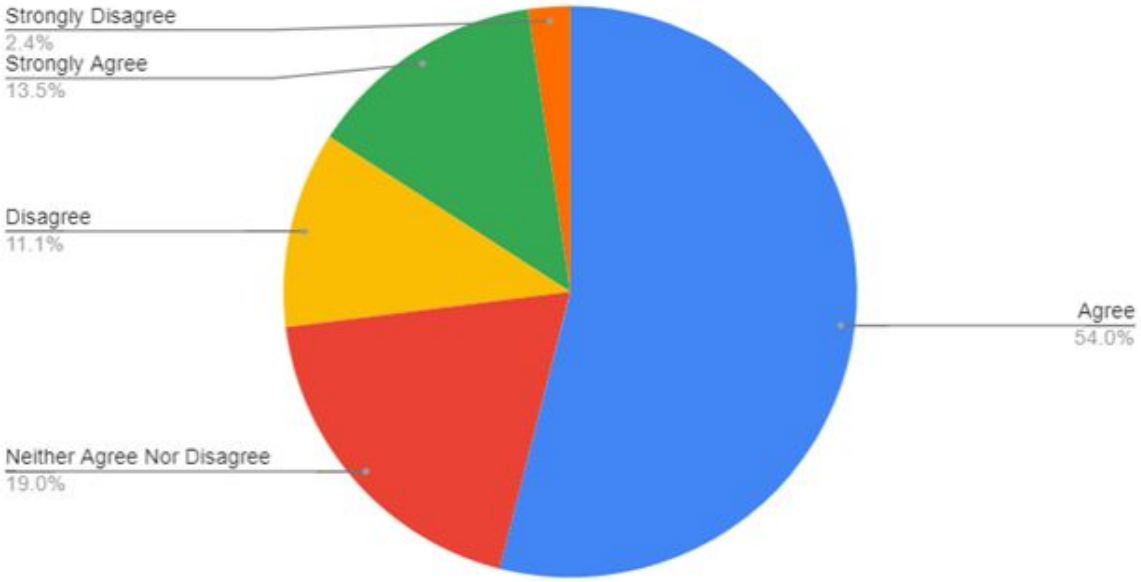
Survey Questions:

Climate of Governance

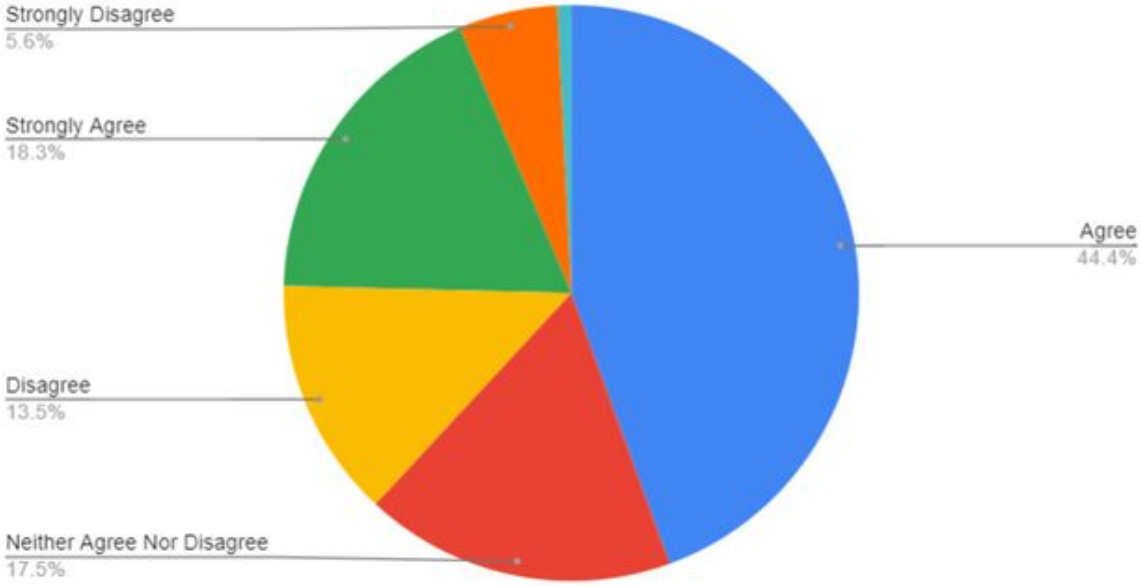


Institutional Communications

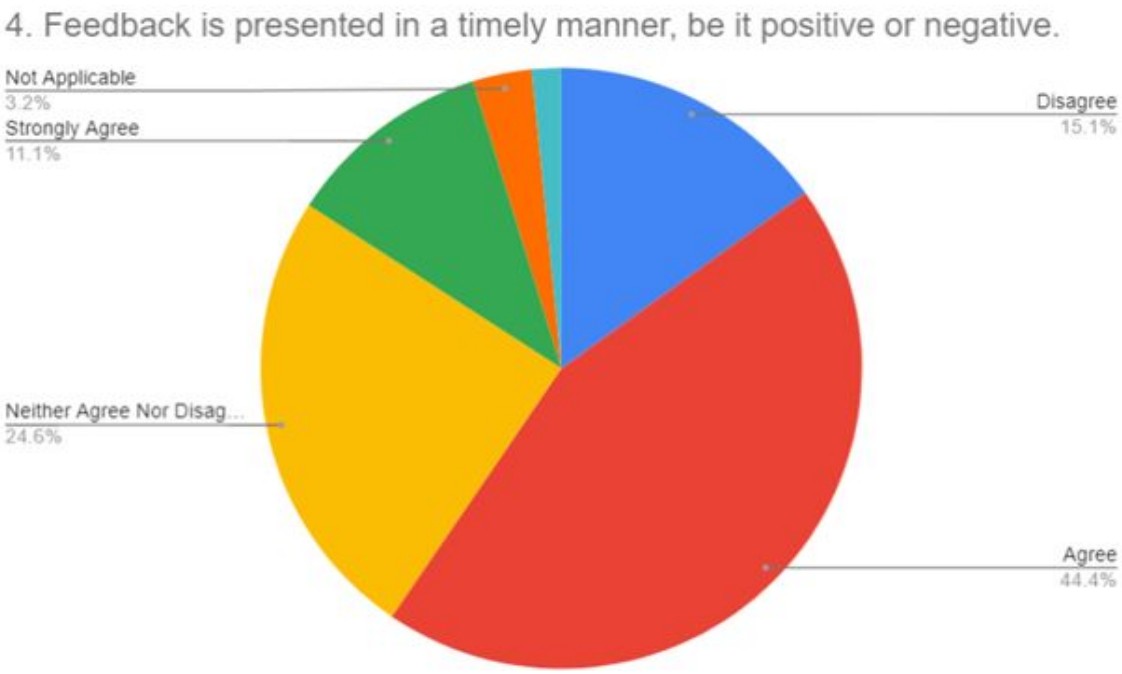
2. There is excellent communication and consultation between the administration and the staff and senate leaderships.



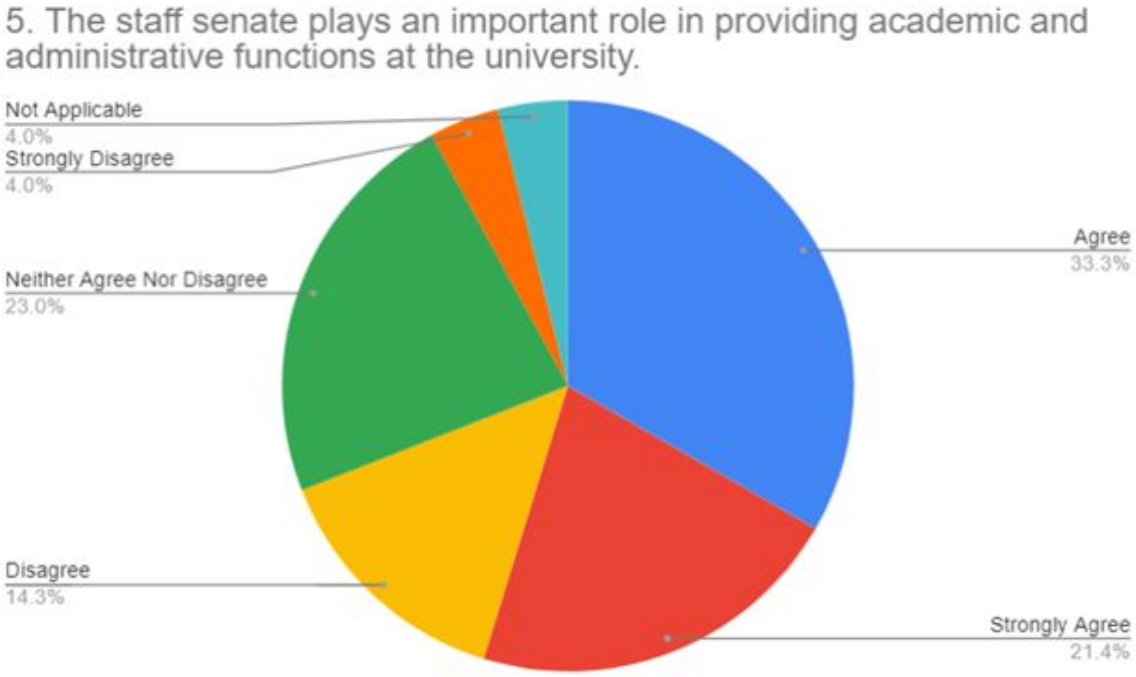
3. Staff can openly communicate governance issues with cabinet/upper management.

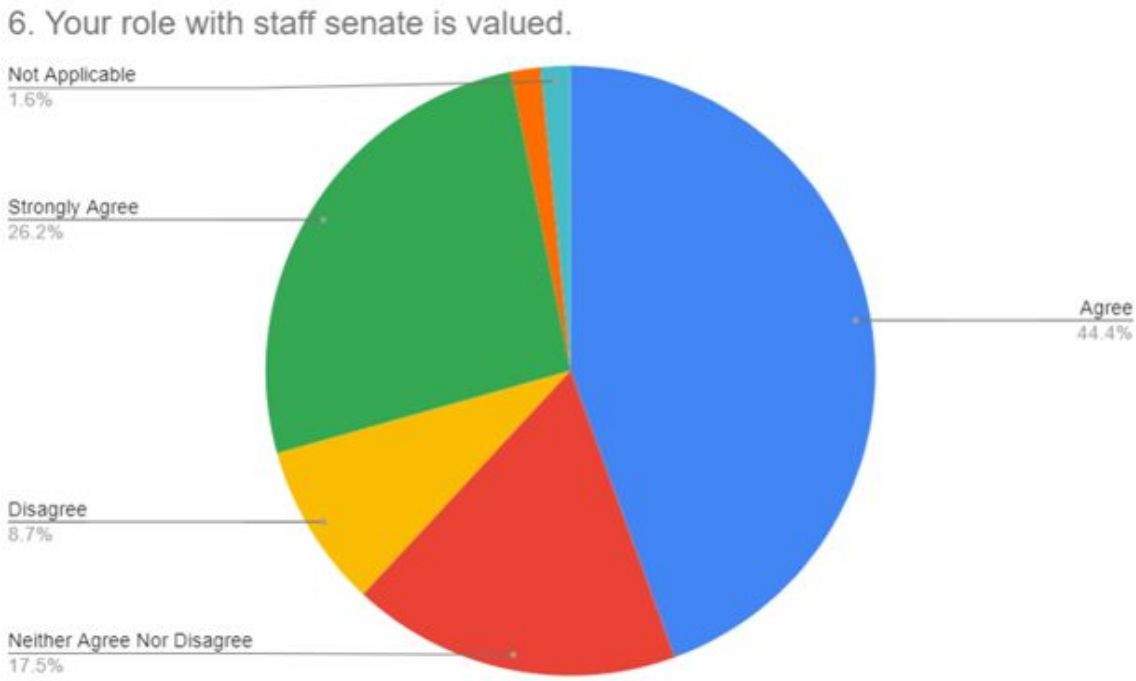


CUSS Shared Governance Survey Report 2019-2020


4. Feedback is presented in a timely manner, be it positive or negative.
Not Applicable
3.2%
Strongly Agree
11.1%
Disagree
15.1%
Neither Agree Nor Disag...
24.6%
Agree
44.4%

Senate's Role at Your Institution

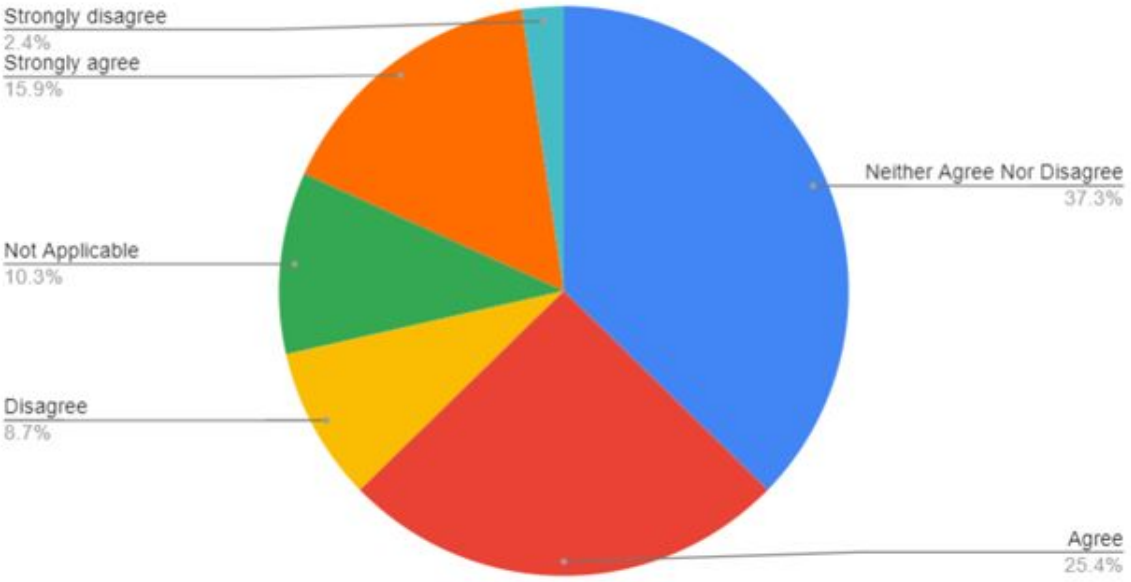




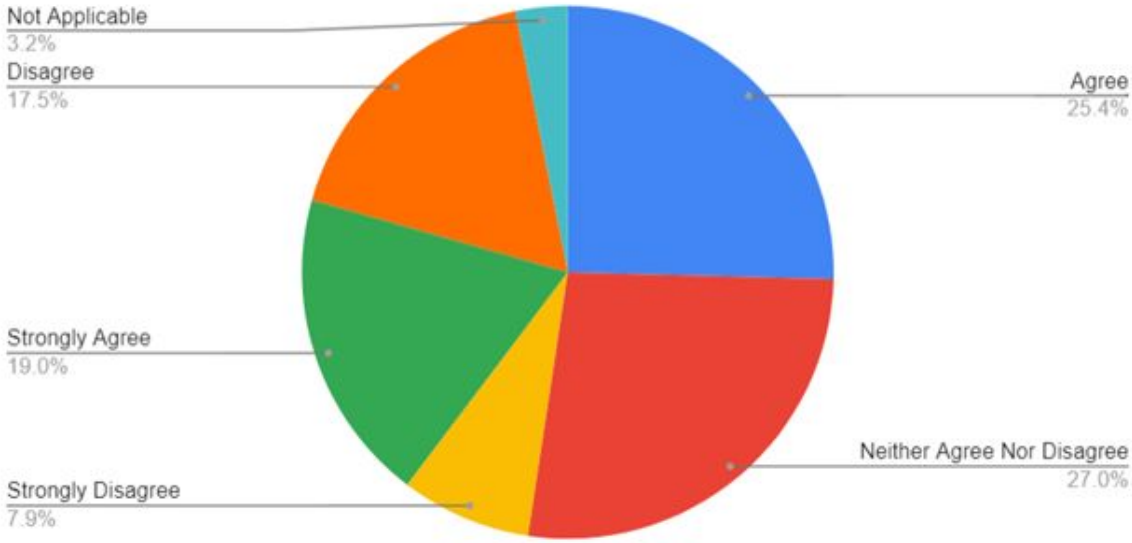
CUSS Shared Governance Survey Report 2019-2020

The President's Role

7. Other than on rare occasions, the president seldom overturns staff decisions and recommendations.

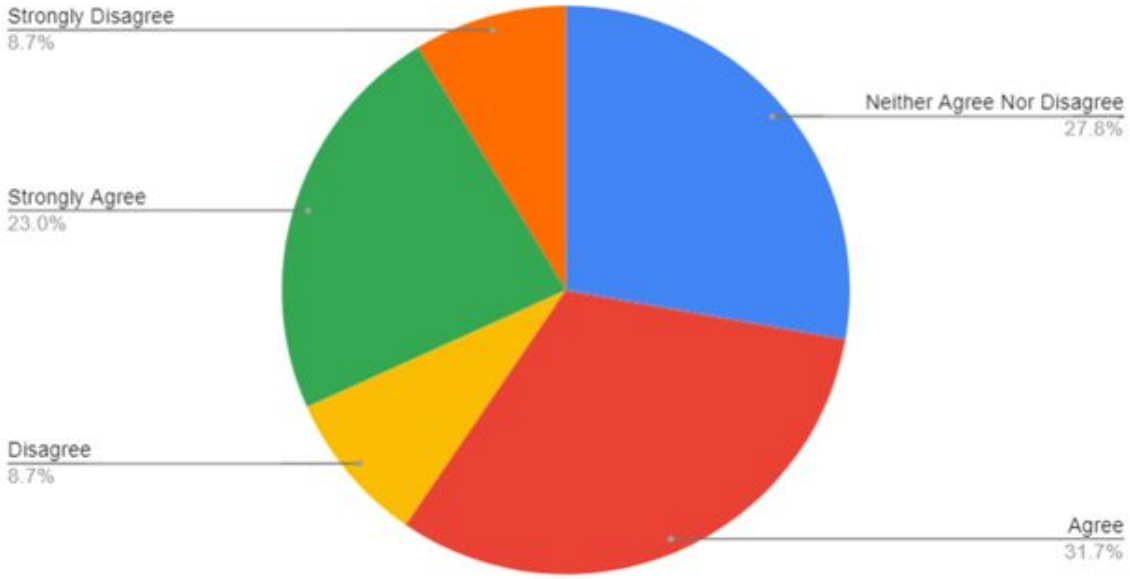


8. The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility.

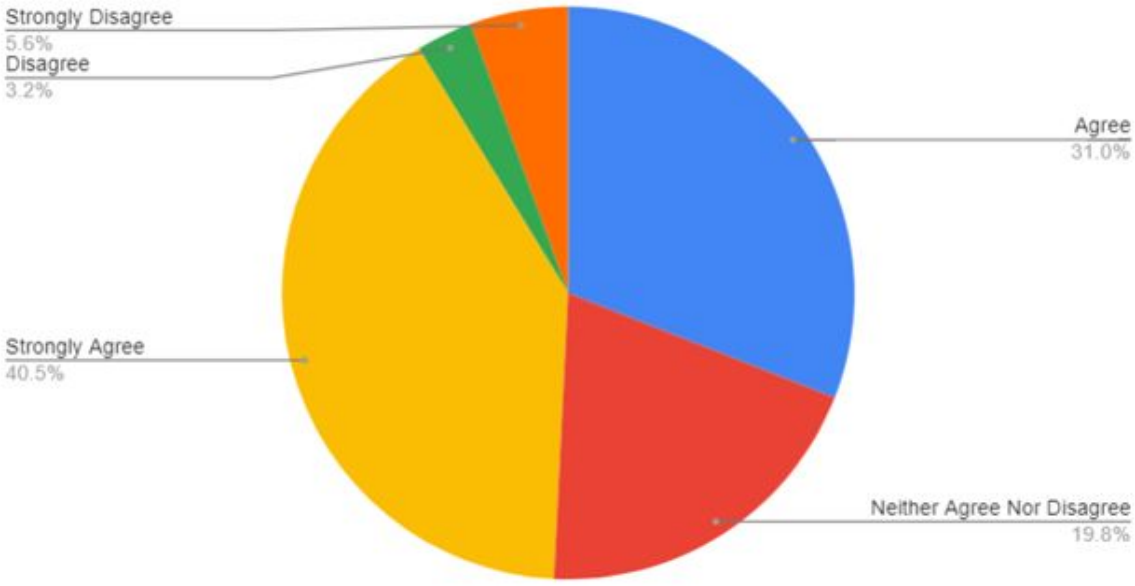


CUSS Shared Governance Survey Report 2019-2020

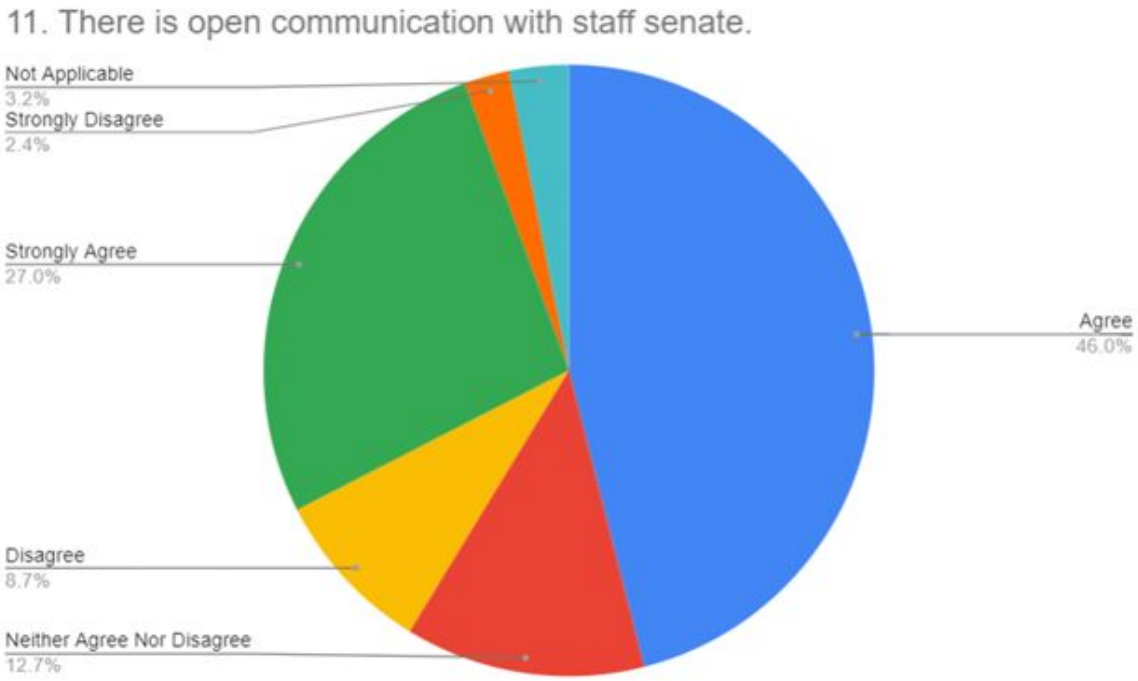
9. The president is transparent in communicating decisions, changes and recommendations.



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

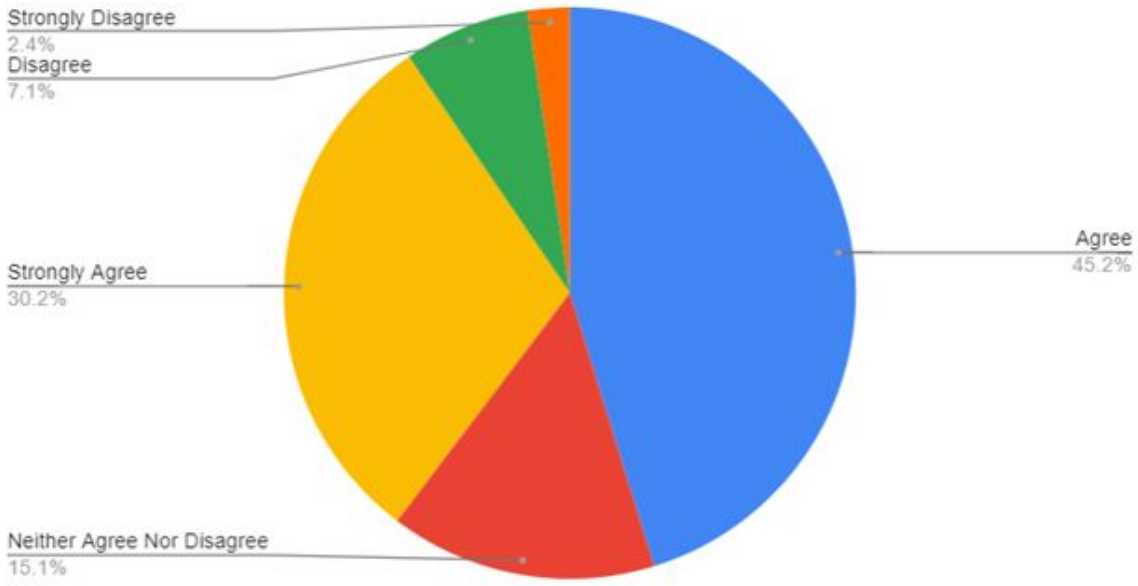


CUSS Shared Governance Survey Report 2019-2020

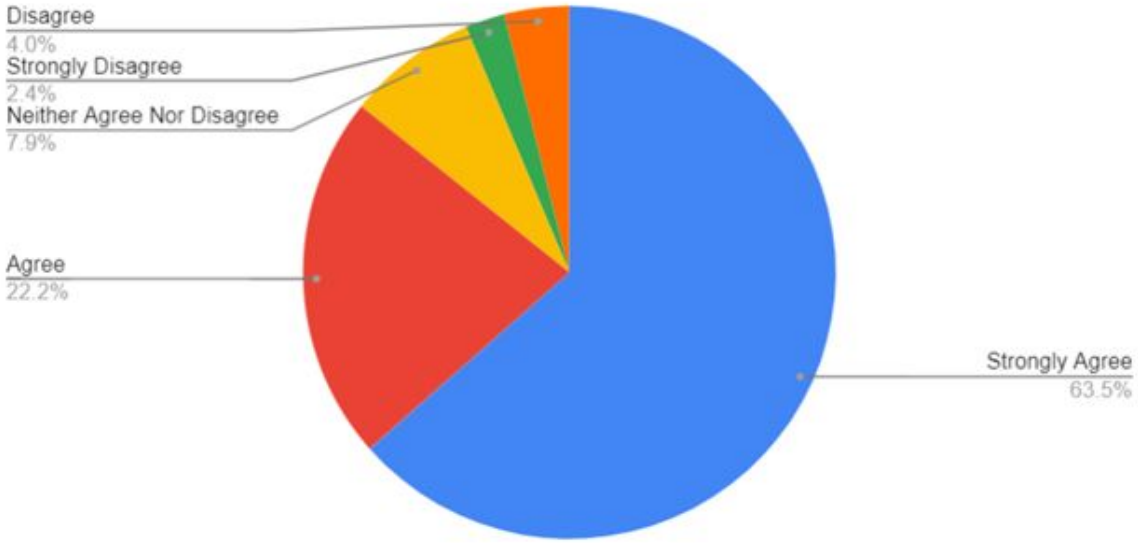

11. There is open communication with staff senate.
Not Applicable
3.2%
Strongly Disagree
2.4%
Strongly Agree
27.0%
Agree
46.0%
Disagree
8.7%
Neither Agree Nor Disagree
12.7%

The Staff's Role

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



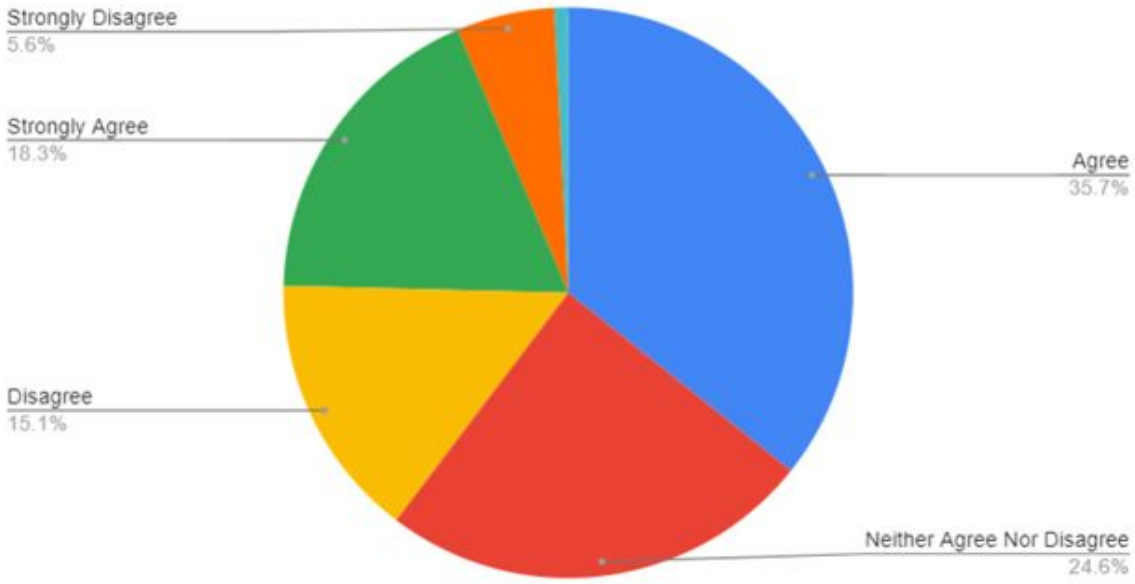
13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend a related event or meeting during work hours.



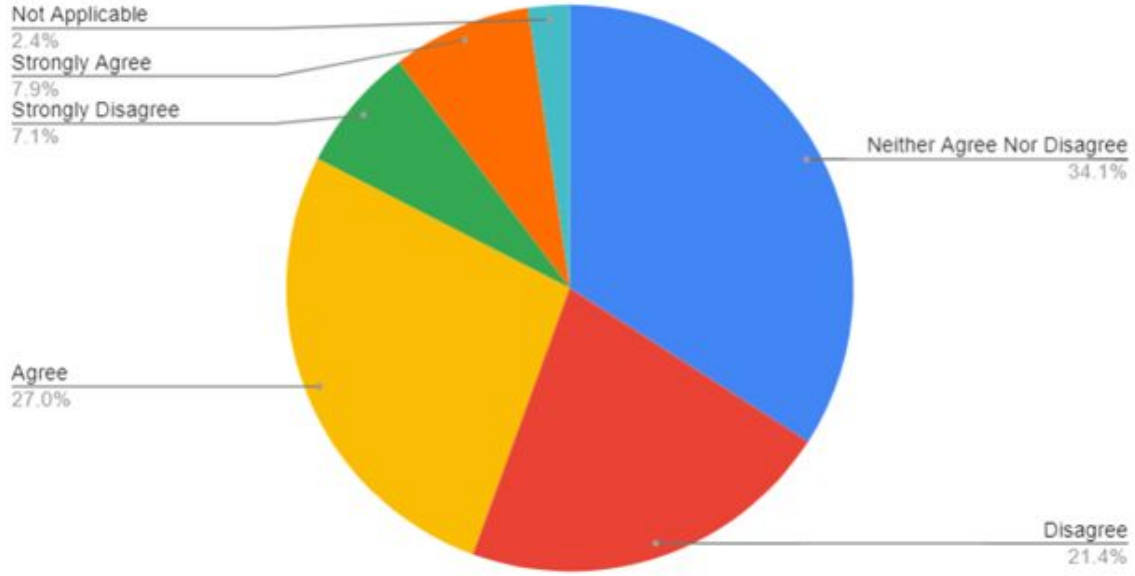
CUSS Shared Governance Survey Report 2019-2020

Joint Decision Making

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

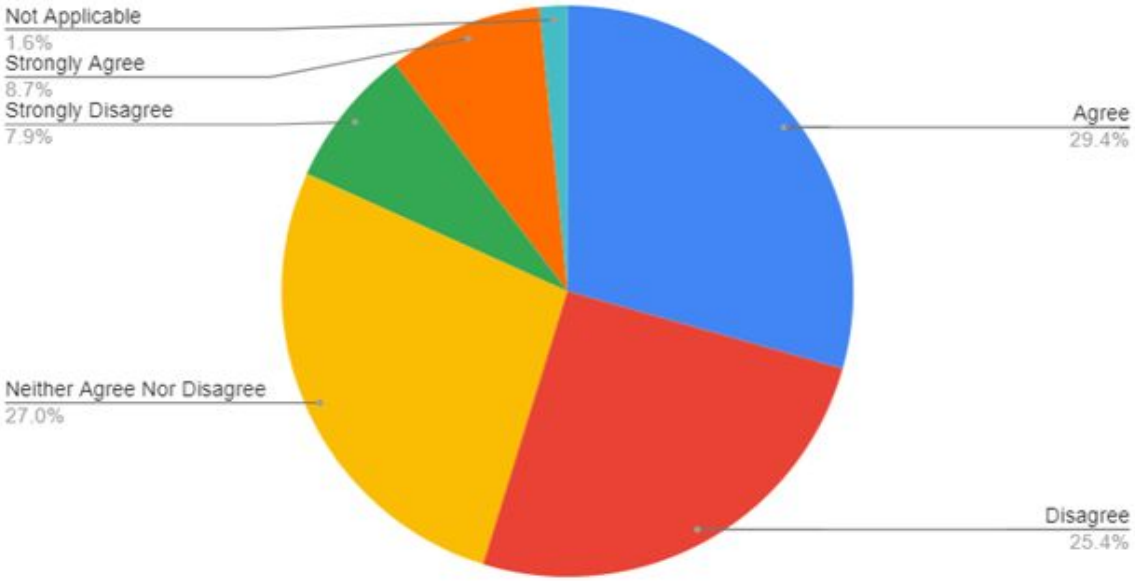


15. The administration recognizes staff involvement in budgeting and fiscal resource planning.

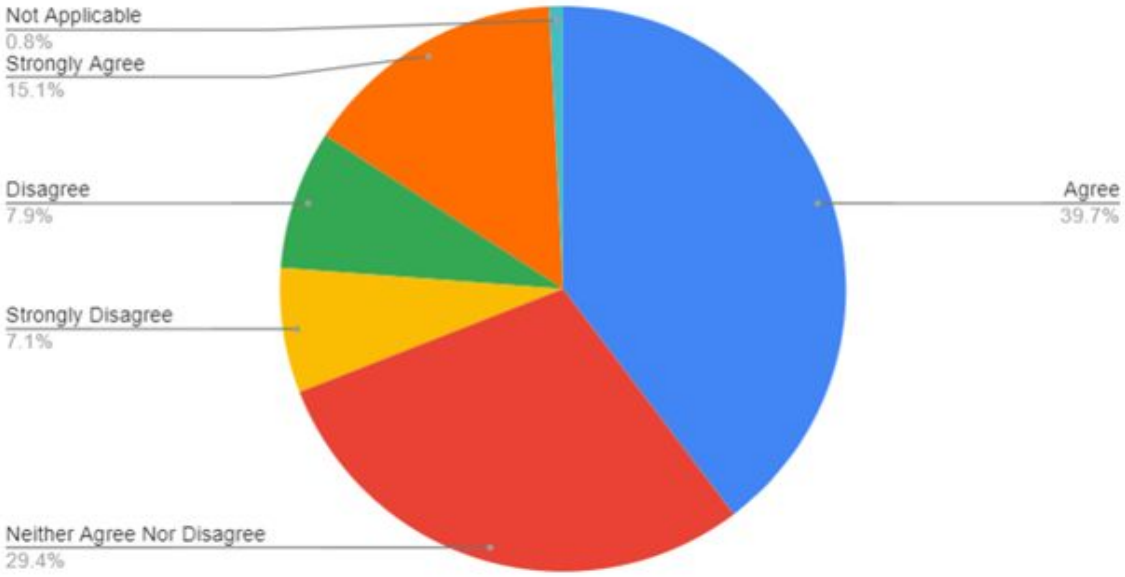


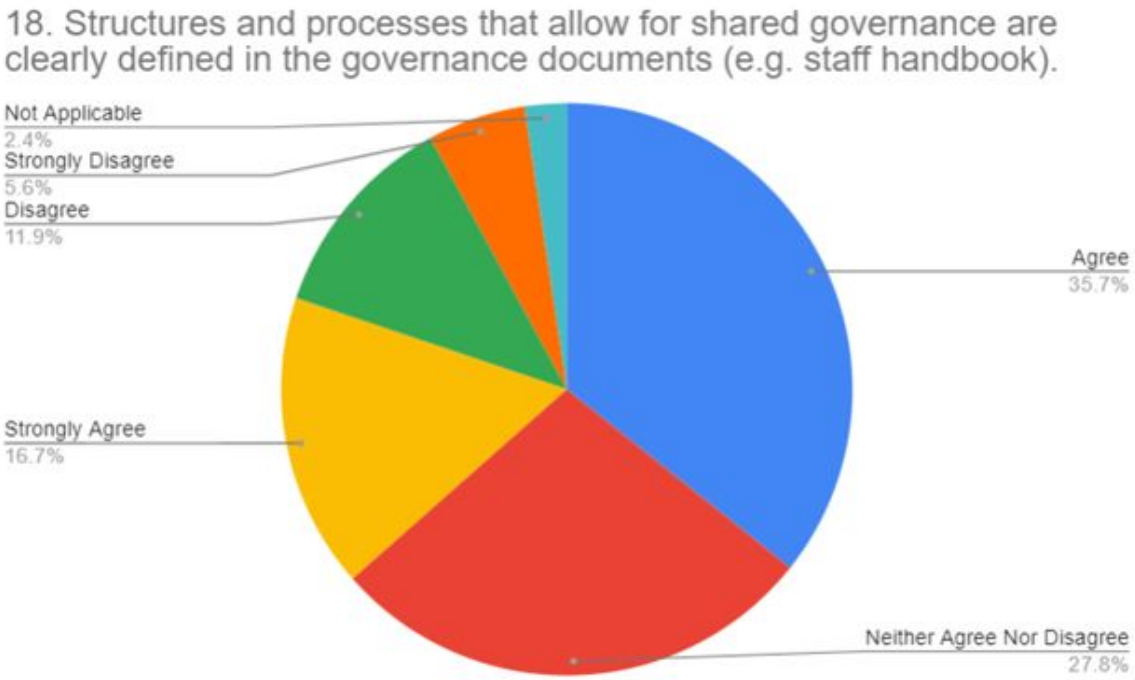
CUSS Shared Governance Survey Report 2019-2020

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

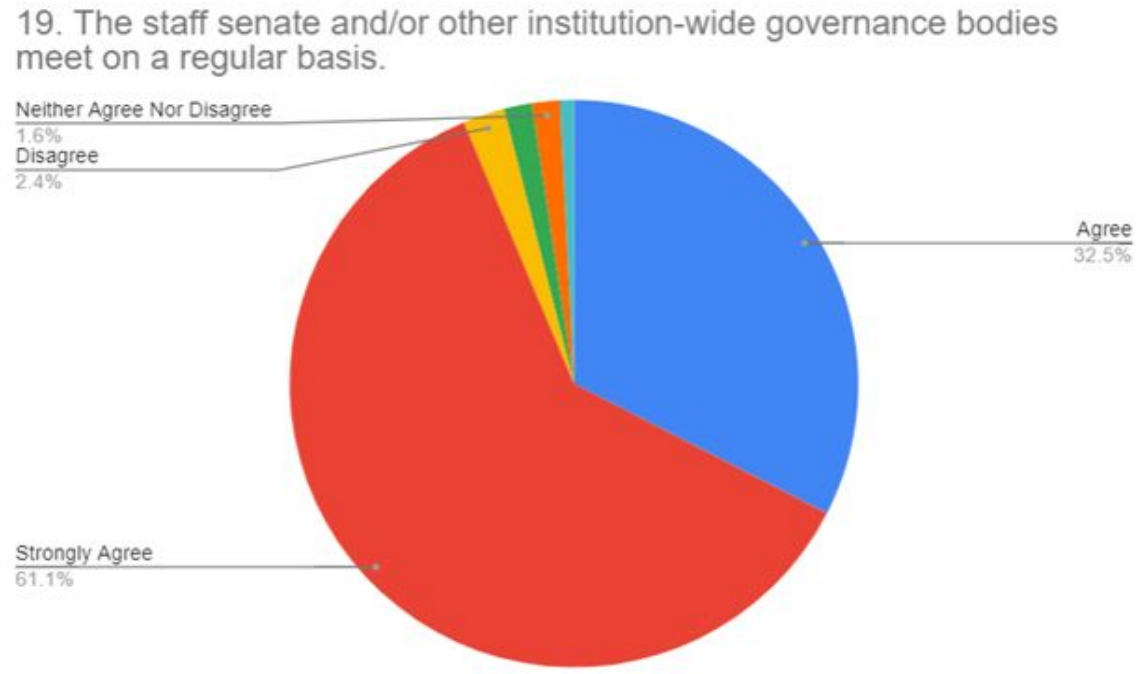


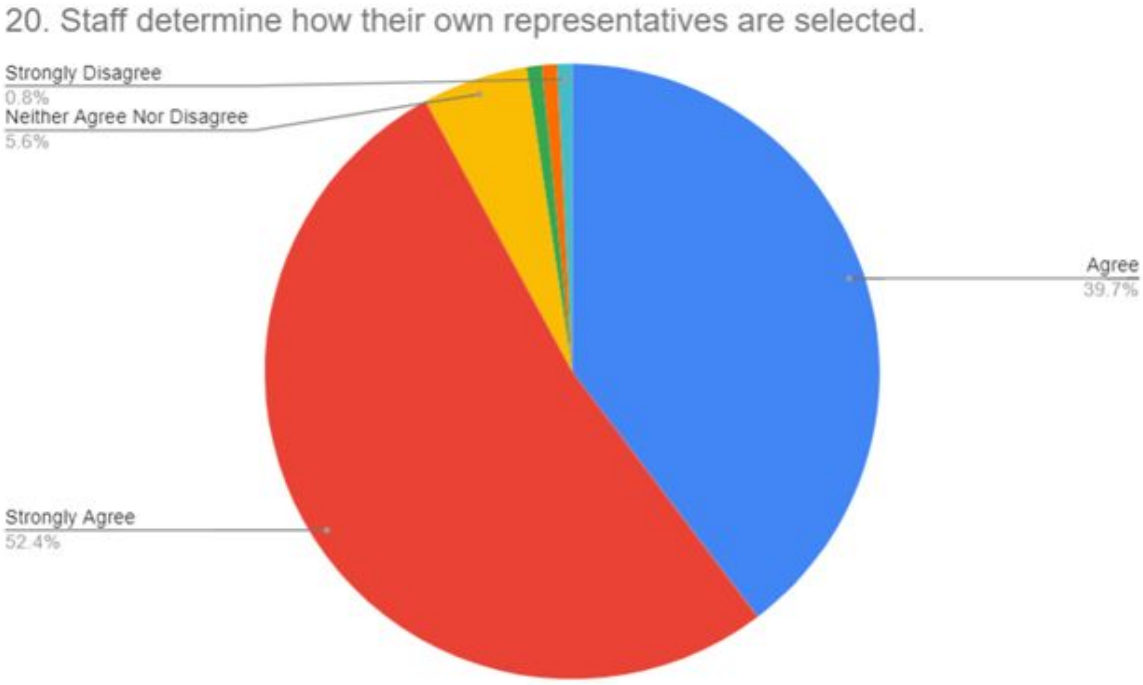
17. The administration supports staff involvement in staff selection and hiring.



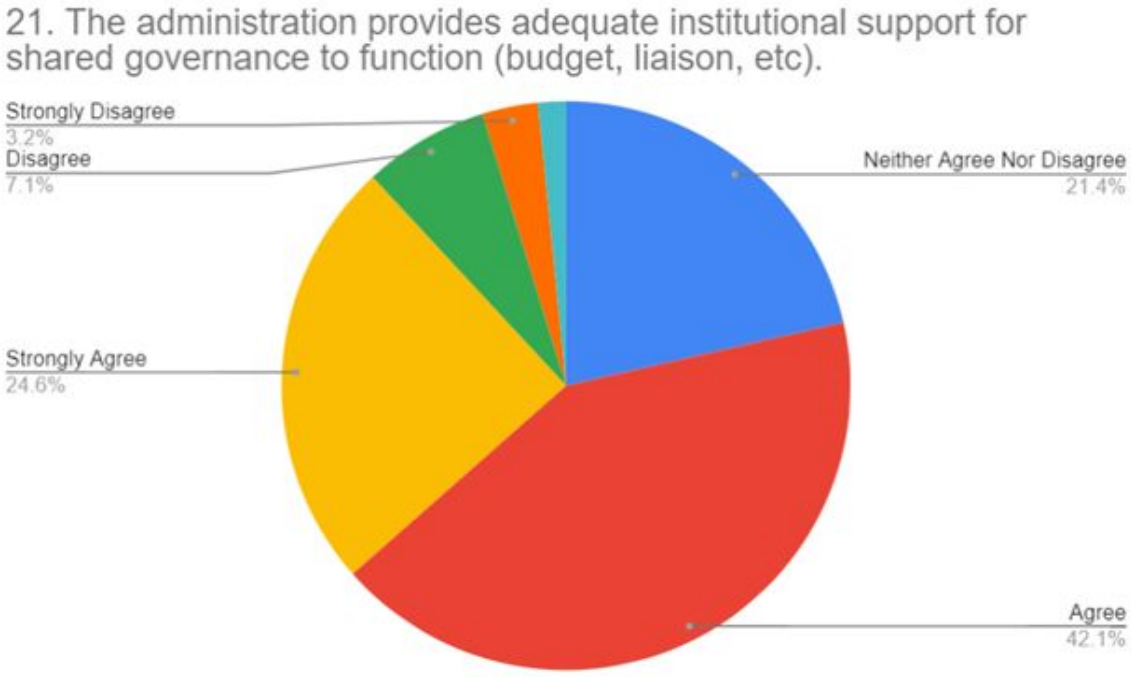

18. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook).
Not Applicable
2.4%
Strongly Disagree
5.6%
Disagree
11.9%
Agree
35.7%
Strongly Agree
16.7%
Neither Agree Nor Disagree
27.8%

Structural Arrangements for Shared Governance





CUSS Shared Governance Survey Report 2019-2020


21. The administration provides adequate institutional support for shared governance to function (budget, liaison, etc).
Strongly Disagree
3.2%
Disagree
7.1%
Neither Agree Nor Disagree
21.4%
Strongly Agree
24.6%
Agree
42.1%

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

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

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

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

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

- Early January 2020: Final survey and communications approved by CUSS Membership.
- Late January 2020: Survey is delivered to staff senate chairs for dissemination.
- Late February 2020: Deadline for staff senate members to participate in the survey.
- Early April 2020: The CUSS Chair and Vice-Chair complete the final report(s).
- Mid-April 2020: The CUSS Chair provides full report at the Chancellor's Council Meeting and individual reports for the Presidents.
- Early May 2020: The CUSS Chair provides an executive summary of survey results at the April Board of Regents meeting.

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

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

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

CUSS Shared Governance Survey Questions

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

Climate for Governance

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

Institutional Communications

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

Senate's Role

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

The President's Role

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

The Staff's Role

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

Joint Decision Making

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

Structural Arrangements for Shared Governance

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

Other

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

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
March 2, 2020

Meeting Notes

The Council of University System Presidents met on March 2nd with Chancellor Perman and USM senior staff.

The focus of this meeting was on the coronavirus and COVID-19. The presidents were reminded about the tabletop exercise taking place later in the week.

Interim President Jarrell provided information on COVID-19 and how UMB is currently responding. This led to a discussion about how other institutions should respond, including guidance about instructions for students, faculty, and staff, travel restrictions, event cancellations, and self-isolation. The council discussed a systemwide approach to addressing the challenges associated with COVID-19.

Vice Chancellor Hogan provided a brief overview of the legislative session. Senior Vice Chancellor Boughman discussed the post tenure review process.

Standing COVID-19 Meetings

In response to the COVID-19 outbreak, the Council of University System Presidents scheduled standing meetings three times a week. CUSP, along with key leaders from across the University System, met on March 9, March 11, March 13, March 16, March 18, March 20, March 23, March 25, March 27, March 30, April 1, April 3, April 6 (including the Chancellor's Council), April 10, April 15, April 17, April 22 and April 27.

These meetings have been key to information sharing and deliberation across institutions and the development of a unified USM response to key decisions related to COVID-19. In these standing meetings, CUSP has addressed the following key topics: implications and implementation of State and Federal guidance and executive orders, transition of in-person teaching and learning to distance education formats, telework of USM employees, refund of students' fees, CARES Act legislation, emergency funds for students, State use of campus facilities for COVID-19 response, and more.

USMSC Report to the Board of Regents
April 21, 2020

The USMSC has met twice since our last report to the Board of Regents. These meetings took place on March 8, 2020, at the University of Maryland, College Park and on April 19, 2020, virtually utilizing Zoom. Both meetings were very productive and fairly well attended. As can be expected by the timing of the meetings and the situation in our state, nation, and the world, both of these meetings were dominated by conversations surrounding COVID-19.

Chancellor Perman joined the USMSC for the beginning of our April meeting, sharing some words of advice, encouragement, and thanks for the work student leaders have done in helping to address and communicate information surrounding COVID-19 and its effects on each of our institutions and regional centers. The Council would like to extend a sincere thank you to the Chancellor for his words, and for taking the time to join and speak to us.

Overall, student leaders across the System are encouraged by the significant inclusion of student shared governance in conversations and decision-making processes around emergency changes due to COVID-19. Many of the concerns that students had, especially at the beginning of the crisis, were regarding communication, as often it seemed that either some universities were responding faster than others or that sometimes it seemed as though developments were being held back for a time after decisions had been made.

Many of the questions around COVID-19 at today's point are questions centered around the future. Students, who are not unique in these thoughts, wonder when things will be able to return to normal and they will be allowed back on campus. They are concerned that their time to degree, their ability to conduct classwork, practical placements, internships, and research, and even their financial feasibility of continuing their degree may be negatively and detrimentally impacted by these changes and their potentially extended impact.

The USMSC and I look forward to the continued opportunity to work constructively and collaboratively with the Presidents, Chancellor Perman, and the Board of Regents as we continue to adapt and overcome these every changing and unprecedented circumstances. If any member of the Board of Regents has a topic or idea that they would like to work on with the Council or would like the Council to consider, please feel free to communicate them with me so they can be considered and addressed in my next report to the Board.

Respectfully,

Benjamin Forrest
2019-2020 USMSC President
bcforrest0@frostburg.edu
240.818.5518

DRAFT

University System of Maryland Board of Regents
University of Maryland, Baltimore County
February 21, 2020

Public Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:31 a.m. on Friday, February 21, 2020 at the University of Maryland, Baltimore County. Those in attendance were: Chair Gooden; Regents Attman, Bartenfelder, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Schulz, Wallace, and Wood; Presidents Anderson, Breaux, Burnim (Interim), Goodwin, Hrabowski, Jarrell (Interim), Loh, Miyares, Nowaczyk, Schatzel, Vice Provost Catherine Anderson (for Schmoke), and Provost and Senior VP Karen Olmsted (for Wight); Chancellor Perman, Vice Chancellors Boughman, Herbst, McDonough, Raley, and Sadowski; Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Welcome from the University of Maryland, Baltimore County (UMBC). President Hrabowski welcomed the regents and presidents and highlighted accomplishments of UMBC, along with allowing some of the students to introduce themselves and relay some of their accomplishments.

Educational Forum – *Maryland Collaborative to Reduce College Drinking and Related Problems*. Malinda Kennedy and David Jernigan from the Maryland Collaborative and Boston University School of Public Health (respectively) presented information on the challenges and opportunities in addressing excessive drinking among college students.

Chancellor's Report. Chancellor Perman presented the report. He made mention of the various firsts that were taking were taking place in the new year: the first board meeting in the new year; his first meeting as Chancellor; and, first board meeting since announcing Darryll Pines as the next president at the University of Maryland, College Park. He also acknowledged the service of President Wallace Loh, commending him on the major accomplishments that took place during his 10-year tenure. He welcomed Regent Meredith Mears to her first official board meeting. Chancellor Perman then thanked the University of Maryland, Baltimore County (UMBC) and Dr. Hrabowski for hosting the meeting and shared some of the accomplishments at UMBC, as well as shared information about accomplishments at all of the institutions.

Chancellor gave several brief highlights concerning ARMR Systems; the Coronavirus; and, the Budget/Legislative Session.

1. Report of Councils

a. University System of Maryland Student Council (USMSC). Mr. Forrest presented the report, indicating that they had a session with Dr. MJ Bishop in reference to the Maryland Open Source Textbook initiative; discussed best practices concerning student voter registration and participation; and, began the process to create and distribute the State of Shared Governance Surveys for the State of Shared Governance Report.
b. Council of University System Faculty (CUSF). Dr. Kauffman presented the report, to include meetings and activities relating to the last Council meeting; academic integrity initiative; civility issue; emeritus faculty BOR member resolution; advocacy day; and state of Shared Governance Report.
c. Council of University System Staff (CUSS). Dr. Shishineh presented the report, sharing that they discussed the Board of Regents Staff Awards; legislative affairs and policy—advocacy day; and, shared governance survey.
d. Council of University System Presidents (CUSP). Dr. Breaux presented the report for January and February, sharing information about Delegate Moon's inquiry about how institutions handle personal data of members of the public; the formation of an Enrollment Workgroup; the CUSP annual retreat with a focus on strategic planning; and, the potential for lawsuits related to implementation of DOE Title IX regulations. President Breaux shared the results of a CUSP survey; Dr. Boughman discussed telephonic mental health services; there was an update on the coronavirus and mentioned that there is a new webpage on the USM website. Recommendations were also shared from the mold and adenovirus report, with a request that presidents share them with their campuses and evaluate how they can be applied. Dr. Bishop provided information about the Greater Washington Partnership CoLAB and how USM institutions can become more involved.

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

1. Consent Agenda — Chair Gooden

a. Committee of the Whole
   i. Approval of meeting minutes from December 20, 2019 Public and Closed Sessions (action)
   ii. Resolution on Defense Security Service (action)

b. Committee on Audit
   i. Approval of meeting minutes from December 18, 2019 Public and Closed Sessions (action)

c. Committee on Governance and Compensation
   i. Approval of meeting minutes from February 10, 2020 Public and Closed Sessions (action)

ii. Coppin State University Faculty Salary Equity Plan (information)

d. Committee on Finance
   i. Approval of meeting minutes from December 12, 2019 Public and Closed Sessions (action)
   ii. University System of Maryland: FY 2021 Operating Budget Update (information)
   iii. Discussion of FY 2019 USM Audited Financial Statements (information)
   iv. The Universities at Shady Grove: 2019 Facilities Master Plan Update (action)
   v. Towson University: Increase Authorization for Glen Towers Renovation Project (action)
   vi. University of Maryland, College Park: Real Property Exchange Supporting City Hall Block Project (action)
   vii. University of Maryland, College Park: Sale of Land to Core Campus Manager, LLC (action)
   viii. University of Maryland, Baltimore: School of Nursing Student Services Renovation and Window Replacement (action)
   ix. Proposed Amendment to University of Maryland Global Campus HR Policy VII-1.22-GC—UMGC Policy on Separation for Regular Exempt and Overseas Staff Employees (action)
   x. University System of Maryland: Review of Capital Improvement Projects (information)
   xi. University of Maryland, Baltimore: Amendments to the Ground Lease between UMB and UMB Health Sciences Research Park Corporation at the University of Maryland BioPark, Baltimore (action)

e. Committee on Education Policy and Student Life
   i. Approval of meeting minutes from January 7, 2020 Public and Closed Sessions (action)
   ii. New Academic Program Proposal (action)
      1. University of Maryland, College Park: Bachelor of Arts in Real Estate and the Built Environment
   iii. Proposal of New Academic Title and Rank (action)
      1. University of Maryland, Baltimore
   iv. Civic Engagement and Civic Education: Update and Student Panel (information)
   v. New Program 5-Year Enrollment Review (information)
   vi. Results of Periodic (7-Year) Reviews of Academic Programs (information)
   vii. Report on Extramural Funding – FY 2019 (information)

f. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from November 19, 2019 Public Session (action)
   ii. Approval of meeting minutes from February 10, 2020 Public Session (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

   a. Committee on Governance and Compensation
      i. Revision of Bylaws of the Board of Regents (action). Regent Gossett moved that the Regents review and discuss the revisions to the Board of Regents Bylaws. Chair Gooden seconded the motion; unanimously approved.

   b. Committee of the Whole Chair Gooden
      i. University of Maryland, College Park President Search (action). Regent Attman presented the report, stating that the search was now concluded, and he thanked the search committee for all of their hard work. He then enumerated steps taken to ensure all constituents were kept apprised of the progress by holding town hall meetings, listening sessions, and conducting tours. Regent Attman then moved that the Board affirm the selection of Dr. Darryll Pines as the University of Maryland, College Park's next president effective July 1, 2020. Regent Pope seconded the motion; unanimously approved.
      ii. Universities at Shady Grove (USG): Commission Report—Update on Recommendations (information). Vice Chancellor Ellen Herbst provided information concerning the request from the General Assembly to evaluate leadership and a new funding model that better ensures the long-term fiscal viability of USG; additional missions for USG based on economic development needs of the region and State; and, current and planned transportation enhancements to USG and a cost/benefit analysis.
      iii. University System of Maryland Coronavirus Update (information). Chancellor Perman provided an update on what steps are being taken to ensure the safety of USM students, faculty, and staff. He assured everyone that everything is being carefully monitored and that we are following the guidance from the CDC and State department. Communique has been shared with senior level officials on all USM campuses, as well as the establishment of a special website dedicated to sharing information about the coronavirus. Additionally, a session was held for all USM presidents and senior officials to hear from medical experts from UMB's medical department. Chancellor Perman also encouraged everyone to be sensitive and vigilant to people on our campuses who are feeling vulnerable to bigotry. He does not want anyone to be stigmatized because of this virus.
      iv. HelioCampus Update (information). President Miyares provided an update, stating that due to the success and to leverage its growth potential, HelioCampus has added a new majority investor, Pamlico Capital, a respected growth equity firm with previous investments in educational measurement and research. He stated that the additional capital will position HelioCampus to further develop its proprietary analytics suite and expand its sales and marketing efforts, helping more institutions improve their operational performance, drive better student outcomes, and increase alumni network engagement.

v. University of Maryland, Baltimore: Lease between the University of Maryland, Baltimore and BioPark Fremont LLC (Developer) for approximately 34,500 rentable square feet of space in a new building to be constructed at 4 Martin Luther King Jr. Boulevard, Baltimore, Maryland (action). Regent Attman presented the report, indicating that the leased space would be used for offices and laboratories for use by UMB. The University plans to locate its entrepreneurial activities in the space. The space would also house translational research initiatives. Regent Attman then moved that the Board approve for the University of Maryland, Baltimore to lease 34,500 square feet of space in accordance with the University System of Maryland Policy on Acquisition, Disposition, and Leasing of Real Property. Regent Pope seconded the motion. After addressing concerns posed by several regents concerning 1) whether other tenants had committed to leasing space in the building; 2) whether there would be natural walkways when crossing the street; 3) whether anyone had quantified the benefit to the surrounding community; and, 4) whether there were any metrics that could be shared, the motion was unanimously approved.

vi. University of Maryland, College Park: Project Authorization to Replace Videoboards and Audio System at Maryland Stadium (action). Regent Attman presented information concerning the equipment, indicating that with the failing equipment and scarcity to find parts, there is increasing risk that the equipment will not be functional during a game. He stated that the project would be funded entirely by the Department of Intercollegiate Athletic revenue. Regent Attman moved that the Board approve the authorization request to replace the videoboards and audio system at Maryland Stadium and the associated equipment in the amount of $15,000,000 for the University of Maryland, College Park. Regent Needham seconded the motion; unanimously approved.

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

   Meeting adjourned at 11:02 a.m.

DRAFT

University System of Maryland Board of Regents
University of Maryland, Baltimore County
February 21, 2020

Minutes of the Closed Session

Chair Gooden called the closed session of the Board meeting to order at 10:31 a.m. on Friday, February 21, 2020.

Those in attendance for all or part of the meeting included: Chair Gooden; Regents Attman, Bartenfelder, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Schulz, Wallace, and Wood; Chancellor Caret; Presidents Breaux, Goodwin, and Wight; SU Provost Olmstead; Vice Chancellor Herbst; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Meeting with the Presidents**
   As part of their performance reviews, the Board met individually with Bowie State University President Aminta Breaux and University of Maryland Center for Environmental Science President Peter Goodwin. (§3-305(b)(1))

2. **Consent Agenda**
   Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda (moved by Regent Gossett; seconded by Regent Pope; unanimously approved), which included the following items:
   i. Board of Regents Faculty Awards Recommendations (§3-305(b)(1) and (2))
   ii. Honorary Degree Nominations (§3-305(b)(1) and (2))

3. **Recognition of an Employee's Lifelong Commitment to the USM**
   The Board discussed how best to recognize the lifelong contributions of a USM employee. (§3-103(a)(1)(i), §3-305(b)(1) and (2))

4. **University of Maryland, College Park President Appointment Letter**
   The Board reviewed the appointment letter for University of Maryland, College Park President Daryll Pines. (§3-305(b)(1))

5. **Succession Planning for a USM President**
   The board discussed succession planning for a USM President and referenced the process for the selection of USM presidents. (§3-103(a)(1)(i), §3-305(b)(1) and (2))

6. **Role of a Board Workgroup in the Structure of the Board**
   The Regents discussed the role of a workgroup in the overall structure of the Board and voted to establish a new standing committee focused on the health and safety of students. (Moved by Regent Johnson; seconded by Regent Pope; 14 Regents voted in favor; 1 Regent abstained) (§3-103(a)(1)(i))

7. **Discussion Regarding Service on UMMS Board**
   The Board discussed the need for a Regent to fill a vacancy on the University of Maryland Medical System Board in order to fulfill the statutory requirement to have three members of the Board of Regents serve on the UMMS Board. (§3-103(a)(1)(i))

8. **Briefing on a Criminal Investigation at Salisbury University**
   Salisbury University President Chuck Wight and Provost Karen Olmstead briefed the Board on developments related to a criminal investigation of racist graffiti on the Salisbury University campus. (§3-305(b)(12)).

Meeting adjourned at 2:01 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
March 10, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:34 p.m. on Tuesday March 10, 2020.

Those in attendance: Chair Gooden; Regents Attman, Gossett, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Rauch, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Briefing on USM COVID-19 Response.** Chancellor Perman briefed the Regents on how the USM and its institutions are responding to the COVID-19 pandemic. He shared that he strongly urged every university to prepare for students to remain off campus—for at least two weeks—*following* the end of spring break. He also advised them to prepare to deliver instruction remotely.

2. **Briefing from MD Department of Health on COVID-19.** Maryland Secretary of Health and Regent Neall provided an update on the State of Maryland's progress on preparations for the spread of COVID-19.

3. **Discussion of Recent COVID-19 Guidance.** Chancellor Perman provided information about the USM guidance regarding spring break and the plans to move all classes to online and virtual methods of curriculum delivery.

4. **Continuity of Operations.** Chancellor Perman and Vice Chancellor Herbst discussed continuity of operations for the USM as it prepares for the possibility of telework of USM employees. The USM is looking at relevant policies and checking information technology readiness in order to continue our mission.

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

The Board convened to closed session at 5:53 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
March 10, 2020
Conference Call

Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:54 p.m. on Tuesday March 10, 2020.

Those in attendance: Chair Gooden; Regents Attman, Gossett, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Rauch, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Advice from Counsel on Maryland Law Applicable to Emergency.** Chancellor Perman and AAG Bainbridge discussed Maryland law applicable to state emergency status. (§3-305(b)(7));

2. **Legal Advice Related to Potential Legal Issues Associated with COVID-19 Response.** Chancellor Perman and AAG Bainbridge discussed potential legal issues that could arise from COVID-19 responses. (§3-305(b)(7));

3. **Discussion on Board of Regents Strategic Communication on COVID-19 Matters.** Vice Chancellor McDonough discussed strategic communication related to COVID-19. (§3-103(a)(1)(i));

4. **Board Operations in Response to COVID-19.** Ms. Wilkerson briefed the Regents on board operations in response to COVID-19. (§3-103(a)(1)(i)).

The meeting adjourned at 7:01 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
March 16, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:06 p.m. on Monday March 16, 2020.

Those in attendance: Chair Gooden; Regents Attman, Fish, Gonella, Gourdine, Malhotra, Mears, Neall, Needham, Rauch, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **USM Update on COVID-19 Response.** Chancellor Perman briefed the Regents on how the USM and its institutions are responding to the COVID-19 pandemic. He noted that the University Presidents and Regional Center Directors have a standing call scheduled three times a week. He reinforced the role of the USM as a public good that will remain open for business and leaning, keeping in mind the USM's obligation to keep students and employees safe. He discussed preparations to move teaching to distance learning formats once students return from Spring break. He also acknowledged implications related to students' room and board, counseling services, moving employees to telework, employee travel, study aboard, and international students.

The meeting adjourned at 6:02 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
March 19, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:11 p.m. on Thursday March 19, 2020.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Opening Remarks.** Chair Gooden opened the meeting by noting the seriousness of the ongoing COVID-19 pandemic. She reiterated that the USM must respond in a way that prioritizes the health and safety of our students, faculty, staff, and the larger community. She noted that the Chancellor, USM staff, and the OAG will keep the board updated on how the system is handling this crisis.

2. **Temporary Delegation of Authority to the Chancellor to Amend Board Policy as Needed to Implement Response to COVID-19.** The Regents voted to grant temporary delegation of authority to the Chancellor to suspend or amend any Board of Regents policies, to the extent consistent with applicable laws, as the Chancellor determines necessary to meet the time-critical situations during this Coronavirus pandemic and statewide health emergency. (Regent Neall moved, Regent Pope seconded; unanimously approved).

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

The meeting reconvened in public session at 6:48p.m.

4. **Briefing on USM COVID-19 Response.** Chancellor Perman briefed the Regents on how the USM and its institutions are responding to the COVID-19 pandemic.

5. **Update on Preparedness for Remote Learning.** Senior Vice Chancellor for Academic and Student Affairs Boughman provided an update on the USM institutions' preparation for the possibility of moving classes to remote learning environments after spring break.

The meeting adjourned at 7:03 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
March 19, 2020
Conference Call

Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:22 p.m. on Thursday March 19, 2020.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Discussion of Legal Risks Associated with Actions in Response to COVID-19.** The Board discussed, with counsel, any legal risks associated with actions taken in response to COVID-19. (§3-305(b)(7) and (8));

2. **Discussion Regarding Status of Institutions' Collective Bargaining.** The Regents discussed the status of collective bargaining at the institutions and the effect of COVID-19. (§3-305(b)(9));

The Board reconvened to public session at 5:48 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
March 23, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:04 p.m. on Monday March 23, 2020.

Those in attendance: Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Rauch, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Chancellor's Remarks.** Chancellor Perman provided an update that addressed the Governor's executive order regarding the closing of non-essential businesses. He explained that the executive order does not apply to the USM. He further explained that while our universities remain open throughout this period of remote instruction and remote work, he has emphasized how seriously we take Governor Hogan's orders. The Chancellor has asked the campuses curtail the number of employees working on site at the universities. Recognizing that there are essential staff needed to carryout essential services, non-essential staff should remain at home as much as is possible to flatten the curve of this outbreak.

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

The meeting convened in closed session at 5:10 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
March 23, 2020
Conference Call

Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:10 p.m. on Thursday March 23, 2020.

Those in attendance: Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Rauch, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Update on Strategic Communications Plan.** Vice Chancellor McDonough discussed strategic communication related to COVID-19. (§3-103(a)(1)(i));

2. **Legal Advice on the Governor of Maryland's Executive Orders.** The Regents received legal advice on the governor's executive orders and their applicability to the USM. (§3-305(b)(7));

3. **Legal Advice on Federal COVID-19 Relief Package.** The Regents received legal advice related to the federal COVID-19 relief package and its applicability to the USM. (§3-305(b)(7));

4. **Discussion about the Development of a Forecast to Estimate the Financial Impact of COVID-19.** The Board discussed the development of a forecast to estimate COVID-19 impact on the USM. (§3-103(a)(1)(i)).

The meeting adjourned at 6:38 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
March 26, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 12:30 p.m. on Thursday March 26, 2020.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Fish, Gossett, Gonella, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, Wood ; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson; and AAGs Bainbridge and Langrill.

1. **Delegation of Authority to the Chancellor to Approve Plans by Institution Presidents Regarding Refunding Portions of Student Fees.** The Regents voted to authorize the Chancellor to work with USM presidents on a plan to partially refund room, board, parking and athletics fees. (Moved by Regent Gossett, seconded by Regent Pope; unanimously approved).

The meeting adjourned at 1:13 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
March 30, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:03 p.m. on Monday March 30, 2020.

Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Perman, Raley; AAGs Bainbridge and Langrill; and Ms. Wilkerson.

1. **Chancellor's Remarks.** Chancellor Perman opened the meeting by providing an update on the USM's response to the COVID-19 pandemic.

2. **Remote Learning Update.** Chancellor Perman updated the Regents on the progress of remote learning at the institutions, which began a week earlier. He noted that a few institutions paused the resumption of classes—up to one week—to allow faculty more time to prepare for the transition. He applauded faculty and support staff for maintaining continuity in learning.

3. **Dorm Closures/Student Progress on Move Out.** The Regents were briefed on the status of dorm closures and student progress on moving out of the dorms. Chancellor Perman reported that campuses were in different phases of moveouts. Given the Governor's stay-at-home order, he is asking the campuses to suspend move outs. When move-outs resume, the process will continue with appropriate safety precautions such as social distancing.

4. **International Students.** The Regents received an update on the status of international students on the campuses. As borders closed around the world, the USM has been able to bring back almost all study abroad students. Some opted to remain in their host countries. Across the System, there are fewer than 300 international students remaining in campus housing.

5. **Commencement Plans.** The Regents received updates on plans for spring commencement. In-person commencement ceremonies are not an option under current restrictions and universities are considering their options and consulting with student government associations and other groups.

6. **Student Nursing and Other Emergency Support Plans for the Pandemic.** The Chancellor spoke of the state's efforts to supplement medical professionals with student nurses and other students in the medical professions. He reported that UMB is examining how the USM might facilitate the participation of our health professions students in the state's Maryland Medical Reserve Corps.

7. **Federal Legislation.** The Regents discussed federal legislation related to COVID-19 and the impact it may have on the USM.

8. **Strategic Plan Advisory Group.** Chair Gooden announced a new strategic plan advisory group, which will use lessons learned from not only the COVID-19 pandemic, but the great recession, as well, to capture best practices and develop a roadmap for the USM's *new normal* this fall. In addition to Chair Gooden and Vice Chair Gossett, the Regents who will serve on this advisory group are: Regents Attman, Fish, Gonella, Mears, Neall, Wallace, and the Student Regent.

The meeting adjourned at 6:02 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
April 6, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:03 p.m. on Monday April 6, 2020.

Those in attendance: Chair Gooden; Regents Attman, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, Wallace, and Wood; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley; AAGs Bainbridge and Langrill; Ms. Wilkerson.

1. **Chancellor's Update.** Chancellor Perman opened the meeting by providing an update on the USM's response to the COVID-19 pandemic. Chancellor Perman shared information on discussions about planning for summer sessions and the need to move to test optional admissions given nationwide cancellation of ACT and SAT administration. In additional to the emotional stress and anxiety of social distancing requirements, the Chancellor noted that financial aid will need to be adjusted with the widespread loss of jobs. In response to students' immediate needs, Chancellor Perman shared that campuses were bolstering emergency funds by reaching out to alumni and donors. Almost $900,000 has been directed toward this effort. Chair Gooden challenged fellow Regents to pledge and will match their gifts dollar-for-dollar up to $50,000.

2. **Suspend BOR Bylaws Article XII.** The Regents voted to suspend Article XII of the Bylaws of the Board of Regents for the duration of April 6, 2020 Special Board Meeting to allow the Board to amend its Bylaws. (Moved by Regent Gooden, seconded by Regent Pope; unanimously approved).

3. **Amendment to BOR Bylaws Article IX – Section 4.** The Regents voted to amend Article IX, Section 4 of the Board of Regents Bylaws to include language allowing Regents to vote via conference call or video conference during emergency situations. (Moved by Regent Gossett, seconded by Regent Pope; unanimously approved).

4. **Proposed Amendment to USM Policy VIII – 1.00 – Resolution Authorizing the Assistant Vice Chancellor for Financial Affairs to Approve Changes of Signatures on Bank Accounts.** The Regents voted to amend Policy VIII-1.00 to include technical adjustments including updating the current title from Assistant Vice Chancellor to Associate Vice Chancellor, updating the name of the system, and requiring that

notification of changes be submitted to the Board Chair, Treasurer, and Secretary. (Moved by Regent Pope, seconded by Regent Gourdine; unanimously approved).

5. **Update from Secretary of the MD Department of Health.** Maryland Secretary of Health and Regent Neall provided an update on the number of COVID-19 cases in Maryland and the State's response. The state is working to get as many volunteers as it can and to engage health workers of all types. The state is working to increase hospital capacity. Secretary Neall shared information about PPE and equipment shortages, namely masks, gowns, and ventilators. He also applauded the USM for its decisions to "close early". Regent Attman thanked Secretary Neall and the Governor on their work to get ahead of COVID-19.

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

The meeting reconvened in closed session at 5:35 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
April 6, 2020
Conference Call

Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:39 p.m. on Monday April 6, 2020.

Those in attendance: Chair Gooden; Regents Attman, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, Wallace, and Wood; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley; AAGs Bainbridge and Langrill; and Ms. Wilkerson.

1. **Meeting with a President.** The Regents met with an institutional president as part of a performance evaluation. (§3-305(b)(1));

2. **Briefing on the Process for Understanding the Financial Impact of COVID-19 and Strategies to Address Fiscal Impact.** This discussion was tabled until the next Special Board Meeting.

The meeting adjourned at 6:04 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
April 13, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:03 p.m. on Monday April 13, 2020.

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Gonella, Gossett, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; AAG Bainbridge and Langrill; and Ms. Wilkerson.

1. **Chancellor's Remarks.** Chancellor Perman opened the meeting by providing an update on the USM's response to the COVID-19 pandemic. The Chancellor shared that he held town hall with USM office staff earlier that day. He updated the Board on the work of University of Maryland School of Medicine with the State of Maryland and that of experts across the USM to fight COVID-19.

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

The meeting reconvened in closed session at 5:24 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
April 13, 2020
Conference Call

Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:26 p.m. on Monday April 13, 2020.

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Gonella, Gossett, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; AAG Bainbridge and Langrill; and Ms. Wilkerson.

1. **Discussion about the Development of a Forecast to Estimate the Financial Impact of COVID-19.** The Regents received a briefing regarding the process for understanding the financial impact of COVID-19 and efforts to address its fiscal impact. (§3-103(a)(1)(i)).

2. **Legal Advice Regarding an Institution's Relationship with an Affiliated Entity.** The Regents received legal advice regarding an institution's relationship with an affiliated entity. (§3-305(b)(7)).

The meeting adjourned at 6:12 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
April 27, 2020
Conference Call

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:32 p.m. on Monday April 27, 2020.

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; AAG Bainbridge and Langrill; and Ms. Wilkerson.

1. **Chancellor's Remarks.** Chancellor Perman opened the meeting by providing an update on the USM's response to the COVID-19 pandemic. The Chancellor shared that the USM is already making use of the MOU template we prepared, noting that Salisbury University has signed an MOU with Peninsula Regional Medical Center to house employees and COVID-19 patients in a dorm and offered their shuttle buses to transport patients. He also discussed the Return to Campus Advisory Group being convened to study the conditions that need to be met as we plan for an eventual return to the campuses. Finally, he provided an update on the COVID Research and Innovation Task Force.

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

The meeting reconvened in closed session at 5:58 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
April 27, 2020
Conference Call

Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:58 p.m. on Monday April 27, 2020.

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; AAG Bainbridge and Langrill; and Ms. Wilkerson.

1. **Process for Review of an Affiliated Entity.** The Regents discussed the process for reviewing an affiliated entity. (§3-103(a)(1)(i)).

2. **Presidential Search.** The Regents discussed planning the process for a presidential search. (§3-103(a)(1)(i)).

The meeting adjourned at 6:52 p.m.

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT Minutes from Open Session
March 6, 2020

Ms. Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:00 a.m. This meeting was conducted via teleconference.

Regents in attendance included**:** Ms. Fish (Chair), Ms. Gooden, Mr. Gossett, Mr. Wood, and Mr. Pope. Also present were: USM Staff – Chancellor Perman, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Page, and Ms. Wilkerson; Office of the Attorney General - Ms. Langrill.

The Board of Regents' Committee on Audit met to decide whether to use the State's independent auditor or undertake a procurement to find its own independent auditor. Historically, the University System of Maryland (USM) has used the State of Maryland's (State) independent auditor as a component of its annual audit. The scope of work to be completed is the audit of USM's Financial Statements, completion of its A133 Audit, and agreed-upon procedures verifying enrollment data.

During the winter of 2020, the State undertook a procurement of an independent audit firm for FYE 2020 and beyond. The winning firm is CliftonLarsenAllen LLP. (CLP).

The Committee reviewed costs to USM, background information on CLP, and CLP's higher education audit clients (current and former).

Ms. Fish asked for a motion to accept the State's independent auditor CLP for USM, moved by Mr. Gossett, seconded by Mr. Pope and unanimously approved.

The meeting adjourned at approximately 10:30 a.m.

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT Minutes from Open Session
March 24, 2020

Ms. Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:00 a.m. This meeting was conducted via teleconference.

Regents in attendance included**:** Ms. Fish (Chair), Mr. Bartenfelder, Ms. Gooden, Mr. Gossett, and Mr. Pope. Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Page, Dr. Spicer, Ms. White, and Ms. Wilkerson; S.B. & Co., LLC (USM's Independent Auditor) – Ms. Booker.

The following agenda items were discussed:

1. Information & Discussion - USM's Year End 6/30/2019 A133 Single Audit Report

   USM's independent auditor (SB &Co.) presented the results of their A133 Single Audit for the year ended June 20, 2019. This audit is a required compliance audit for federally funded student financial aid and institutional aid. There were no material weaknesses reported.

   Also discussed were the scope of audit work, findings identified during the audit, and the status of prior year findings.

2. Information & Discussion – USM's Half Year (12/31/2019) Financial Statements & Financial Comparison Analysis to Peer Institutions

   USM's Comptroller presented the unaudited interim financial statements for the six months ended December 31, 2019, the year ended June 30, 2019, and the six months ended December 31, 2018. She also presented a comparison of key financial ratios for peer universities and university systems with Aa1 rating from Moody's Investor Services.

3. Information - Office of Legislative Audit Activity — Published Audit Reports

   Since the Committee's December 2019 meeting, the Office of Legislative Audits (OLA) published its report on UMBC. OLA audits are currently active at UMCP (IT/IS portion), TU, FSU, and BSU.

4. Information & Discussion — Annual Affiliated Foundation Policy Compliance Status

   USM's Associate Vice Chancellor of Financial Affairs provided an update on the policy compliance status of affiliated foundations.

5. Information & Discussion - Follow up of Action Items from Previous Meetings

   USM's Director of Internal Audit provided a status update of action items from prior Audit Committee meetings.

6. Convene to Closed Session

   Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.
   [Moved by Ms. Gooden, seconded by Mr. Pope; unanimously approved.]

   The closed session commenced at approximately 11:05 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT Minutes from Closed Session
March 24, 2020

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Ms. Gooden, seconded by Mr. Pope; unanimously approved.] The closed session commenced at approximately 11:10 a.m. This meeting was conducted via teleconference.

Regents in attendance included**:** Ms. Fish (Chair), Mr. Bartenfelder, Ms. Gooden, Mr. Gossett, and Mr. Pope. Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Page, Dr. Spicer, Ms. White, and Ms. Wilkerson; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) – Ms. Booker; University of Maryland, College Park - Mr. Poterala.

The following agenda items were discussed:

1. USM's Director of Internal Audit and UMCP's General Counsel provided a status update of reported criminal allegations received by Internal Audit. (§3-305(b)(12)).

2. USM's Director of Internal Audit presented an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

3. USM's Director of Internal Audit provided an update of engagement additions, cancellations and completions to Office of Internal Audit's Audit Plan of Activity for Calendar Year 2020. (§3-103(a)(1)(i)).

4. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 11:56 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
February 10, 2020
University of Maryland, Baltimore
DRAFT

Minutes of the Public Session

Regent Attman welcomed those in attendance and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:35 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gossett (via phone), Mr. Gonella, Mr. Holzapfel (via phone), Ms. Johnson, Mr. Neall, Mr. Pope, Mr. Rauch, and Mr. Wood. Also present were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Boughman, Mr. McDonough, Assistant Attorneys General Bainbridge and Langrill, Ms. Aughenbaugh, Mr. Colella, Mr. Danik, Ms. Kemp, Mr. Lowenthal, Ms. Rehn, Ms. Rhodes, Ms. Schaefer, Ms. Washington, Mr. Maginnis, Mr. Hughes, Mr. Beck, Mr. Hickey, Ms. Denson, Ms. West, Ms. Skolnik, Ms. Norris, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. University System of Maryland: FY 2021 Operating Budget Update

Regent Attman stated that this is an informational update item for the FY 2021 operating budget. He then turned to Vice Chancellor Herbst.

Vice Chancellor Herbst explained that the USM budget includes revenues from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues for a total budget of $6 billion. The Governor's Allowance (proposal) of $1.5 billion represents a combination of the General Fund and the Higher Education Investment Fund. The USM increase of $55 million is 3.7 percent over the current year's appropriation. There is an additional $38 million included in the DBM Personnel Budget for employee Cost of Living salary Adjustments, which would have to be approved by the Legislature. She pointed out that the Allowance includes state funding of $12.5 million as part of the State's continuing effort to "buy-down" the proposed tuition rate increases; this enables institutions to hold increases for undergraduate resident students to 2%. She also reviewed several highlights of the budget increase: $10 million to support Year 3 of the USM's Workforce Development Initiative, which includes a 3-year plan to generate over 3,000 degrees/certificates per year and targets Maryland's key workforce needs in areas of cyber and healthcare; $5.5 million to fund operating expenses for new USM facilities; funding in support of Physician Assistant Program accreditation at UMES; and to support priority educational programs and community engagement at UB. Vice Chancellor Herbst indicated that hearings are underway and reminded everyone that during the legislative session adjustments are recommended to the Governor's Budget Allowance in order to fund other legislative priorities.

Importantly, she noted, the USM community works together to minimize any recommended reductions or reallocations of the proposed USM budget.

The Finance Committee received the item for information purposes.

2. Discussion of FY 2019 USM Audited Financial Statements

Regent Attman stated that this information item concerns the System's annual audit of its financial statements for the year that ended June 30, 2019. He turned to Vice Chancellor Herbst and Ms. Denson, USM Comptroller, who he noted would review key takeaways from the audited financial statements and provide an overview of the fund balance in their presentation. Vice Chancellor Herbst began by saying that the USM received a clean/unmodified opinion once again. Ms. Denson walked the group through the financial charts provided with the meeting materials. Regent Fish inquired about any areas of concern. Ms. Denson responded affirmatively, that two areas mentioned of concern were a decline in enrollment and an increase in construction costs. Regent Attman offered that there is a small work group undertaking a review of construction project processes and costs. Regent Gooden also offered that a new Enrollment Workgroup, co-chaired by Regent Fish and Vice Chancellor Herbst, would begin its work in the upcoming months. Ms. Denson's fund balance presentation is available to view online at https://www.usmd.edu/regents/agendas/20200210-FC-Presentation.pdf

The Finance Committee received the item for information purposes.

3. The Universities at Shady Grove: 2019 Facilities Master Plan Update

Regent Attman recognized Ms. Washington and reminded everyone of her presentation from the previous meeting.

The USG presentation is available to view online at https://www.usmd.edu/regents/agendas/20191212-FC-PRESENTATION.pdf

The Finance Committee recommended that the Board of Regents approve the USG 2019 Facilities Master Plan Update and materials as presented at the Committee's December meeting, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 10 NAYs: 0 Abstentions: 0

4. Towson University: Increase Authorization for Glen Towers Renovation Project (action)

Regent Attman summarized the item. Towson University is seeking authorization to combine two previously approved projects into a single project in order to facilitate a more effective delivery for both. This will result in an increase to the Glen Towers Renovation project by $4.4 million. This amount is the approved cost of a project to renovate the associated Glen Plaza. This action will bring the total project cost from $53.76 million to $58.16 million. Regent Attman pointed out in the table that was included in the materials this is not an overall cost increase, rather this is an action that will improve the

effectiveness and efficiency of delivering this important improvement to the Towson campus. Vice President Lowenthal concurred that combining the projects would indeed be more efficient.

The Finance Committee recommended that the Board of Regents approve Towson University's request to increase the Glen Towers project by $4.4 million, for a total project cost of $58.16 million, as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Fish; unanimously approved)
Vote Count = YEAs: 10 NAYs: 0 Abstentions: 0

5. University of Maryland, College Park: Real Property Exchange Supporting City Hall Block Project

Regent Attman stated that is the first of two real property items from College Park on the agenda today. He added that the project is very exciting and consistent with the goal of seeing College Park become a #1 college town. Vice President Colella thanked Regent Attman and the Committee for its support, and then turned to Mr. Maginnis, UMD Office of Real Estate. Mr. Maginnis explained that this is a companion item to the one presented to the Board in December. The University is using a three-appraisal process in the property exchange, and while unlikely, UMD would agree to pay the difference, up to $500,000. Regent Wood asked several questions concerning transfer taxes, and a separate question was asked regarding the impact on the University's equity position based on the completed transaction's outcome. Vice President Colella offered to provide a follow-up response in advance of the Board meeting.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park the acquisition and subsequent disposition of the TDC Property as more particularly described in an Exchange Agreement, consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property. The Committee further stated that the University must provide responses to the following questions put forward during the discussion: (i) what are the transfer and recordation tax implications for the proposed transaction; and (ii) what effect, if any, will the proposed transaction have on the equity and control position in TDC? This information shall be provided in advance of the February 21 meeting of the Board.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

6. University of Maryland, College Park: Sale of Land to Core Campus Manager, LLC

Regent Attman introduced the second real property item from the University, a sale of 0.24 acres of land located on Knox Road to support the development of private student housing. He recognized the appraisals of $373,000 and $450,000 in relation to a purchase price of $2.3 million and commended the campus on its negotiations. Vice President Colella pointed out that the subject property is essential for the property assemblage to facilitate the development project.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park the disposition by sale of approximately 0.24 acres of UMD land at 4218 and 4220 Knox Road, consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property.

(Regent Attman moved recommendation, seconded by Regent Gonella; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

7. University of Maryland, Baltimore: School of Nursing Student Services Renovation and Window Replacement

Regent Attman summarized the item. The University is seeking approval to renovate the Student Services area and replace windows in the original School of Nursing Building on the campus. This project is coming to the Board for approval because it exceeds the policy limit of $5M for approval by the Vice Chancellor for Administration and Finance. The Nursing School facility was built in 1970. This project involves renovation of a portion of the building to accommodate student services and a complete replacement of the original windows in the building. When asked about a project breakout, Mr. Mowbray (UMB Real Estate, Planning and Space Management), responded that less than $500,000 of the project cost was associated with the windows replacement; the renovation involves 25,000 square feet.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, Baltimore's request for the School of Nursing Student Services Renovation and Window Replacement, for a project cost of $6 million, as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

8. University of Maryland, Baltimore: Amendments to the Ground Lease between UMB and UMB Health Sciences Research Park Corporation at the University of Maryland BioPark, Baltimore

Regent Attman summarized the item. The University is seeking the Board's approval to extend the ground lease between the University and the UMB Health Sciences Research Park Corporation on 4.7 acres in the University of Maryland BioPark by approximately 31 years. This extension is necessary to support new projects in the BioPark in the next several years. The original ground lease was set to expire in 2064, and this request will extend the term to 2095. The extension will allow for the financing of the potential new developments. Vice President Rhodes noted that it simply makes sense to extend the lease—what is good for the BioPark is indeed good for UMB and the City. Mr. Hughes added that there is a developer ready to go. Chancellor Perman observed that the BioPark is a point of pride for the USM and the State.

The Finance Committee recommended that the Board of Regents approve for University of Maryland, Baltimore: (1) the amendment of the ground lease to extend the term through December 31, 2095 and; (2) the acquisition of the two footways from RPC and inclusion of these footways in the ground lease, consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property.

(Regent Attman moved recommendation, seconded by Regent Fish; unanimously approved)
Vote Count = YEAs: 10 NAYs: 0 Abstentions: 0

9. Proposed Amendment to University of Maryland Global Campus HR Policy VII-1.22-GC—UMGC Policy on Separation for Regular Exempt and Overseas Staff Employees

Regent Attman stated that the Board recently approved amendments to the USM policy governing separation for regular exempt employees and that this item is UMGC's proposal to amend its separation policy for regular and overseas exempt staff employees to be more consistent with those amendments. Vice Chancellor Herbst added that in addition, in response to a recent OLA audit, the amended policy provides clarification regarding UMGC's provision of alternative compensation to employees in lieu of completing a notice period for all involuntary separations, including resignations in lieu of termination.

The Finance Committee recommended that the Board of Regents endorse the proposed amendment to UMGC HR Policy VII-1.22-GC.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 10 NAYs: 0 Abstentions: 0

10. University System of Maryland: Review of Capital Improvement Projects

Regent Attman introduced the item. He noted that the Capital Planning Office prepares and presents a periodic status report on the major projects underway System-wide. He then turned to Mr. Beck, USM Capital Planning Director. Mr. Beck briefly reviewed the report. Included are contract awards, completions, and detailed project schedules; the report reflects activity for the seven-month period starting May 1, 2019 and ending November 30, 2019. He pointed out that fourteen new projects had been added to list, including: a major new residence hall complex and a proposed new student recreation center at Salisbury University; a new Health and Counseling Services Center at UMBC, that will be constructed using permanent modular techniques; and a major renovation of the Ellicott Residence Hall at College Park. Regent Wood inquired about the UMD practice gym project and lease of space in N. Virginia. Mr. Beck responded that the practice facility would be included as an active project in the time period covered during the subsequent report. With regard to the lease of the property by UMD in N. Virginia, Vice President Colella responded that all tenant improvement was being done by the landlord, and as such it was not a UMD capital project.

The Finance Committee received the item for information purposes.

The meeting was adjourned at noon.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
March 26, 2020
Meeting via Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:30 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gossett, Mr. Gonella, Mr. Holzapfel, Mr. Neall, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Boughman, Assistant Attorneys General Bainbridge and Langrill, Ms. Amyot, Mr. Colella, Mr. Danik, Mr. Lockett, Mr. Lowenthal, Mr. Pyles, Ms. Rehn, Ms. Rhodes, Mr. Savia, Ms. Detloff, Mr. Wyden, Mr. Maginnis, Mr. Hughes, Mr. Mowbray, Mr. Beck, Mr. Hickey, Ms. Denson, Ms. West, Mr. Foster, Mr. Page, Mr. Muntz, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. University System of Maryland: Self-Support Charges and Fees for FY 2021

Regent Attman reviewed the item. He explained that the process for approving student-related tuition and fees, and charges is a two-part process. This item involves the approval of room, board, and student parking rates. The proposed rates take in to account the increased costs related to the Cost of Living Adjustments that employees received on January 1, 2020, are proposed for January 1, 2021, and increases to other fringe benefits. The FY 2021 typical annual room charge percentage increases range from 0.5% at Salisbury to 8% at Frostburg. Regent Attman reminded the group that Frostburg's increase is due to a multi-year plan to provide upgrades to the residence halls that have not yet been renovated and for a new residence hall, planned to come online in Fall 2020. Other room rate changes of note included UMD's increase is necessary to meet increased mandatory costs—such as salary and wage adjustments, insurance and utilities—as well as providing funding for the residence hall renovations and new construction projects described in UMD's Student Housing Strategic Plan. This fee increase was presented to and supported by three student groups: Residence Hall Association, Resident Life Advisory Team, and Residential Facilities Advisory Board. Regent Attman described that the Coppin State room charge increase is needed because the rates were not increased in FY 2020, and therefore the 5% increase represents a 2.5% annualized increase over two fiscal years. There are also significant deferred maintenance projects that are currently in process and are on the upcoming project lists that are very costly which include two new elevators in one residence hall and an upgrade to the residence hall bathrooms. Salisbury has proposed a 10.3% increase for its apartments at Global Village, an off-campus

housing option primarily for international and transfer students. While Salisbury has no ownership in the complex, it sets the rate and includes the rental fees on student bills. FY 2021 will be the 2nd year for this contractual agreement and it is reviewed and signed annually. Turning to the board rates, Regent Attman noted that the change in rates ranged from no change at UMES to 4.3% at Frostburg.

The Finance Committee recommended that the Board of Regents approve the proposed self-support charges and fees for FY 2021 as set forth in the presented document.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

2. Proposed Amendment to USM VIII-2.01—Policy on Tuition

Regent Attman provided an overview of the item. During the last few years, three USM institutions—UMD, TU, UMB—have been granted an exception to the Board Policy on Tuition-VIII 2.01 as permitted in Section II.B.1 of the policy. This exception allows a university to charge a tuition differential for select high-cost undergraduate academic programs. Each institution's proposal included expected outcomes following the full implementation of the differential tuition phased-in practice. During the discussion and consideration of these requests, several Regents voiced their interest in the reporting of outcomes based on the institutions' requests. The proposed amendment seeks to codify the Board's reporting expectation.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to the policy.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

3. Proposed Board of Regents Policy VIII-22.00—Policy on Service Contracts

Regent Attman began by noting that the proposed policy is the result of a legislative requirement that the Board adopt a policy to implement statutory language relating to the outsourcing of state jobs, in statute referred to as "service contracts." The legislation was originally passed in 2015, and in 2016 the General Assembly adopted language that specifically applied the law to the System. Regent Attman explained that the institutions and the System Office have been working for a couple of years to strike the right balance between meeting the intent of the legislation, and providing enough flexibility for the institutions to take advantage of new strategic opportunities that might better serve students or save resources in the future. Essentially, the law and the policy require that when any institution seeks to outsource an activity (through a competitive procurement) that was previously carried out by state employees, the employees must be given notice of the effort in advance, and be provided an opportunity to discuss the proposal and understand what alternatives have been considered.

The Finance Committee recommended that the Board of Regents approve the proposed Policy VIII-22.00—Policy on Service Contracts, as presented.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 8 NAYs: 1 Abstentions: 0

4. Salisbury University: Devilbiss Hall Mechanical System Replacement

Regent Attman summarized the item. Salisbury University is seeking approval for an $8.0 million project to completely replace the heating, ventilation, and air conditioning systems in its oldest science building, Devilbiss Hall. The facility was built in 1967 and underwent a partial renovation in 2003, but no comprehensive replacement of mechanical systems has ever been done. This project would provide extensive upgrades to heating, ventilation and air conditioning in the building. The campus plans to phase the work to minimize impact to classrooms by using modular offices, classrooms, and labs on a temporary basis. The project will be funded using $8 million of University General Auxiliary Funds and, as noted in the item, SU has applied sufficient contingencies in case of cost overruns or unforeseen conditions. Regent Attman noted that project is before the Committee because the cost exceeds the policy limit of $5M for internal approval by the Vice Chancellor. Regent Gooden asked if the replacement system would meet the standards with regard to mold. Mr. Berkheimer, SU AVP Facilities and Capital, responded that mold would be addressed as part of the process.

The Finance Committee recommended that the Board of Regents approve for Salisbury University the Devilbiss Hall Mechanical System Replacement project, as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

5. University of Maryland, Baltimore: Establishment of UM New Ventures Initiative, an Affiliated Business Entity for Development of Promising Early Stage Technologies

Regent Attman stated that this item involves the creation of a new, UMB-affiliated and wholly owned entity to manage early stage development of university-owned technology. The new company will be staffed and led by managers selected by the UMB president, including UMB staff. The expectation is that 2-4 technologies will be managed and developed a year. Regent Attman indicated that the intention is that investors will commit to starting new businesses, or business lines, in Maryland using UMB technologies. Mr. Hughes, UMB Vice President for Enterprise and Economic Development, pointed out that the entity would be controlled by the University and added that they are looking to provide a bridge for these initiatives.

The Finance Committee recommended that the Board of Regents delegate to the Chancellor the authority to recognize NVI as an affiliated business entity of the University of Maryland, Baltimore, after review of conflict of interest management arrangements, approvals by the State Ethics Commission as required and organizational documents such as articles of incorporation and by-laws by the University System Office and the Attorney General's office as described in Section 12-113 of the Education Article and Board of Regents Policy VIII-13.00 Policy on Business Entities. The University will be expected to provide any proposed changes to the organizational documents to the System Office and the Office of the Attorney General for review, comment and approval, before adoption.

(Regent Attman moved recommendation, seconded by Regent Wood; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

6. University of Maryland, Baltimore: Institute of Human Virology (IHV) Building Exterior Upgrades

Regent Attman reviewed the request from the University of Maryland, Baltimore. The University is seeking approval to proceed with a $6.55 million project to make repairs to the exterior of the Institute of Human Virology Building. He reported that since a limited restoration in 1996, the building has had numerous problems with water infiltration at the roof, penthouse and parapet walls. In 2017, a study of the building recommended replacement of roof membranes, gutters, downspouts and substantial upgrades to the building's façade. Regent Attman indicated that in December of 2018 the campus received approval, per Board policy, from the Vice Chancellor for Administration and Finance for what was then expected to be a $4.3M restoration project. UMB quickly realized that amount would not fully address the problem and they worked over the last year to redesign the improvements for rebidding. As indicated in the document, the cost of the project, as currently bid, stands at $6.55 million, including a contingency. Lastly, Regent Attman explained that because the updated project figure now exceeds the $5M internal approval threshold, the University is required to seek Board approval.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, Baltimore, the IHV Building Exterior Upgrades as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

7. University of Maryland, Baltimore: Delegation of Certain Real Property Acquisition Authority to the Chancellor

Regent Attman summarized the item. The University is seeking approval to re-authorize for another five-year period the delegation from the Board of Regents to the Chancellor, to approve certain real property acquisitions that meet specific criteria. This is an on-going initiative that allows properties located in a certain “Property Acquisition Zone” to be acquired if they do not exceed $750,000 for any single property and the aggregate does not exceed $7.5 million. Regent Attman directed those on to call to the map included in the materials. Regent Attman pointed out that the prior delegation was for $500,000 for an individual property with a cap of $6 million. He recognized that the increase is due to inflation and will provide additional flexibility for the University to acquire real property in an agile manner when they become available. As is the current requirement, the University will continue seek approval of any acquisitions by the Board of Public Works.

The Finance Committee recommended that the Board of Regents delegate to the Chancellor the authority to approve for the University of Maryland, Baltimore the acquisition of real property consistent with the parameters described in the agenda item document, consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property.

(Regent Attman moved recommendation, seconded by Regent Gossett; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

8. University of Maryland, Baltimore: Dental Student Clinics Management Contract

Regent Attman stated that the next item from the University of Maryland, Baltimore is a request to approve the fourth of five one-year renewal options with U.M. FDSP Associates (FDSP) for the operation of the Student Dental Clinics. The cost of this contract for the renewal term is estimated at $12.7

million. Regent Attman provided some background on FDSP. The entity was created as a tax-exempt Maryland Corporation in 1985 for the sole purpose of managing the day-to-day operations of the dental clinic. FDSP receives no compensation other than reimbursement for personnel expenses and reasonable out-of-pocket expenses. Regent Gooden inquired about process and contract(s) for the following years. Vice President Rhodes responded that UMB would not go out via an RFP to seek bidders. Since the FDSP exists for this sole purpose, UMB would plan to renegotiate another 5-year contract. Prior to that point, UMB would go out for a proof-of-concept, to see if it could find another service provider. Ms. Rhodes offered that UMB is confident that this operation [FDSP] is the most efficient manner to provide these services. Chancellor Perman added that a previous Board Chair had asked UMB about the availability of other providers for these services; UMB's review of the market and providers at the time found that there were not any who could or would be willing to provide the services basically "at cost." Regent Attman thanked Ms. Rhodes for her comments and specified that going forward, UMB's legal counsel should work together with the OAG on the future contracts and related processes.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, Baltimore's request to exercise the fourth one-year renewal option with U.M. FDSP Associates, P.A. as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

9. University of Maryland, College Park: Lease for Earth System Science Interdisciplinary Center

Regent Attman provided an overview of the item. The University of Maryland, College Park is requesting approval to amend and extend an existing lease for 41,500 rentable square feet in UMD's Discovery District for the Earth System Science Interdisciplinary Center or "ESSIC." The University is seeking to extend the term of the contract by an additional five-years, with an option to renew for five additional years. Regent Attman informed the Committee that the University negotiated a lower rent from $31.04 per square foot to $30.50. In addition, the landlord will provide the University with a tenant improvement allowance of $15 per square foot or $622,500 in order to allow a refresh of the facilities. In response to Regent Wood's question regarding the identity of the landlord, as it was not provided in the item, Mr. Maginnis responded that it was COPT. [Staff indicated this information would be added to the document.]

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park an extension of the lease for ESSIC as described in the agenda item, consistent with the University System of Maryland Policy on Acquisition, Disposition, and Leasing of Real Property.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

10. University System of Maryland: Review of Construction Costs

Regent Attman indicated that at the E&E Workgroup meeting there was an informative discussion with staff about the cost of capital construction. The focus of the discussion centered on *what drives the cost of USM construction projects* and *what solutions can be employed to help reduce costs?* Mr. Beck,

Capital Planning Director, briefly reviewed and offered insight with regard to the latter point. First, institution personnel are working to constantly improve ways to deliver projects. They are looking at innovative technologies, longevity and building quality, and the construction service centers are sharing data and coordinating strategies. The materials provided by Mr. Beck are available online at: https://www.usmd.edu/regents/agendas/20200326_Fin_ConstrCost.pdf

The Finance Committee received the item for information purposes.

11. USM Enrollment Projections: FY 2021-2030

Regent Attman indicated that while the Board would normally review and decide to adopt the enrollment projections, which were originally planned as an action item, however—based on the dynamic changes occurring right now in the world—the projections would instead be reviewed and received for information. He then asked Chad Muntz, head of the System's Institutional Research, Data & Analytics Office, to take briefly review some of the key points in his presentation. Due to time constraints, Mr. Muntz focused on just a few slides. He pointed out that Maryland is a net-exporter of college students, adding that USM institutions also rely on the enrollment of international students. His research team studied Hurricane Katrina, its impact on campus closures and enrollment—but, he concluded, right now there are just too many unknowns. Mr. Muntz's full presentation is available online at: https://www.usmd.edu/regents/agendas/20200326_FC_Attachment_Enrollment.pdf

The Finance Committee received the item for information purposes.

12. Convening Closed Session

Regent Attman read the Convene to Close Statement.

> "The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM's website."

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)
Vote Count = YEAs: 10 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining in the meeting.
The public meeting was adjourned at 11:35 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
March 26, 2020
Meeting via Conference Call

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 11:40 a.m. via teleconference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gossett, Mr. Gonella, Mr. Holzapfel, Mr. Neall, Mr. Pope, Mr. Rauch, Mr. Wood, Sec. Bartenfelder, Ms. Johnson, Mr. Leggett, Mr. Malhotra, Mr. Needham, Hon. Schultz, and Ms. Mears. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Boughman, Mr. Raley, Mr. McDonough, Assistant Attorneys General Bainbridge and Langrill, and Ms. McMann. Ms. Rhodes and Mr. Hickey also participated in part of the session.

1. The committee discussed the awarding of a new contract for parking management services (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)
   Vote Count = YEAs: 10 NAYs: 0 Abstentions: 0

2. The committee handled administrative matters regarding the financial impact assessment and strategies for USM communications with internal and external stakeholders regarding COVID-19 (§3-103(a)(1)(i)). This was an information item; there were no votes on this item.

Due to time constraints, the update on the performance of the endowment fund investment and discussion of the investment of public funds (§3-305(b)(5)) was postponed.

The session was adjourned at 12:36 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposed Amendment to USM VIII-2.01—Policy on Tuition

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: During the past few years, three USM institutions have been granted an exception to the Board Policy on Tuition-VIII 2.01 as permitted in Section II.B.1 of the policy. This exception allows the university to charge a tuition differential for select high-cost undergraduate academic programs. Each institution's proposal included expected outcomes following the full implementation of the differential tuition phased-in practice. During the discussion and consideration of these requests, several Regents voiced their interest in the reporting of outcomes based on the institutions' requests. The proposed amendment seeks to codify the Board's reporting expectation.

The following paragraph will be added to the end of Section IV. Required Reports:

> "To provide the necessary accountability to the Regents and the State, each president of an institution with undergraduate differential tuition for approved undergraduate academic programs will be required to provide an annual report by October 1 of each year, in a format prescribed by the Chancellor. For each approved academic program with differential tuition, the report will include baseline data prior to implementation and the most recent five-year trend following implementation for all expected outcomes included in the institution's proposal. The verifiable outcomes may include, but are not limited to, revenue increases directed to institutional aid, increased enrollment, new faculty hires, revenue directed to salary increases, any student socioeconomic or demographic shifts, and changes in student success. The institution will comment on any negative outcomes, unexpected changes, and required adjustments. The report shall be accompanied by a copy of the currently applicable institutional policy and/or guidelines published for the students."

The full text of the policy is available on the USM website:
https://www.usmd.edu/regents/bylaws/SectionVIII/VIII201.pdf

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy amendment or could recommend alternatives to the proposed amendment.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to the policy.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/26/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposed Board of Regents Policy VIII-22.00—Policy on Service Contracts

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: In 2015 and again in 2016, the General Assembly adopted statutory language requiring that institutions undertake certain steps, including notification of employees affected, in situations where an institution seeks to outsource current university jobs or positions. The legislation also requires the Board of Regents to adopt a policy which establishes requirements consistent with the legislative language, to the extent practical.

The proposed policy applies to circumstances where the activity to be outsourced is to be acquired under a procurement process, and where the activity is to be performed on university-operated facilities.

The arrangements in the policy have been tailored from the legislative requirements to provide institutions slightly more flexibility, while satisfying the spirit of the law.

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy or could direct that another approach be taken to adopt the legislative language to the extent practical.

FISCAL IMPACT: No fiscal impact is envisioned.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Board of Regents Policy VIII-22.00—Policy on Service Contracts, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/26/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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UNIVERSITY SYSTEM of MARYLAND

VIII-22.00 POLICY ON SERVICE CONTRACTS

(Approved by the Board of Regents on , 2020)

I. PURPOSE AND APPLICABILITY

A. The purpose of this policy is to:

1. Articulate the USM's preference to use institution employees to continue providing institution services, unless the use of an external service contract is justified by cost or other reasons that cannot be addressed through alternative means; and

2. Minimize disruption to current employees in the event that an institution determines the need to enter into an external service contract.

B. Applicability

1. The policy applies to any contract for $100,000 or more that:

   a. Is defined as a "service contract" in the USM Procurement Policy and Procedures, (VIII-3.00);
   b. Would result in one or more USM institution employees losing their employment; and
   c. Would provide for services performed at USM institution-operated facilities.

2. The policy is not applicable to contracts for temporary employment or other short-term service contracts for which there are no currently funded or occupied employee positions. The policy does not impact institutional decisions to procure services, or to hire new employees to perform functions not currently performed by institution employees.

II. SERVICE CONTRACT PROPOSAL

A. Review of Proposal

1. At least 60 days before advertisement of a solicitation for a service contract, the institution shall share a written proposal to use a service contract with:

   a. Potentially affected employees, including the exclusive representative as appropriate; and
   b. The Chancellor.

2. At the request of the Chancellor or the employees, the institution will meet to discuss the proposal.

3. At the Chancellor's discretion, a proposal also may be brought to the Board of Regents for its review.

B. Content of Proposal. Each proposal shall include:

1. A description of the work to be done under the service contract;

2. The justification for proposing a service contract, including, as appropriate:

a. Reasons why the Services cannot reasonably be performed effectively by institution employees (e.g., conflict of interest, emergency need, services incidental to a real or personal property acquisition);

b. Estimated cost savings, including a comparison of the costs of using USM employees versus entering into a service contract.

c. Other benefits of the service contract, including the business needs that the service contract will meet.

3. An explanation of the steps that the institution has taken to consider alternatives to the service contract.

4. The institution's plan of assistance for employees affected by the service contract, including:

a. Efforts to place employees within the institution or USM;

b. Service contractor provisions for hiring displaced employees; and

c. Other measures to minimize the impact of the service contract on affected employees.

III. POLICY IMPLEMENTATION

A. Nothing in this policy shall abrogate other requirements for review of procurement matters by the Board of Regents.

B. The Chancellor will develop procedures for the review of service contract proposals under Section II(A) of this policy.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Salisbury University: Devilbiss Hall Mechanical System Replacement

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: Salisbury University requests approval to design and construct an $8.0 million project to completely replace the heating, ventilation, and air conditioning systems in its oldest science building, Devilbiss Hall. The building was built in 1967 and renovated in 2003 after the Henson Science Hall was built. Over time, individual mechanical system components have been replaced on an as needed basis, however no comprehensive replacement has occurred.

The building's heating and cooling piping has reached the point where it can no longer be patched and repaired. The unit ventilators are no longer manufactured and parts are expensive and difficult to come by. This project would address all of these issues and provide a more energy efficient, comfortable space for building occupants.

This project would be phased to minimize impact to instructional spaces within the building and modular offices, classrooms, and labs would be provided for the duration of the project for those spaces affected.

	Original
Date	2/5/2020
Stage of Estimate	**Budget**
Design/Fees	$640,000
Construction Costs	$6,400,000
General Contingency (10%)	$640,000
Added Contingency (5%)	$320,000
Project Total	$8,000,000

ALTERNATIVE(S): Salisbury University would otherwise not complete the system replacement at this time and would repair system components as needed on an emergency basis.

FISCAL IMPACT: $8.0 million of University General Auxiliary Funds will be used to pay for this project.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for Salisbury University the Devilbiss Hall Mechanical System Replacement project, as described.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 3/26/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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Project Location Map:

Salisbury University: Devilbiss Hall Mechanical System Replacement

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Establishment of UM New Ventures Initiative, an Affiliated Business Entity for Development of Promising Early Stage Technologies

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: The University of Maryland, Baltimore ("UMB") requests Board recognition of a limited liability company to be established by UMB as an affiliated business entity as described in Section 12-113, Education Article, and USM Policy VIII-13.00. The business entity, UM New Ventures Initiative, LLC ("NVI"), will develop commercialization of promising early stage technologies owned and/or managed by UMB and licensed or optioned to NVI for early stage development. UMB will wholly own NVI.

UMB anticipates that two to four technologies a year will be developed by NVI. NVI, as a small business, will be eligible to apply for federal and private support not available to UMB. Objectives of NVI will include proof of inventive concepts and positioning UMB technologies to be favorably evaluated by investors in negotiations with sources of private and business capital who will commit to rely upon the UMB technologies to start new businesses or business lines in Maryland. The early stage development work should result in improved UMB leverage in negotiations related to the technologies developed through NVI efforts. When the licensed or optioned technologies have matured, NVI will recommend either to return the technology to the general pool of UMB technologies or to create an NVI startup to assume control of the NVI technology.

The UMB President will approve the appointment or election of initial managers of NVI. (Managers, for LLCs, have governance responsibilities similar to those of directors of incorporated business entities.) Initially the LLC will have three managers, including UMB personnel having knowledge of relevant intellectual property development business issues. Any UMB administrators and faculty who are managers or officers of NVI will hold their positions subject to UMB's designation and will obtain any needed State Ethics Law exemptions from UMB or from the State Ethics Commission. UMB administrators and faculty will not receive compensation from NVI or have ownership interests in NVI. NVI will not compete with UMB.

UMB's Senior Vice President for Enterprise and Economic Development will have responsibility for implementation and oversight of NVI, and will be one of the initial managers.

ALTERNATIVES: UMB could continue to license promising early stage technologies without investing in technology development before licensing activities are undertaken. This would leave UMB in a weakened bargaining position.

FISCAL IMPACT: UMB will allocate funds from technology licensing revenues and economic development grants to set up and operate NVI. NVI is expected to generate grant and licensing revenues sufficient to pay its costs within two years. Positive impacts from increased licensing revenues are expected, but cannot be estimated at this time.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents delegate to the Chancellor the authority to recognize NVI as an affiliated business entity of the University of Maryland, Baltimore, after review of conflict of interest management arrangements, approvals by the State Ethics Commission as required and organizational documents such as articles of incorporation and by-laws by the University System Office and the Attorney General's office as described in Section 12-113 of the Education Article and Board of Regents Policy VIII-13.00 Policy on Business Entities. The University will be expected to provide any proposed changes to the organizational documents to the System Office and the Office of the Attorney General for review, comment and approval, before adoption.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/26/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Institute of Human Virology (IHV) Building Exterior Upgrades

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: The University is seeking Board approval of a $6.55 million project to make repairs to the exterior of the Institute of Human Virology (IHV) Building. The IHV building is a six story cast in-place reinforced concrete structure with a steel framed penthouse. In 1996, the building underwent a limited repair and brick masonry infill replacement, cleaning and painting of exposed structural framing. Since then, the building has had numerous issues associated with water infiltration at the roof, penthouse and parapet walls.

The proposed scope of the work is based upon a 2017 building envelope evaluation which called for the replacement of membrane roofs, gutter systems, downspouts, and substantial façade upgrades. Insurance claims have been used in last 10 years to make limited repairs, however the insurance provider is no longer covering claims related to these defects. In accordance with policy, this project initially received approval in December 2018 from the Vice Chancellor for Administration and Finance for $4.3 million. However, the bids have come back well above estimated costs. USM Policy requires projects in excess of $5 million to be approved by the Board.

Budget Summary:

	Original 12/18 (Budget Est.)	Revised 3/20 (Bid Costs)
Design	n/a	$ 450,000
Construction	n/a	$5,600,000
Contingency	n/a	$ 500,000
Total	$4,300,000	$6,550,000

The Work of the Project as defined by the Contract Documents consists of the following major components:

1. Repair and replacement of masonry elements on the exterior in order to mitigate moisture infiltration. Replacement of interior framing and finishing due to water infiltration. Treatment of exterior exposed concrete slabs and columns. All exterior joints and sealants to be replaced at masonry joints and at all windows. All head and sill flashing to be removed and new flashing installed.

2. Masonry veneer modifications & restoration to address structural deficiencies in the masonry veneer as identified within the scope documents. This work will include improvements to the backup wall systems behind the masonry veneer, where deficiencies have been identified.

3. Existing membrane roofs are to be demolished down to the deck and replaced. New flashing at parapet walls, roof penetrations, and mechanical units. Roof work includes replacement of overflow drains and scuppers and gutter system. Partial removal of existing metal roof to install new gutter and downspout system while maintaining remaining metal roof warranty.

4. Interior work includes new architectural finishes in offices and stairs that have sustained damage through water infiltration. New hollow metal doors and frames that access all roof areas.

ALTERNATIVE(S): Left as is, the water infiltration will continue to damage interior and deteriorate the façade to a point where permanent sidewalk protection would need to be installed to protect pedestrians. Maintenance funds will continue to be spent on temporary measures.

FISCAL IMPACT: The budget for this project is $6.55 million, which will be paid for by institutional funds ($4.85M) and Academic Revenue Bonds ($1.70M).

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, Baltimore, the IHV Building Exterior Upgrades as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 3/26/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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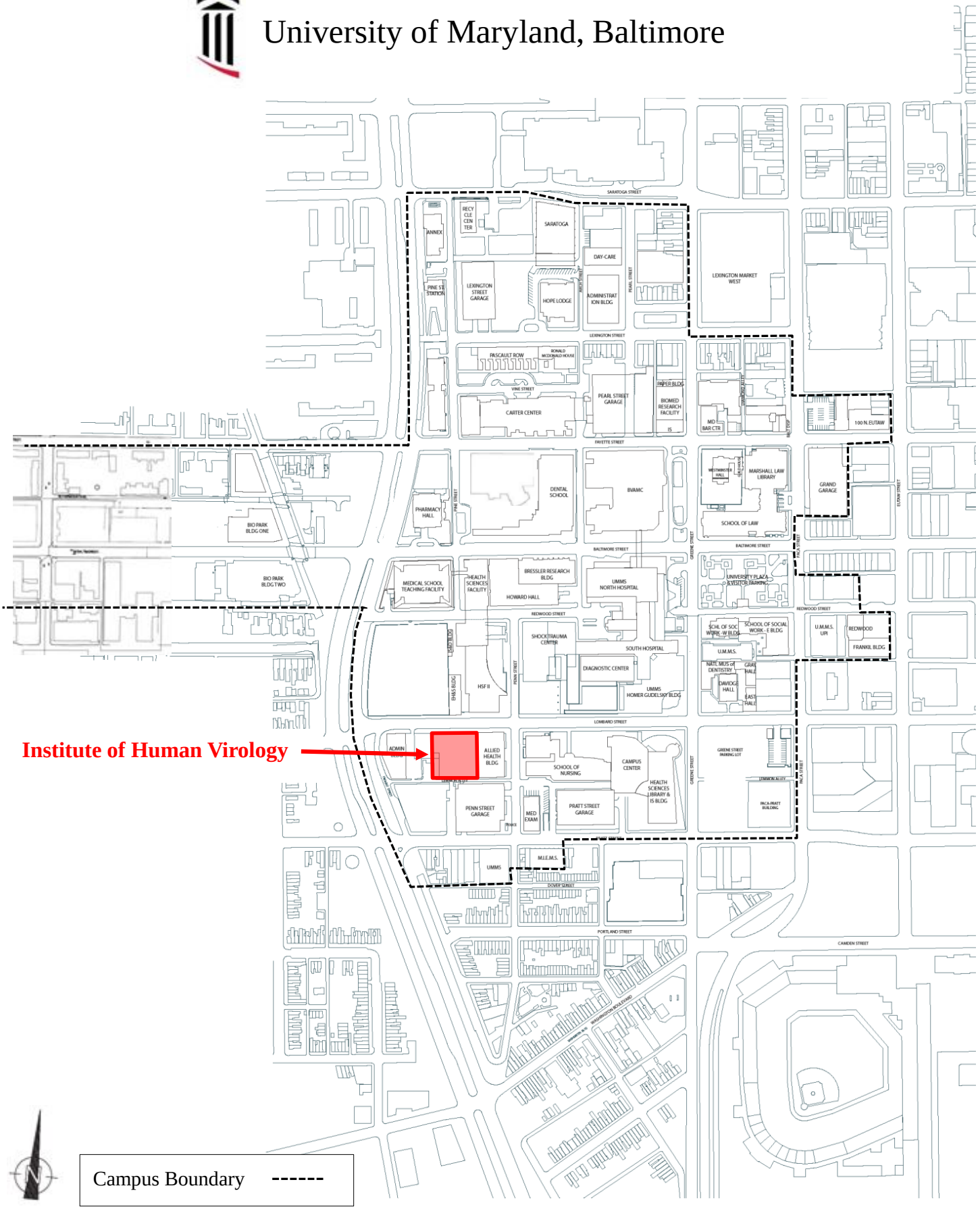
University of Maryland, Baltimore



UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Delegation of Certain Real Property Acquisition Authority to the Chancellor

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: The University of Maryland, Baltimore (UMB) has an ongoing program to acquire properties within its "Property Acquisition Zone," as defined in its 2017 Facilities Master Plan. Since 1995, the Board of Regents (Board) has delegated to the Chancellor, within certain parameters, the authority to approve for UMB the acquisition of real property if doing so is consistent with its Facilities Master Plan and the property to be acquired is strategic to the University's growth and development. The purpose of this delegated authority is to allow UMB to be responsive to acquisition opportunities in a timely manner.

The Board's authorization has been delegated to the Chancellor in five-year increments. The current five-year increment is set to expire on June 30, 2020. The University requests an extension for another five years under the following parameters:

- Properties acquired must be within the area identified for property acquisition in the 2017 UMB Facilities Master Plan.
- The consideration paid for a single property may not exceed $750,000. Total purchases under these guidelines may not exceed $7,500,000. (This represents an increase from the current authorization of $500,000/$6,000,000, in order to address an increase in property values in the Property Acquisition Zone.)
- Board of Regents Policy, "Acquisition, Disposition, and Leasing of Real Property" will be followed, except for this delegated authority. Board of Public Works approval is required for all real property acquisitions.
- If the Chancellor determines that an acquisition raises policy, legal, or other issues requiring the Board's consideration, the acquisition will be submitted to the Board for consideration and approval.
- The University will coordinate all acquisitions with the USM Office of the Vice Chancellor for Administration and Finance and the Office of the Attorney General.
- *This delegation will expire on June 30, 2025.*

ALTERNATIVE(S): The Board could choose not to approve this delegation and require that each acquisition of real property be submitted to the Board of Regents for approval.

FISCAL IMPACT: Acquisition costs will not be increased by this action. This delegation has and can improve the University's negotiating position resulting in more favorable pricing if closing dates can be advanced for the seller. Plant funds or other appropriate fund source will be used to pay for the acquisition of real property under this delegation.

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CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents delegate to the Chancellor the authority to approve for the University of Maryland, Baltimore the acquisition of real property consistent with the parameters described above consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/26/20
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SUBMITTED BY: Ellen Herbst (301) 445-1923	

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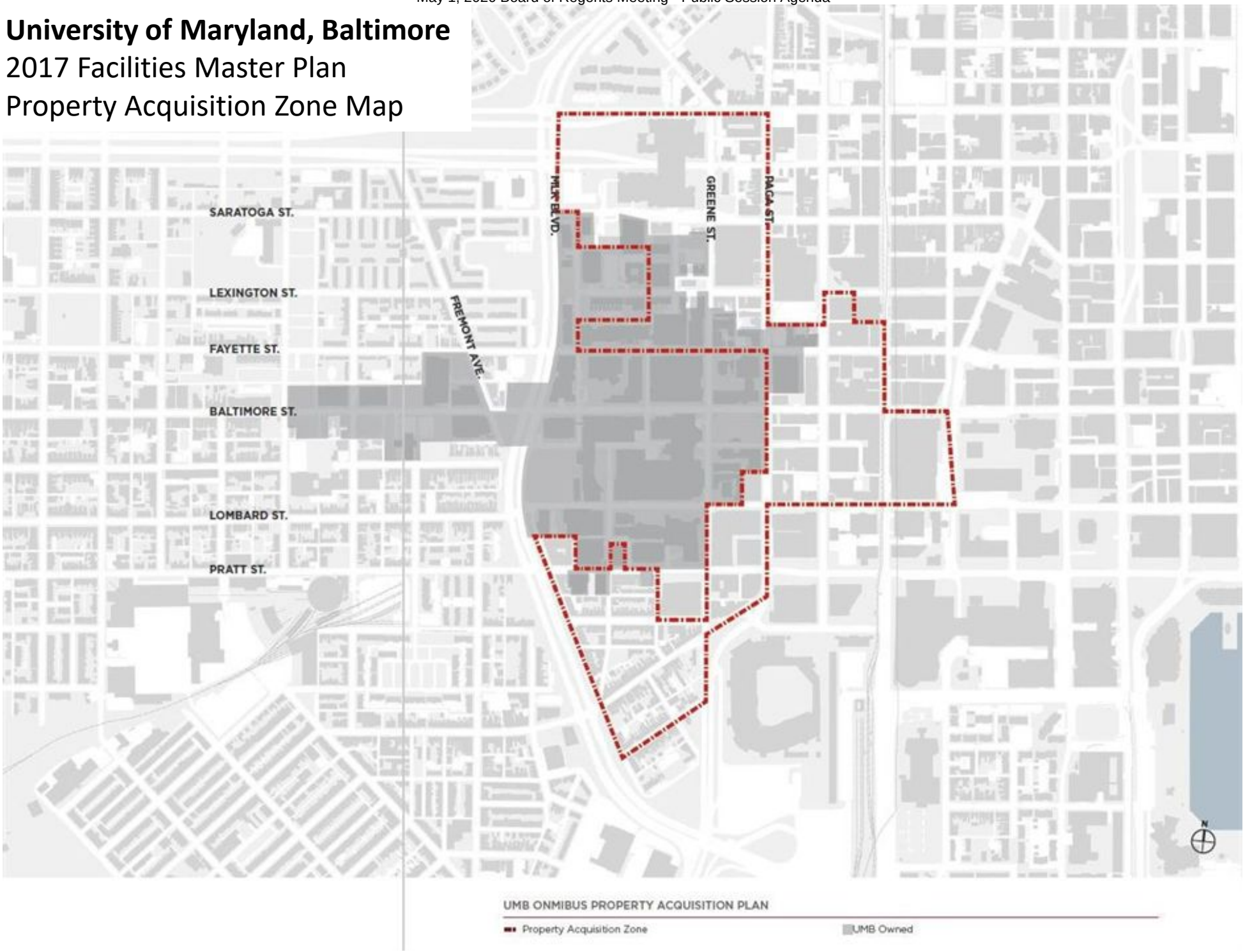
University of Maryland, Baltimore

2017 Facilities Master Plan

Property Acquisition Zone Map



UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Dental Student Clinics Management Contract

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: The University of Maryland, Baltimore (UMB) requests approval to exercise the fourth of five one-year renewal options with U.M. FDSP Associates, P.A. (FDSP) for the day-to-day operations of the student dental clinics at the Dental School at UMB. Daily operations include activities such as providing non-faculty support, scheduling patient visits and collecting fees charged to patients for clinical services and operations materials provided by the clinics.

The request for approval is made pursuant to University System of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding $5 million.

The term of the renewal is June 1, 2020 to May 31, 2021. The estimated value of the renewal is $12,693,360. The original contract (on the UMB standard service contract form) is attached together with the 1985 document creating U.M. FDSP Associates, P.A.

VENDOR(S): U.M. FDSP Associates, P.A. (FDSP)

ALTERNATIVE(S): FDSP was organized as a tax exempt Maryland Corporation in order to implement a Faculty Dental Service Plan approved by the USM Board of Regents in August of 1985. The University undertook a study of private sector dental clinics and practices to determine if the costs for management and operation of the dental clinics by FDSP were competitive. The University found that a for-profit commercial entity could not perform the required services more economically since FDSP receives no compensation other than transfer funds from the University to support FDSP's direct costs. The contract renewal will not exceed generated revenues.

FISCAL IMPACT: The contract renewal provides a positive fiscal impact in that FDSP receives no compensation other than reimbursement for personnel expenses and reasonable out-of-pocket expenses that are documented in periodic statements of income and expense to the Dental School.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the request to exercise the fourth one-year renewal option with U.M. FDSP Associates, P.A. as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/26/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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SERVICE CONTRACT

Contract No. IFB88235JH

University of Maryland, Baltimore

This Contract is entered into between The University of Maryland Faculty Dental Service Plan, P.A. (U.M. FDSP) (hereinafter referred to as Contractor) and the University of Maryland, Baltimore (hereinafter referred to as the University or UMB).

1. SCOPE:

See Appendix C- Invitation for Bids (IFB) dated December 1, 2015 for detailed scope of work.

2. TERM: The term of this contract shall begin on June 1, 2016 and terminate on May 31, 2017.

UMS

3. COMPENSATION AND METHOD OF PAYMENT: As compensation for satisfactory performance of the work described herein, the University will pay the Contractor an amount not to exceed 10,762,900.00. UMB, as its sole option, has the unilateral right to extend the term of the Contract for up to five (5) additional successive one-year Contact year terms.

The Contractor's Taxpayer Identification Number consisting of the Social Security Number for individuals and sole proprietors or the Federal Employer Identification Number for all other types of organization is: 52-1456103.

The Contractor shall be paid only for items or services that are specifically named in this contract. No additional costs for items or services will be paid by the University without its prior express written consent.

4. INVOICING: Invoices shall be rendered monthly to the satisfaction of the University's designated representative and shall be payable as provided. The work shall be delivered free from all claims, liens, and charges whatsoever.

5. PAYMENT OF UNIVERSITY OBLIGATIONS: Payments to the Contractor pursuant to this contract shall be made no later than 30 days after the University's receipt of a proper invoice from the Contractor. Charges for late payment of invoices, other than as prescribed by Title 15, Subtitle 1, of the State Finance and Procurement Article, Annotated Code of Maryland, or by Public Service Commission of Maryland with respect to regulated public utilities, as applicable are prohibited.

6. LIABILITY: All persons furnished by Contractor shall be considered solely its employees or agents and Contractor shall be responsible for payment of all unemployment, social security and other payroll taxes, including contributions from employees when required by law.

Contractor agrees to indemnify and save the University harmless from any claims or demands (including the costs, expenses, and reasonable attorney's fees on account thereof) that may be made: (1) by anyone for injuries to persons or damage to property resulting from Contractor's acts or omissions or those of persons furnished by Contractor or (2) by persons furnished by Contractor or Contractor's subcontractors under Workmen's Compensation or similar acts. Contractor also agrees to defend the University at its request, against any such claim or demand. The University agrees to notify Contractor promptly of any known written claims or demands against the University for which Contractor is responsible hereunder.

The University shall not assume any obligation to defend, indemnify, hold harmless, or pay Attorney's fees that may arise from or in any way be associated with the performance or operation of this agreement.

Contractor shall maintain, during the term thereof, Workmen's Compensation Insurance, Public Liability Insurance, and if the use of automobiles is required, Automobile Public Liability Insurance. Contractor shall also require its subcontractors, if any, who may enter upon University premises to maintain such insurance. Contractor and its subcontractors shall furnish the University, when requested, with copies of policies or other satisfactory proof of insurance.

7. COMPLIANCE WITH LAWS: The Contractor hereby represents and warrants that:

A. It is qualified to do business in the State of Maryland and that it will take such action as, from time to time hereafter, may be necessary to remain so qualified;

B. It is not in arrears with respect to the payment of any monies due and owing the State of Maryland, or any department or unit thereof, including but not limited to the payment of taxes and employee benefits, and that it shall not become so in arrears during the term of this Contract;

C. It shall comply with all Federal, State and local laws, regulations, and ordinances applicable to its activities and obligations under this Contract; and

D. It shall obtain, at its expense, all licenses, permits, insurance, and governmental approvals, if any, necessary to the performance of its obligations under this Contract.

8. UNIVERSITY WORK RULES: Employees and agents of Contractor and any subcontractors shall while on the premises of the University, comply with all University rules and regulations including, where required by Government Regulations, submission of satisfactory clearance from the U.S. Department of Defense or other Federal Authority concerned.

Contractor shall acquaint itself with conditions governing the delivery, receiving and storage of materials at the work site if applicable to this work, as not to interfere with University operations. Contractor shall not stop, delay or interfere with University work schedule without the prior approval of the University's specified representative. Contractor shall provide and maintain sufficient covering to protect stock and equipment from the action of its work, if applicable.

9. HARMONY: Contractor shall be entirely responsible for working in harmony with all others on the work site when Contractor is working on University premises.

10. WARRANTY: Contractor warrants that material and/or services furnished hereunder will be fit for the purposes intended and will be free from defects in material and workmanship where applicable.

11. MODIFICATIONS IN THE WORK: This Contract may be amended with the consent of both parties. Amendments may not change significantly the scope of the Contract.

12. NON-HIRING OF EMPLOYEES: No official or employee of the State of Maryland, as defined under State Government Article, SS 15-102, Annotated Code of Maryland, whose duties as such official or employee include matter relating to or affecting the subject matter of this contract, shall, during the pendancy or term of this contract and while serving as an official or employee of the State become or be an employee of the contractor or any entity that is a subcontractor on this contract.

13. DISPUTES: This contract shall be subject to the USM Procurement Policies and Procedures pending resolution of a claim, the Contractor shall proceed diligently with the performance of the contract in accordance with the procurement officer's decision.

14. MARYLAND LAW PREVAILS: The laws of the State of Maryland shall govern the interpretation and enforcement of this Contract.

15. NON-DISCRIMINATION IN EMPLOYMENT: the Contractor agrees: (a) not to discriminate in any manner against an employee or applicant for employment because of race, color, religion, creed, age, sex, marital status, national origin, ancestry, or disability of a qualified individual with a disability; (b) to include a provision similar to that contained in subsection (a), above, in any subcontract except a subcontract for standard commercial supplies or raw materials; and (c) to post and to cause subcontractors to post in conspicuous places available to employees and applicants for employment, notices setting forth the substance of this clause.

16. SUSPENSION OF WORK: The procurement officer unilaterally may order the Contractor in writing to suspend, delay or interrupt all or any part of the work for such period of time as he may determine to be appropriate for the convenience of the University.

17. PRE-EXISTING REGULATIONS: In accordance with the provisions of Section 11-206 of the State Finance and Procurement Article, Annotated Code of Maryland, the regulations set forth in USM Procurement Policies and Procedures in effect on the date of execution of this contract are applicable to this contract.

18. DELAYS AND EXTENSIONS OF TIME: The Contractor agrees to perform the work continuously and diligently and no charges or claims for damages shall be made by it for any delays or hindrances from any cause whatsoever, during the progress of any portion of the work specified in this contract.

Time extensions will be granted only for excusable delays that arise from unforeseeable causes beyond the control and without the fault or negligence of the Contractor, including but not restricted to, acts of God, acts of the public enemy, acts of the State of Maryland in either its sovereign or contractual capacity, acts of another contractor in the performance of a contract with the State, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, or delays of subcontractors or suppliers arising from unforeseeable causes beyond the control and without the fault or negligence of either the Contractor or the subcontractors or suppliers.

19. COST AND PRICE CERTIFICATION:

A. The Contractor by submitting cost or price information certifies that, to the best of its knowledge, the information submitted is accurate, complete, and current as of a mutually determined specified date prior to the conclusion of any price discussions or negotiations for: (1) A negotiated contract, if the total contract price is expected to exceed $100,000, or a smaller amount set by the procurement officer; or (2) a change order or contract modification expected to exceed $100,000, or smaller amount set by the procurement officer.

B. The price under this contract and any change order or modification hereunder, including profitor fee, shall be adjusted to exclude any significant price increases occurring because the Contractor furnished cost or price information which, as of the date agreed upon between the parties, was inaccurate, incomplete, or not current.

20. TERMINATION FOR DEFAULT: If the Contractor fails to fulfill its obligations under this contract properly and on time, or otherwise violates any provision of the contract, the University may terminate the contract by written notice to the Contractor. The notice shall specify the acts of omissions relied on as cause for termination. All finished or unfinished supplies and services provided by the Contractor, shall at the University's option, become the University's property. The University shall pay the Contractor fair and equitable compensation for satisfactory performance prior to receipt of notice of termination, less the amount of damages caused by Contractor's breach. If the damages are more than the compensation payable to the Contractor, the Contractor will remain liable after termination and the State can affirmatively collect damages. Termination hereunder, including the determination of the rights and obligations of the parties, shall be governed by the provisions of USM Procurement Policies and Procedures.

21. TERMINATION FOR CONVENIENCE: The performance of work under this contract may be terminated by the University in accordance with this clause in whole, or from time to time in part, whenever the University shall determine that such termination is in the best interest of the University. The University will pay all reasonable costs associated with this contract that the Contractor has incurred up to the date of termination and all reasonable costs associated with termination of the Contract. However, the Contractor shall not be reimbursed for any

anticipatory profits which have not been earned up to the date of termination. Termination hereunder, including the determination of the rights and obligations of the parties, shall be governed by the provisions of the USM Procurement Policies and Procedures.

22. FINANCIAL DISCLOSURE: The Contractor shall comply with the provisions of Section 13-221 of the State Finance and Procurement Article of the Annotated Code of Maryland, which requires that every business that enters into contracts, leases or other agreements with the State of Maryland or its agencies during a calendar year under which the business is to receive in the aggregate $100,000 or more, shall within 30 days of the time when the aggregate value of these contracts, leases or other agreements reaches $100,000, file with the Secretary of the State of Maryland certain specified information to include disclosure of beneficial ownership of the businesses.

23. POLITICAL CONTRIBUTION DISCLOSURE: Contractor shall comply with, and require its officers, directors, and partners to comply with, the provisions of Election Law Article, Annotated Code of Maryland, Sections 14-101 through 14-108, which requires that every person doing public business (as there defined), and every individual whose contributions are attributable to the person entering into such an agreement, during a calendar year in which the person receives cumulative consideration of $100,000 or more from public business, shall file with the State Administrative Board of Election Laws a statement disclosing contributions in excess of $500 made during the reporting period to a candidate for elective office in any primary or general election. The statement shall be filed with the State Administrative Board of Election Laws: (1) before a purchase or execution of a lease or contract by the State, a county, an incorporated municipality, or their agencies, and shall cover the preceding two calendar years; and (2) if the contribution is made after the execution of a lease or contract, then twice a year, throughout the lease or contract term on (a) February 5, to cover the 6-month period ending January 31; and (b) August 5, to cover the 6-month period ending July 31.

24. CONTINGENT FEE PROHIBITION: The Contractor, architect, or engineer (as applicable) warrants that it has not employed or retained any person, partnership, corporation, or other entity, other than a bona fide employee or agent working for the Contractor, architect or engineer, to solicit or secure this agreement, and that it has not paid or agreed to pay any person, partnership, corporation, or other entity, other than a bona fide employee or agent, any fee or any other consideration contingent on the making of this agreement.

25. RETENTION OF RECORDS: The Contractor shall retain and maintain all records and documents relating to this Contract for three years after final payment by the University hereunder or any applicable statute of limitations, whichever is longer, and shall make them available for inspection and audit by authorized representatives of the University, including the procurement officer or designee, at all reasonable times.

26. MULTI-YEAR CONTRACTS CONTINGENT UPON APPROPRIATIONS: If the General Assembly fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this Contract succeeding the first fiscal period, this Contract shall be cancelled automatically as of the beginning of the fiscal year for which funds were not appropriated or otherwise made available; provided, however, that this will not

affect either the University's rights or the Contractor's rights under any termination clause in this Contract. The effect of termination of the Contract hereunder will be to discharge both the Contractor and the University from future performance of the Contract, but not from their rights and obligations existing at the time of termination. The Contractor shall be reimbursed for the reasonable value of any nonrecurring costs incurred but not amortized in the price of the Contract. The University shall notify the Contractor as soon as it has knowledge that funds may not be available for the continuation of this Contract for each succeeding fiscal period beyond the first.

27. LIQUIDATED DAMAGES: N/A

28. VARIATIONS IN ESTIMATED QUANTITIES: Where the quantity of a pay item in this Contract is an estimated quantity and where the actual quantity of such pay item varies more than twenty-five percent (25%) above or below the estimated quantity stated in this Contract, an equitable adjustment in the Contract price shall be made upon demand of either party. The equitable adjustment shall be based upon any increase or decrease in costs due solely to the variation above one hundred twenty-five percent (125%) or below seventy-five percent (75%) of the estimated quantity. If the quantity variation is such as to cause an increase in the time necessary for completion, the procurement officer shall, upon receipt of a written request for an extension of time within ten (10) days from the beginning of the delay, or within a further period of time which may be granted by the procurement officer before the final settlement of the Contract, ascertain the facts and make adjustment for extending the completion date as in his judgment the findings justify.

29. TRUTH-IN-NEGOTIATION CERTIFICATION: (Mandatory for architectural services or engineering services contracts over $100,000.) The Contractor by submitting cost or price information, including wage rates or other factual unit costs, certifies to the best of its knowledge, information and belief, that:

A. The wage rates and other factual unit cost supporting the firm's compensation, as set forth in the proposal, are accurate, complete and current as of the contract date;

B. If any of the items of compensation were increased due to the furnishing of inaccurate, incomplete or non-current wages or other units of cost, the State is entitled to an adjustment in all appropriate items of compensation, including profit or fee, to exclude any significant sum by which the price was increased because of the defective data. The University's right to adjustment includes the right to a price adjustment for defects in costs or pricing data submitted by a prospective or actual subcontractor; and

C. If additions are made to the original price of the Contract, such additions may be adjusted to include any significant sums where it is determined the price has been increased due to inaccurate, incomplete or non-current wage rates and other factual costs.

30. ETHICS: The vendor is responsible to assure compliance with the Maryland Public Ethics Law, Title 5, General Provisions Article, Annotated Code of Maryland. In the event a violation of the Ethics Law occurs in connection with the Vendor's response of this solicitation or a

resulting contract award to the vendor, the University reserves the right to (1) reject the Vendor's bid or proposal or (2) declare an event of default under the contract.

31. RIGHTS IN INVENTIONS: For the consideration payable under this Contract, Contractor agrees to report any invention arising out of the Work required by this Contract to University of Maryland, Baltimore. University of Maryland, Baltimore shall have sole right and authority to seek statutory patent protection under United States and foreign patent laws and to enjoy the benefits of ownership of the invention, whether or not the invention was required of the Vendor as part of the performance of Work. Contractor hereby assigns all right, title and interest in and to inventions made in the course of the Work to University of Maryland, Baltimore and agrees to execute and deliver all documents and do any and all things necessary and proper to effect such assignment.

32. COPYRIGHTS: For the consideration payable under this Contract, the work product required by this Contract shall be considered a work made for hire within the meaning of that term under the copyright laws of the United States, applicable common law and corresponding laws of other countries. University of Maryland, Baltimore shall have sole right and authority to seek statutory copyright protection and to enjoy the benefits of ownership of the work. The party performing the work hereby assigns all right, title and interest in and to the work to the University of Maryland, Baltimore.

33. CONTRACT AFFIDAVIT: The attached Contract Affidavit must be executed by an authorized representative of the Contractor and is incorporated by reference into this Contract.

34. SPECIFICATIONS: All materials, equipment, supplies or services shall conform to federal and State laws and regulations and to the specifications contained in the solicitation.

35. TAX EXEMPTION: UMB is generally exempt from federal excise taxes, Maryland sales and use taxes, District of Columbia sales taxes, and transportation taxes. Exemption certificates shall be completed upon request. Where a contractor is required to furnish and install material in the construction or improvement of real property in performance of a contract, the Contractor shall pay the Maryland Sales Tax and the exemption does not apply.

36. ANTI-BRIBERY: The Contractor warrants that neither it nor any of its officers, directors or partners, nor any employees who are directly involved in obtaining or performing contracts with any public body has been convicted of bribery, attempted bribery, or conspiracy to bribe, under the laws of any state or of the federal government or has engaged in conduct since July 1, 1997, which would constitute bribery, attempted bribery or conspiracy to bribe under the laws of any state or the federal government.

37. EPA: Materials, supplies, equipment, or services shall comply in all respects with the Federal Noise Control Act of 1972, where applicable.

38. OSHA; MSDS: All materials, supplies, equipment, or services supplied as a result of this Contract shall comply with the applicable U.S. and Maryland Occupational Safety and Health

Act Standards. Pursuant to 29 CFR part 1910, where applicable, an MSDS for the products supplied or used in carrying out this Contract must be sent to:

University of Maryland, Baltimore
Assoc. Director for EHS
714 West Lombard Street
Baltimore, MD 21201-1010

39. INTELLECTUAL PROPERTY: Contractor agrees to defend upon request and indemnify and save harmless UMB, its officers, agents and employees with respect to any claim, action, cost or judgment for patent infringement, or trademark or copyright violation arising out of purchase or use of materials, supplies, equipment or services covered by this Contract.

40. DRUG AND ALCOHOL FREE WORKPLACE: The Contractor warrants that the Contractor shall comply with COMAR 21.11.08 Drug and Alcohol Free Workplace, and that the Contractor shall remain in compliance throughout the term of this Contract.

41. MANDATED CONTRACTOR REPORTING OF SUSPECTED CHILD ABUSE & NEGLECT: The University of Maryland, Baltimore (UMB) and the University System of Maryland (USM) are committed to protecting the safety and welfare of children who come into contact with the UMB community. Maryland law contains mandatory reporting requirements for all individuals who suspect child abuse or neglect. *See* Maryland Code Annotated, Family Law Article, Sections 5-701 through 5-708. A copy of the above-referenced USM/UMB Policy and Procedures are available at: http://www.umaryland.edu/offices/accountability/child_abuse/
The Policy and Procedures are incorporated herein.

Contractors performing work on campus also must comply with USM Board of Regents (BOR) VI-1.50 – *Policy on the Reporting of Suspected Child Abuse and Neglect*, as well as the UMB *Procedures for Reporting Suspected Child Abuse and Neglect*. Specifically, contractors performing work on campus must report suspected child abuse or neglect orally or in writing to: (a) the local department of social services or law enforcement agency; and (b) the University President's Designee (i.e. the UMB Chief Accountability Officer), if the suspected child abuse or neglect: (i) took place in UMB facilities or on UMB property; (ii) was committed by a current or former employee or volunteer of the USM; (iii) occurred in connection with a UMB sponsored, recognized or approved program, visit, activity, or camp, regardless of location; or (iv) took place while the victim was a registered student at UMB.

UMB reserves the right to terminate this contract if Contractor fails to comply with the above-referenced policy or procedures, or if, in the judgment of UMB, termination is necessary to protect the safety and welfare of children who come into contact with the UMB community.

42. ENTIRE CONTRACT: This Contract represents, in its entirety, the mutual understanding of the parties. This Contract supersedes any and all prior understandings and agreements, either written or oral, between the Agency and Contractor. No subsequent agreements or modifications hereof, whether expressed or implied, shall bind the parties unless the same be in writing and signed by the parties.

Contract No. 88235

AGREED TO:

University of Maryland, Baltimore

Joseph Doan
Signature

Director, Procurement Services
Title

5/11/16
Date

AGREED TO:

U.M. FDSP Assoc. PA
(Company)

Andrew J Nolan
Signature

Executive Director - UM FDSP
Director of Clinic Finance and Admin
Title

12-16-2015
Date

UM FDSP Associates PA

FY2017 Contract (June 1, 2016 to May 31, 2017)

Total Contract By Program	Pre-Doctoral Clinics	Advanced Specialty Education	Advanced General Dentistry	Perryville	Oral Surgery	SPC/Plus	Other	Total Educational Clinics
Supplies	694,200	760,900	337,900	103,900	158,600	35,300	86,400	2,177,200
Lab	614,400	274,800	355,200	86,400	2,400	88,800	15,600	1,437,600
Clinical Staff	812,600	1,038,900	285,400	273,900	124,700	250,800	613,300	3,399,600
Dental Hygienists	33,600	18,000	103,200	-	-	-	-	154,800
Other Supporting Staff	196,300	232,700	118,200	17,100	50,900	9,400	14,100	638,700
Benefits and Other Employee Costs	313,000	392,000	153,900	96,300	52,100	68,200	177,900	1,253,400
Other Clinic and Supporting Costs	438,000	444,000	223,200	164,400	136,800	49,200	38,400	1,494,000
Provider Compensation	-	-	82,800	98,400	-	-	26,400	207,600
Total Expense	3,102,100	3,161,300	1,659,800	840,400	525,500	501,700	972,100	10,762,900

UM FDSP Associates PA

FY2017 Contract (June 1, 2016 to May 31, 2017)

Contract Payments By Program		Pre-Doctoral Clinics	Advanced Specialty Education	Advanced General Dentistry	Perryville	Oral Surgery	SPC/Plus	Other	Total Educational Clinics
June 1, 2014	(June and July)	517,016	526,884	276,634	140,066	87,584	83,616	162,016	1,793,816
July 1, 2014	(August)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
August 1, 2014	(September)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
September 1, 2014	(October)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
October 1, 2014	(November)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
November 1, 2014	(December)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
December 1, 2014	(January)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
January 1, 2015	(February)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
February 1, 2015	(March)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
March 1, 2015	(April)	258,508	263,442	138,317	70,033	43,792	41,808	81,008	896,908
April 1, 2015	(May)	258,512	263,438	138,313	70,037	43,788	41,812	81,012	896,912
Total		3,102,100	3,161,300	1,659,800	840,400	525,500	501,700	972,100	10,762,900

UM FDSP Associates, PA Inc.		**12/9/2015**
Vendor Name	Authorized Signature	Date
650 West Baltimore Street. Suite 5201	**Baltimore, MD 21201**	**52-1456103**
Street Address	City / State / Zip Code	FIN
anolan@umaryland.edu	**410 706 3905**	**410 706 3028**
Email Address	Phone	Fax

UNIVERSITY OF MARYLAND, BALTIMORE

MANAGEMENT/OPERATION OF STUDENT DENTAL CLINICS

INVITATION FOR BIDS (IFB)

December 1, 2015

1.0 Scope of Work

1.1 It shall be the intent and purpose of this solicitation to outline and detail the terms and conditions under which a successful Bidder (Contractor) shall provide the services for the Faculty Dental Service Plan (FDSP).

1.2 FDSP shall serve as the business and legal entity by which the School of Dentistry ("SOD") may conduct operations of all dental clinics, including all staffed by faculty, and those staffed by students, ("Student Clinics") to assist SOD to function efficiently and effectively through the collection and expenditure of fees for all clinical services delivered by faculty and students.

1.3 Fees collected for Student Clinics services shall be deposited with the State Treasurer for the SOD account.

2.0 Term of Agreement

2.1 Term of said agreement shall be for the period of June 1, 2016, following approval by the Board of Regents, and the Board of Public Works, and will terminate on May 2017.

2.2 Said Contract may be renewed for five additional one-year terms, at the University's sole option. Any renewal shall be set forth in writing and signed by both parties prior to said renewal becoming effective.

3.0 Payment Terms

3.1 Contractor shall submit monthly invoices to the University Liaison not later than the 10th of each month for services provided during the month.

3.2 FDSP shall furnish an original and three copies of each invoice to the University Liaison.

3.3 No invoice will be processed that exceeds the approved monthly payment under the dental student clinic budget.

4.0 Contractor Responsibilities

4.1 FDSP shall be responsible for the following:

4.1.1 Administration and operation of the Student Clinics;

4.1.2 Operate Student Clinics only in facilities designed by the Dean of SOD

4.1.3 Billing and collection for clinical services and administration of Student Clinics;

4.1.4 If it is determined through independent audit that the cost of operating the clinics is less than payments received by FDSP, based upon the budget, the surplus will be refunded from the FDSP to the Dental School state accounts.

4.1.5 If it is determined through an independent audit that the cost of operating the clinics is greater than the payments received by the FDSP, based upon the budget, the Dental School will reimburse the FDSP for the additional expense.

4.2 FDSP shall submit to the Procurement Officer the following:

4.2.1 Quarterly statement of income and expenses not later than the 30th of the month following the close of the previous quarter;

4.2.2 Annual Audit Report of income and expenses not later than November 1 of each Contract year.

4.3 Contractor shall not start work under this Contract, or any subsequent Contract renewal terms until Contractor has obtained, at its own expense, all of the insurances called for hereunder, see Attach. 1, and such insurances has been approved by the procurement officer, nor shall the Contractor or any subcontractor start work until all insurance required of the subcontractor has been obtained and approved by the Contractor and University.

4.3.1 University approval of insurance required by the Contractor and subcontractors will be granted only after submission to the Procurement Officer of original certificates of insurance, signed by an authorized representative of the insurers, or alternately, at the University's request, certified copies of the required insurance policies.

4.4 Minority Business Enterprise (MBE) Participation

4.4.1 An MBE participation requirement of not less than Three (3%) of the total sales has been established for this procurement. By submitting a response to this IFB, the Offeror agrees that this amount of the Contract, at a minimum, will be performed by State of Maryland Certified Minority Business Enterprises.

5.0 University Responsibilities

5.1 University shall, through the Dean of SOD provide:

5.1.1 Educational matters relating to the Students Clinics, to include:

5.1.1.1 Designation of clinical curriculum

5.1.1.2 Assignment of student and faculty to the Students Clinics;

5.1.1.3 Evaluation of clinical performance

5.1.2 Provide for compensation of faculty for teaching and administrative services in Student Clinics.

6.0 FDSP Plan; Student Clinics

6.1 It is the intent of the Dental School that FDSP serve as the business and legal entity by which the Dental School may conduct operations of all dental clinics, including both those staffed by faculty, and those staffed by students, ("Student Clinics"), thereby assisting the School to function efficiently and effectively through the collection and expenditure of fees for all clinical services delivered by faculty and students. Fees collected for Student Clinic services shall be deposited with the State Treasurer for the Dental Schools' account.

6.2 FDSP shall be responsible for administration and operation of the Student Clinics. All educational matters relating to the Student Clinics, including:

6.2.1 the designation of clinical curriculum,
6.2.2 assignment of students and faculty to the clinics, and,
6.2.3 valuation of clinical performance, shall remain the responsibility of the Dental Schools.

6.3 The Student Clinics shall be operated in those facilities designated by the Dean of the Dental School, and shall be supported by the Dental School to the extent determined by the Dean, and permitted by the Dental School's budget.

6.4 FDSP, pursuant to a separate procurement contract with University, shall be responsible for billing and collecting for clinical services and administration of the Student Clinics.

6.4.1 Revenue shall be applied first to expenses incurred by the Student Clinics under a budget, which shall be subject to approval of the Dean of the Dental School.

6.4.2 All revenues of Student Clinics (net of operating costs) shall be retained in the Dental School's State budget for the benefit of the Student Clinics, or for other purposes, as the Dean may determine from time to time.

6.4.3 Revenue of the Student Clinics shall be accounted for separately from faculty practice income, which is to disbursed as provided in Article VI of this Plan.

6.5 FDSP shall receive no compensation for operation of the Student Clinics. This provision shall not be interpreted to prevent reimbursement of any reasonable out-of-pocket expense and personnel expenses incurred by FDSP, with the approval of the Dean, for the efficient administration and operation of the Student Clinics.

6.5.1 Such expenses may include, by way of example, employment of administrative or clerical personnel responsible for FDSP business matters relating to Student Clinics and professional liability insurance for Student Clinic personnel.

6.6 Compensation for faculty for teaching and administrative services in the Student Clinics will be the sole responsibility of the Dental School, which may compensation faculty for such efforts from Student Clinic revenues or from other Dental School income.

7.0 Formation of Agreement/Contract

The Contract to be entered into as a result of this Request for Quote (the "Contract") shall be by and between the offeror as contractor and the University in the form of a **Contract/Service Agreement** and shall contain the provisions included herein as Appendix E (Service Contract) as well as any additional terms required by the University of Maryland, Baltimore or the State of Maryland. By submitting an offer, the Contractor warrants that they have reviewed Appendix E, and will execute a contract on that form upon request by University of Maryland, Baltimore.

8.0 Proposal Submission

Offeror shall complete and return the following by **5:00 PM** (Local time) on **Friday, December 18, 2015**:

8.1 Offeror must complete and return with their proposal response, MBE Attachment A and Attachment B (See Appendix B). Failure to complete and return Attachment A and Attachment B may cause the proposal response to be deemed non-responsive and therefore not reasonably susceptible of being selected for award.

8.2 Offeror must develop and return with their proposal response, a Financial Proposal form that details the FY 2017 (June 1, 2016-May 31, 2017) estimated annual budget (See Appendix A for Sample). Failure to develop and return Financial Proposal may cause the response to be deemed non-responsive and therefore not reasonably susceptible of being selected for award.

8.3 Offeror must complete and return with their proposal response, Bid Proposal Affidavit (See Appendix C). Failure to complete and return Bid Proposal Affidavit may cause the proposal response to be deemed non-responsive and therefore not reasonably susceptible of being selected for award.

8.4 Offeror must complete, sign and return with their proposal response, Appendix D, Certification Regarding Investment Activities in Iran. Companies appearing on the Investment Activities in Iran list are ineligible for award.

APPENDICES

APPENDIX	A:	Financial Proposal Form Sample Submit with Offer
APPENDIX	B:	MBE Attachments A and B Submit with Offer
APPENDIX	C:	Bid Proposal Affidavit Submit with Offer
APPENDIX	D:	Certification Regarding Investment Activities in Iran
APPENDIX	E:	Service Agreement
APPENDIX	F:	Terms and Conditions of Solicitation and Purchase Order Terms and Conditions

APPENDIX G: Contract Affidavit

ATTACH. 1: Insurance Requirements

ATTACH 2: FDSP PLAN (III Student Clinics)

3/9/95

BALTIMORE COLLEGE OF DENTAL SURGERY

DENTAL SCHOOL

FACULTY DENTAL SERVICE PLAN

June 1985

Approved by the Board of Regents
August 23, 1985

Amended effective January 1, 1995

1/1/95
AMENDED PLAN

PREAMBLE

Dental educational programs utilize as part of their curricula the clinical practice of dentistry and dental hygiene. This Plan provides a mechanism for managing all clinical practice associated with the University of Maryland's Dental School through tax-exempt organizations legally distinct from the University, but closely related to the Dental School and extant by the Board of Regents' authorization. The various clinic service programs of the Dental School will be managed through the organizations to attain flexibility and efficiency in the utilization of earned clinic income.

The Dental School recognizes the privilege of full-time members of the faculty who are licensed dentists, dental hygienists, or physicians in the State of Maryland: a) to engage in clinical practice within the limitations herein set forth and to the extent consistent with the proper discharge of their primary duties as teachers; b) to utilize in such practice the facilities provided by the University, subject to the limitation of the State budget; c) to charge fees for services (in such practices) and; d) to share in the income from such fees as herein provided, subject to the Dental School's approval and after proper reimbursement to the University for certain services, expenses and materials utilized in the faculty practice.

INTRODUCTION

The Baltimore College of Dental Surgery, the first dental school in the world, has a long and distinguished history based on a strong heritage of clinical practice. The world-renowned Dental School continues to progress and grow because of a strong and viable faculty of clinical and basic scientists. The continued growth of the School will depend upon its faculty and their interest, time and freedom to pursue teaching, research, service and patient care. The resources which support the faculty and the School's teaching programs have been made available, over the years, from governmental and private funds as well as monies earned by the faculty and students in the delivery of oral health care.

The success of the Dental School depends, in part, upon having sufficient faculty to provide for the tutorial system of teaching that is required in each year of the clinical program. It is recognized that neither the University of Maryland nor other state universities can provide competitive salaries for clinical faculty solely from State funds. Patient care by faculty members is essential for teaching and the development of academic excellence, and fees are available to health care providers as the result of these services. It is common practice for this income to be used for supplemental support of clinical faculty and to enhance the growth and academic status of clinical departments and the School.

It is important to note that the state-supported base salaries for the Dental School faculty must be preserved, and that increments will be provided for that base salary by the Dental School as permitted by its State budget. Recognizing the limited opportunities for clinical practice available to full-time faculty, the University acknowledges that it has a responsibility to provide from State general funds and other University administered funds an appropriate base salary for faculty. This salary will be reviewed and, if appropriate, revised annually by the department chair, Dean and President, with reference to the faculty member's teaching, research and administrative responsibilities as well as opportunities for fee-generating clinical practice.

The Dental School previously had as many as three separate practice plans, organized according to specialties of the faculty. A revised, consolidated practice plan to update these plans is provided in this document, the Faculty Dental Service Plan ("Plan"). The Plan identifies the faculty participants and authorizes establishment of two tax-exempt professional associations. One of these shall be a coordinating organization for the practice of faculty who are not oral and maxillofacial surgeons; the other shall be a professional association of faculty oral and maxillofacial surgeons. These organizations will permit the faculty to function optimally as an academic community and to manage patient care activities with maximum efficiency. Fundamental to this Plan is the philosophy that the Dean of the Dental School, the chairs of its departments and the faculty shall

conduct clinical activities under the Plan in mutual cooperation and for the benefit of the University as well as the faculty. In the interest of efficient management, this Plan also authorizes and requires the first of the two enumerated faculty practice organizations to administer and operate patient clinics at the Dental School where services are provided by students, but reserves to the Dental School all responsibility for clinical education in those clinic settings.

I. The Goals

The goals of the Plan are the continued advancement of dental education and the continued professional development of full-time faculty members. The clinical practice of dentistry and oral and maxillofacial surgery will: a) provide a clinical program in which dental and dental hygiene students and oral-maxillofacial surgery residents may learn to practice dentistry; b) provide dental and oral-maxillofacial surgery services to the community; c) permit faculty evaluation of new methodologies; d) provide a laboratory for development of new methods of delivering dental and oral-maxillofacial surgery service; e) provide dental care center(s) to which area practitioners may refer difficult, unusual and challenging cases, thereby extending the University's commitment to public service; and f) provide faculty a means to augment faculty income.

This Plan is not intended to create a contract between any member of the Dental School faculty and the University and may not be relied upon by any faculty member as a contract.

II. Faculty Practice Organizations

A tax-exempt professional association, U.M. FDSP, P.A. ("FDSP") shall be established outside the University system to serve as the coordinating corporation for all faculty practice except oral and maxillofacial surgery and to manage Dental School clinics.

A second tax-exempt professional association, "Maxillofacial Surgery Associates, P.A." ("MSA"),* shall be established outside the University system to serve as the corporation for the practice of oral and maxillofacial surgery by qualified faculty.

The Dean of the Dental School, with the consent of the President, UMAB, will develop any agreements with FDSP and OMSA needed to carry out the Plan. The articles of incorporation and by-laws of FDSP and OMSA must be approved by the Chancellor or his designee.

FDSP and OMSA are referred to collectively in this Plan as the "Faculty Practice".

The articles of incorporation of FDSP shall provide that the directors or trustees of FDSP shall be the Dean of the Dental School, the Associate Dean for Clinical Affairs, the chairs or acting chairs of the clinic science departments of the Dental School, and two members of the clinical faculty of the Dental School chosen by election of the entire clinical faculty.

The articles of incorporation of MSA shall provide that the directors or trustees of MSA shall be the Dean of the Dental

*The name used may vary.

School, the Assistant Dean for Fiscal and Personnel Affairs, the chair of oral-maxillofacial surgery, and two members of the clinical faculty of oral-maxillofacial surgery chosen by election of the department faculty. The President of FDSP will be a non voting ex officio director or trustee of MSA.

Each professional association will be an entity separate and distinct from the University. All correspondence, billings and other activities of the Faculty Practice shall be clearly identified as activities of the Faculty Practice.

Each professional association must obtain, at its expense, an annual audit of its fiscal affairs by an independent certified public accounting firm acceptable to the University. The audit must be in sufficient detail to allow ascertainment of the purposes of all expenditures, including the assurance that expenditures (especially transfers to the University or the University of Maryland Foundation, Inc.) are made in accordance with the Plan. A complete copy of each audit report will be provided to the President, UMAB.

The annual fiscal period of the Faculty Practice shall be the same as the annual fiscal period of the University.

Prior to the beginning of each annual fiscal period, the University and each professional association shall agree upon administrative services (if any) to be provided to that professional association by the University and appropriate compensation for such services. The terms of this agreement shall be subject to the President's approval. If a professional

association uses services of the UMAB Division of Procurement and Supply, the agreement must provide that the professional association will be solely responsible for payment of all charges for goods, supplies and services obtained on its behalf by the Division.

Each professional association shall compensate the University for administrative services provided to it by the University, and for the estimated value of the time of University personnel assigned to work part-time for the professional association. Any personnel who will work 50 percent time or more for the Faculty Practice shall be employed by the appropriate professional association, but may continue part-time University employment.

FDSP and MSA each shall defend, indemnify, and hold harmless the University with respect to all claims and disputes asserted against the University by University employees or by the indemnifying professional association's employees, which relate to or result from the employees' services for the professional association or employment by the professional association.

III. Student Clinics

It is the intent of the Dental School that FDSP serve as the business and legal entity by which the Dental School may conduct operations of all dental clinics, including both those staffed by faculty and those staffed by students ("Student Clinics"), thereby assisting the School to function efficiently and effectively through the collection and expenditure of fees for all clinical services delivered by faculty and students. Fees collected for

Student Clinics services shall be deposited with the State Treasurer for the Dental School's account.

FDSP shall be responsible for administration and operation of the Student Clinics. All educational matters relating to the Student Clinics, including the designation of clinical curriculum, assignment of students and faculty to the clinics, and evaluation of clinical performance, shall remain the responsibility of the Dental School. The Student Clinics shall be operated in those facilities designated by the Dean of the Dental School and shall be supported by the Dental School to the extent determined by the Dean and permitted by the Dental School's budget.

FDSP, pursuant to a separate procurement contract from UMAB, shall be responsible for billing and collecting for clinical services and administration of the Student Clinics. Revenues shall be applied first to expenses incurred by the Student Clinics under a budget which shall be subject to the approval of the Dean of the Dental School. All revenues of Student Clinics (net of budgeted operating costs) shall be transferred to the Dental School State budget for the benefit of the Student Clinics or for other purposes, as the Dean may determine from time to time. Revenues of the Student Clinics shall be accounted for separately from faculty practice income, which is to be disbursed as provided in Article VI of this Plan.

FDSP shall receive no compensation for operation of the Student Clinics. This provision shall not be interpreted to prevent reimbursement of any reasonable out-of-pocket expenses and

personnel expenses incurred by FDSP, with the approval of the Dean, for the efficient administration and operation of the Student Clinics. Such expenses may include, by way of example, employment of administrative or clerical personnel responsible for FDSP business matters relating to Student Clinics and professional liability insurance for Student Clinic personnel.

Compensation of faculty for teaching and administrative services in the Student Clinics will be the sole responsibility of the Dental School, which may compensate faculty for such efforts from Student Clinic revenues or from other Dental School income.

IV. Faculty Practice Options

All full-time faculty members with a dental, dental hygiene or medical degree, duly licensed in the State of Maryland and desiring to practice dentistry, dental hygiene, or oral surgery, may select one of two options: a) intramural professional practice; or b) extramural professional practice. These options will be initially offered at employment. After the initial selection, a review followed by a renewal or change in the faculty practice status will occur each year with the effective dates of the agreement being July 1 to June 30 of each year thereafter. The selected option by the faculty member must be approved by the department chairman and the Dean, and is considered as a term of the faculty member's appointment. Practice in conformity with the option will be a condition of continued employment by the University. Regardless of the option selected, the Dean and department chairman will ensure that participation in consulting and professional services will in

no way interfere with fulfillment of all responsibilities to the University and Dental School.

Those faculty members who select the intramural practice option ("participants") will be considered geographic full-time faculty and may practice only at permitted locations (see Article V, A.1). They must comply with the rules and regulations established by the board of directors of the relevant professional association and approved by the Dean. Professional fee income generated by participants will be disbursed as provided in Articles VI, VII and VIII of this Plan.

Those faculty members who select the extramural practice option may practice professionally only outside the physical confines of the University of Maryland at Baltimore and its affiliated institutions and at times other than when the Dental School is normally in session, as indicated in the annual Academic Calendar, including examination and registration periods. Faculty members selecting the extramural practice option may not practice within the University of Maryland at Baltimore and its affiliated institutions. The remainder of this Plan is not applicable to their practice activities and income.

V. Participants' Clinical Practice

A modern practice environment will be maintained by FDSP and MSA to promote efficient clinical practice by Faculty Practice participants and to support departmental responsibility for teaching and research. Through FDSP and MSA participants will offer a group practice providing high quality, comprehensive care,

cross-referral and consultations that will improve inter-disciplinary communications and therapy.

The following are the basic principles which will govern the operation of the Faculty Practice:

A. Participants

1. Participation (employment by a professional association) shall be available to any geographic full-time faculty member of the Dental School who is a licensed dentist, dental hygienist or physician in the State of Maryland. A geographic full-time faculty member is defined as one who devotes his/her time and professional efforts exclusively to the Dental School; the University of Maryland Medical Center; those affiliated hospitals, institutions or facilities where any part of the academic program is conducted; and other locations authorized by the Board of Directors of FDSP or MSA, as applicable, and the faculty member's respective department chair, with the concurrence of the Dean. Participants must comply with this Plan and with applicable rules and regulations of the Faculty Practice, the Dental School and the University.

2. Full-time Dental Hygiene faculty who are licensed in the State of Maryland may be employed by FDSP. Full-time Dental Hygiene faculty will also be given employment priority when FDSP vacancies occur. Hygienists electing intramural practice will be employed by FDSP, subject to its personnel requirements. If FDSP is not able to offer employment to a hygienist who has elected intramural practice, the hygienist shall not be bound by the

election.

B. Practice Limitations

1. Participants in FDSP practice general dentistry or shall be permitted to practice their specialty as designated by the FDSP Board of Directors. In addition to general dental practice, the following specialties will be represented: Endodontics, Orthodontics, Pediatric Dentistry, Periodontics, Prosthodontics and Oral Pathology. Participants in MSA may practice Oral-Maxillo-facial Surgery as designated by the department chair and as permitted under any relevant hospital or clinic credentials.

2. The Dean and the department chair will adopt policies limiting a faculty member's practice to ensure that participation in practice will in no way interfere with fulfillment of responsibilities to the University and the Dental School.

VI. Faculty Income and Fringe Benefits

The income paid each participant by the participant's professional association shall be determined annually, subject to available funds, the recommendations of the department head, and the approval of the Dean of the Dental School and the President. The professional association, subject to the availability of funds, may provide participants with fringe benefits competitive with those customary in the participant's respective area of practice. Fringe benefits are subject to the approval of the Dean and the President.

For participants who will receive professional fee income through the Faculty Practice, total income will include three

components:

A. Base Salary

Base salary payable by the University from State general funds appropriated to the Dental School or from other University administered funds (grants or contracts). Base salary will be established prior to the beginning of each fiscal year. The base salary assures the Dental School of an adequate coverage for its instruction, research, administrative and appropriate dental service assignments. In a complementary way the base salary assures the faculty members that they will not be required to assume unreasonable patient care activities in order to earn minimum appropriate salaries.

B. Faculty Practice Salary

1. A Faculty Practice salary from professional fee income will be established at the beginning of each year and adjusted from year to year to conform to new experiences. This component is payable solely by the participant's professional association, subject to generation of required income by the participant and the participant's professional association.

2. For faculty participating in the State Retirement System, the Dean may approve payment of the Faculty Practice salary by the State payroll system. For such faculty, the professional association will deposit approved Faculty Practice income to a School account which is the State payroll source. The State's fringe benefit cost associated with the Faculty Practice income also will be deposited to a State account. Both payments will be

considered operating expenses, pursuant to Article VII.A or VIII.A of this Plan as applicable.

C. Incentive Practice Income

A participant may receive Incentive Income from a practice organization in an amount determined as provided in Article VII or VIII, as applicable.

VII. Distribution of Professional Fee Income - FDSP

Distribution of FDSP professional fee income shall be made in the following manner:

A. Cost of Practice

First, professional fee income shall be applied to pay the normal operating expenses incurred by the clinical faculty, their departments, and/or by FDSP, in the generation of professional fees. These operating expenses include the costs of supplies, materials, and management; the Faculty Practice salary component of participants' income, fringe benefit costs, and malpractice insurance premiums. Operating expenses will include fringe benefits cost transferred to a State account for any faculty member receiving Faculty Practice salary through the State payroll system as described in Article VI.B.2.

B. Dental School Development Funds

Second, professional fee income shall be applied to make required contributions to Dental School Development Funds for faculty development and enrichment. There will be a Dental School Development Fund, managed by the Dean of the Dental School, and a Departmental Development Fund for each department, managed by the

department chair. The contribution to the Dental School Development Fund shall be 5% of each individual faculty member's "net professional fee income" (as defined in this paragraph). The contribution to each Department Development Fund shall be 5% of the net professional fee income of each participant in that department. "Net professional fee income" means total professional fee income less all normal operating expenses except fringe benefits costs. FDSP shall establish rules and regulations for the allocation of operating expenses against individual participants' professional fee income in order to determine their respective net professional fee incomes.

C. Incentive Practice Income

The balance of professional fee income, after payment of distributions to normal operating expenses and the Development Funds, shall be allocated and paid as Incentive Practice Income. The department chair, with approval of the Dean and President, will provide for distribution of up to 50 percent of the Incentive Practice Income to the participant who earned the income. Distribution of the balance will be determined between the chair and the participant annually, subject to the approval of the Dean and President.

VIII. Distribution of Professional Fee Income - MSA

Distribution of MSA professional fee income and other income ("Income") shall be made in the following manner:

A. Cost of Practice

Income shall be used to pay the operating expenses incurred by

the professional association in order to generate the income. Operating expenses include cost of supplies, materials, management and administration, and other expenses appropriate to a 501(c)(3) corporation under Internal Revenue Service rules, provided that such expenses are included in a listing of approved expenses adopted by the board of the professional association and approved by the Dean of the School. Operating expenses will include the Faculty Practice salary component for each participant. Operating expenses will include fringe benefits cost transferred to a State account for any faculty member receiving Faculty Practice salary through the State payroll system as described in Article VI.B.2. The balance remaining after payment of operating expenses is "Net Income".

B. Dental School Development Funds

At least 50% of Net Income shall be paid to the Department of Oral and Maxillofacial Surgery ("Department") Development Fund and to the Dental School Development Fund. The allocation of funds between Department and Dental School development funds shall be determined on an annual basis through mutual agreement of the Department Chair and the Dean. The allocation to the Dental School Development Fund shall never be more than the lesser of (a) 25% of Net Income or (b) five percent (5%) of the collective Faculty Practice component of salaries of participants in MSA. The development funds shall be used to support the education and research missions of the Department and the School.

C. Incentive Practice Income and Fringe Benefits

Up to 50% of Net Income may be paid to incentive practice income and fringe benefit accounts for incentive practice income payments to faculty and support of fringe benefits (see paragraph D).

D. Fringe Benefits

Subject to availability of funds, MSA will provide competitive fringe benefits to all department faculty members. For salary paid directly by MSA any fringe benefits provided will be complementary with the state benefits. Allowed fringe benefits to be supported by MSA will be determined by MSA's President, in consultation with its Board, subject to approval of the Dean and President. In the event of a dispute, a final and binding decision will be made by the President.

E. Allocation Decisions

If the Department Chair and the Dean cannot agree on the allocation of Net Income between development funds as described in part B or between development funds and the incentive practice income and fringe benefits accounts as described in parts C and D, the matter shall be referred to the President for final and binding decision.

IX. Development Funds

Development funds identified in Article VII and Article VIII shall be deposited in and maintained in the University of Maryland Foundation, Inc., Dental School Fund.

X. Amendments

The Plan may be amended (a) by the Board of Regents or (b) by the Dean of the Dental School, subject to the approval of the President, University of Maryland at Baltimore, and the Chancellor, University of Maryland System. The Chancellor shall consult with the Board of Regents as necessary and appropriate, in his judgment, regarding amendments requested by the Dental School.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Lease for Earth System Science Interdisciplinary Center

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: The University of Maryland, College Park ("UMD") seeks Board of Regents approval to amend and extend an existing lease for 41,500 rentable square feet in the University's Discovery District, located at 5825 University Research Court, College Park. This space is currently occupied by UMD's Earth System Science Interdisciplinary Center ("ESSIC") pursuant to a 2008 lease, the term of which ends on June 30, 2020.

The University wishes to maintain the status quo and keep ESSIC at this location, in part because it is next door to the National Oceanic and Atmospheric Administration ("NOAA") building and this co-location facilitates collaboration between ESSIC and NOAA researchers.

The Earth System Science Interdisciplinary Center is a joint center between the UMD Departments of Atmospheric and Oceanic Science, Geology, and Geographical Sciences. ESSIC was initiated under a Cooperative Agreement with the Earth Sciences Directorate at the NASA's Goddard Space Flight Center, the collaboration under which continues to today. ESSIC also administers the Cooperative Institute for Climate and Satellites, which is a joint center with NOAA's National Centers for Environmental Prediction and the National Environmental Satellite and Data Information Service.

UMD proposes to extend this lease for one additional five-year term, with one option to extend the term an additional five years. The rent is currently $31.04 per square foot. For the first year of the proposed new term, base rent would adjust down to $30.50 per square foot (or $1,265,750 per year). Thereafter, base rent will increase at a rate of 3% per year.

Base rent will be abated for the first two months of the extended term (a savings of $210,958). In addition, the landlord will provide UMD with a tenant improvement allowance of $15 per square foot ($622,500) to allow for a "refresh" and upgrades to the premises. The operating expense base year will also be adjusted to be 2020, thereby reducing UMD's payment obligations for building operating expenses and taxes. Resetting the base year, during which time the landlord assumes all operating costs, benefits the tenant by reducing future excess operating expense pass through obligations.

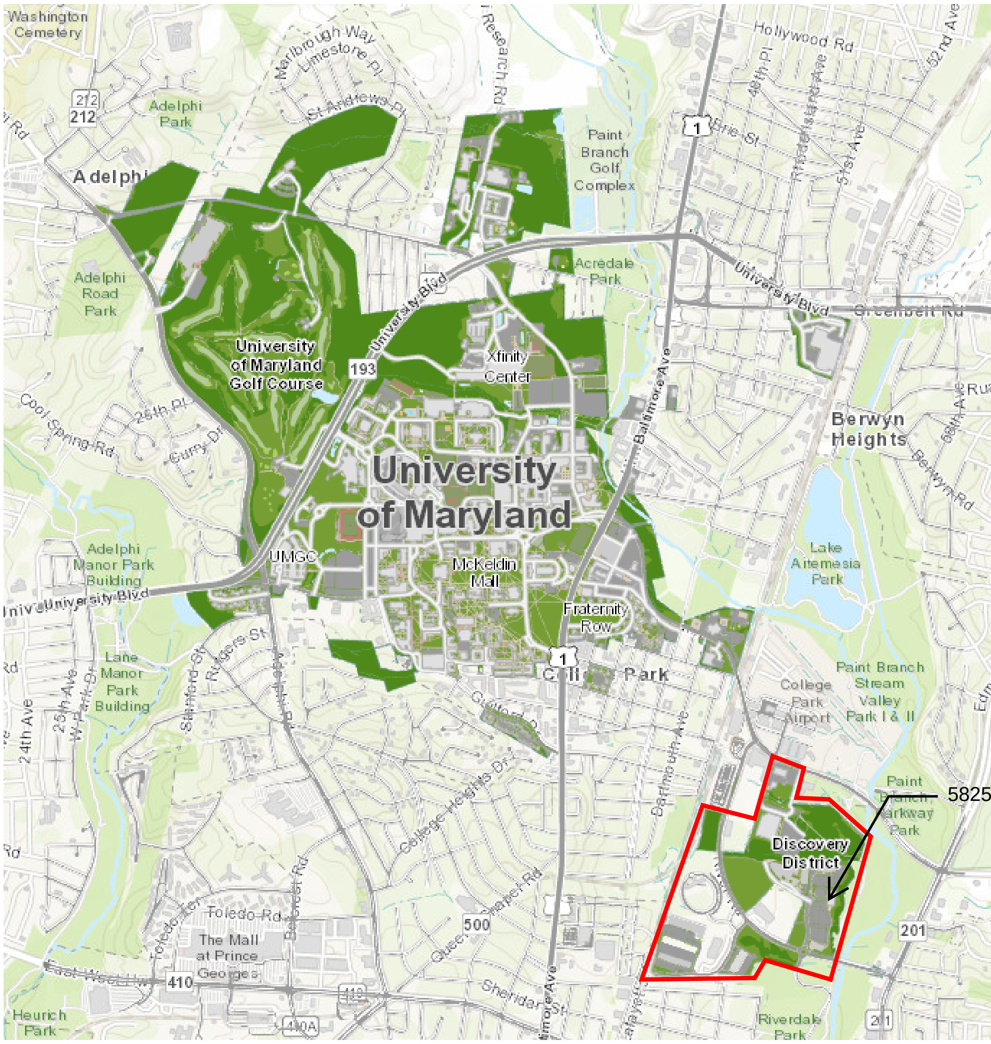
LANDLORD: Corporate Office Properties Trust (COPT)
6711 Columbia Gateway Drive, Suite 300
Columbia, MD 21046

ALTERNATIVE(S): The Board of Regents could reject the proposed lease extension; however, as a practical matter UMD does not have 41,500 square feet of suitable on-campus space for ESSIC. Any other off-campus leased space would lose the advantage of co-location next to NOAA.

FISCAL IMPACT: Base rent for the space will be reduced from $31.04 to $30.50 per square foot and UMD will enjoy the added benefits of two months free rent ($210,958), a tenant improvement allowance of $622,500 and reduced obligations for operating expenses and taxes on account of a reset of the base year to 2020.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park an extension of the lease for ESSIC as described above, consistent with the University System of Maryland Policy on Acquisition, Disposition, and Leasing of Real Property.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/26/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	


University of Maryland
University of Maryland Golf Course
Xfinity Center
McKeldin Mall
Fraternity Row
UMGC
Discovery District
Paint Branch Golf Complex
Acredale Park
Berwyn Heights
Lake Artemesia Park
College Park Airport
Paint Branch Stream Valley Park I & II
Adelphi Road Park
Adelphi Park
Adelphi Manor Park Building
Lane Manor Park Building
The Mall at Prince Georges
Riverdale Park
Heurich Park
Washington Cemetery
5825 University Research Ct.


Calvert Rd
Research Park
Discovery District
River Rd
Physics Ellipse
5825 University Research Ct.
University Research Ct
Anacostia River Stream Valley Park
River Rd

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Review of Construction Costs

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: On March 4, 2020, representatives from the project service centers at the University of Maryland, College Park and the University of Maryland, Baltimore, along with Terry Cook from UMBC and Mark Beck from the System Office, met with the Effectiveness & Efficiency (E&E) Work Group to discuss the topic of construction costs for USM projects. The presentation was preceded by a briefing paper (attached) and generated a number of recommendations that are actively being pursued by the staff team. The members of the E&E Work Group suggested that a high level summary of the issues related to this topic be presented to the Finance Committee.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION	DATE: 3/26/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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BRIEFING PAPER FOR THE BOARD FINANCE COMMITTEE

regarding

USM CONSTRUCTION PROJECT COSTS

USM Office of Capital Planning (March 2020)

Contents

I: WHAT DRIVES THE COST OF USM PROJECTS?

There are two basic tiers of impact: (A) the requirements for our building projects that generally increases their cost vis-à-vis the private sector; and (B) the more recent, market-driven issues that appear to be driving costs for all sectors even higher.

A. Cost Implications Inherent in All Maryland Higher Education Projects

USM projects are complicated and subject to a host of requirements related to the operating demands of the campus and the laws/regulations of the State. For example:

Regulatory

As state entities, USM institutions are subject to regulatory requirements that, in addition to the direct cost of compliance, can generate "opportunity costs" in a rising market. Contractors or subcontractors, in some cases, elect to raise prices in response to added paperwork and more requirements or, as has been the case, elect not to bid a job at all and thereby increase the cost by reducing competition. Not every item applies to all projects, but the following examples (listed in order of their likely applicability) are useful:

- USM Policies and State Statutes and Regulations – Multiple levels of approval and extensive documentation can make State projects less attractive by lengthening bid periods and time between time of bid and contract awards as well as change order processing.
- Board of Public Works Approval Requirements are an important consideration in terms of contract timing. Bidders would need to be aware and incorporate them into their work plan.
- Buy American Steel provisions
- Prevailing Wage – Paperwork and DLLR enforcement, both for CM and subcontractors.
- Minority Business Enterprise requirements, including goals and sub-goals for A/E and contractor. To be counted against goals, MBEs must be MDOT certified. Private projects may have relatively modest goals (if any) and less documentation required.
- Cash Flow Requirements – Projects may be phased or slowed down to match state funding, possibly incurring additional costs for escalation, general conditions and temporary construction. Bond premiums are applied to projects longer than 24 and 30 months.
- Bonds and Insurance may not be required in private sector.
- Green Building Certification – Goal of LEED Gold, Silver is mandatory, with other mandatory requirements as set by MD Green Building Council. Private projects include measures to the extent the market requests them. The State uses 2% as a rule of thumb, but the actual costs vary.
- Maryland Department of the Environment – The University may be expected to exceed Maryland's stringent Storm Water Management and Sediment and Erosion Control requirements
- Local Jurisdictions – The University may be held to a higher standard in Developer's Agreements and Minor Privilege work in the Public Right of Way.
- Light Pollution, trespass and efficiency standards
- Historic Preservation – The University may be held to higher expectations.
- Public Art - 0.5% added to projects

Logistics

Campus environments are uniquely crowded, busy places, often 24 hours a day. Timing of projects around class schedules and academic calendars to minimize disruption of campus operations is an issue. Often, facilities being renovated must continue in operation (at least in a limited way). Parking, staging and access issues are exacerbated in an urban campus setting. Contractors build these temporal and spatial restrictions into their bids as contingencies.

Scope

University projects are typically more comprehensive than comparable private sector projects. University projects may include the elements noted below. And although some of these may be

required of a private developer, they are generally not included in quoted cost-per-square-foot comparisons.

- Demolition and abatement costs
- Central Utility Plant upgrades
- Developer quoted $/sf often does not include all tenant fit-out costs
- New utility connections such as electric, telecommunications, steam, or chilled water beyond what would typically be in a private development
- Extensive site work outside the project limits, such as roads, sidewalks or new quads
- Phasing or enabling work; ancillary construction to permit the main work to proceed
- Public Safety issues, lighting, security systems, emergency communication, etc.
- Standards of construction, University buildings are built to be highly efficient and maintainable throughout a fifty year life, with the structures themselves built to stand up to 100 years or more; with the internal flexibility to reconfigure and replace components throughout that life.
- Higher levels of system reliability and redundancy for some University projects, particularly teaching and research lab facilities.

Comparable Projects

Many University projects, especially research oriented projects, lack good examples of comparable private sector construction. In other words, valid comparisons of higher education projects with those in the private sector cannot be easily made, nor should they be the basis of policy decisions at the State level.

Experiences Outside Maryland

Institutions in other states experience the same types of unusual impacts on construction cost. A recent presentation (link here) by the facilities office from the University of California, Santa Cruz stated that, *"when comparing cost per square foot, cost per bed, or total project costs of apparently similar projects, it is important to know the scope of the projects in the comparison. The scope of a public UC project is likely to be different than a similar project in the private sector."*

Issues listed included: Occupancy by the owner, program complexity, a long-term investment in durability and operational efficiency, the obligation of the project to support campus infrastructure. Ultimately, the presenters determined that *"UC may expend greater initial cost to gain greater long-term value…. Public university projects represent long-term investments in the on-going development and re-development of campus buildings and infrastructure in support of the academic mission… Costs for equivalent scope (are) usually higher within the UC than for projects built by private developers."*

Another recent post by the Helbling Associates (link here) includes the headline: "U.S. Higher Education Construction Shows No Signs of Slowing Down." The article includes the following:

Not only are there a multitude of projects going on, but the costs of some of the capital construction programs are astounding. And, there's no end in sight. Competition is strong in higher education, and institutions need to keep pace by building new facilities and modernizing/updating old ones for aesthetic and operational purposes and to continue attracting students.

According to ARC, a technology and document solutions company for facilities management, competition and changes in enrollment are challenging colleges and universities of all sizes. The firm says a survey commissioned by the Association of University Directors of Estates (the UK's equivalent of our APPA/Facilities Officer organization) reported that 67% of respondents (students) viewed facilities as critical to making their college decision, while only 47% said reputation was important. What do they pay the most attention to? - Recreation centers, dining halls, career services, and other similar facilities…

A recent construction brief in College Planning & Management that outlined what keeps these professionals up at night resonated with us...

Top challenges of major capital construction programs on higher education campuses

- *Aging workforce - Numerous retirements within design, construction, and facilities teams expected over the next several years.*
- *Allocating and building adaptable/flexible space.*
- *Following rules and regulations for zoning and permitting.*
- *Balancing reactionary vs. proactive approaches to diverse projects.*
- *Preparing space and facilities for future technology advancements.*
- *Weighing the benefits of public-private partnerships versus conventional funding, and initiating the concept when appropriate.*
- *Minimizing inconvenience and distractions, and maintaining operations through construction and renovations, while also making process efficient. Determining optimal times for projects to be completed.*
- *Mitigating potential negative impact of bureaucracy on delays and costs relating to vendor selection and procurement.*
- *Addressing and adequately planning for deferred maintenance.*
- *Finding construction materials that match those used in older buildings.*

The bottom line is that higher education projects are unique among construction projects in general, yet they are similarly complex and higher cost no matter where they're built.

B. Market-Driven Impacts on Cost

In general, there appears to be some increases in certain materials and equipment, but these tend to be cyclical. An even larger issue affecting construction Nationwide appears to be labor costs. Currently, this situation will not be resolved until the market slows down.

Material costs are fluctuating. Recent project bidding on a Baltimore area project has resulted in a 20 – 30% increase in metal based materials (steel, reinforcing, metal studs, curtain wall, ductwork, piping, metal panels, and conduits). With material costs accounting for approximately 40% of the budget, this has been a tremendous impact on project budgets. This can be attributed

to tariffs, but is also seasonally affected by major storm damage across the U.S., fires in California, storm damage across the mid-west, the south and the U.S. Virgin Islands, all areas where restoration and re-building is still occurring. The need for materials such as drywall and lumber in these areas has led to high demand, low supply and higher costs nationwide.

On the labor front, subcontractors are able to decide what projects they want to be involved with and avoid those projects with inherent "risks" to their profit (e.g., difficult access, transportation, regulation). Where hard prices are sought, they often include a significant increase to account for these risks. Regional differences within the State are enhanced in this market, with the Eastern Shore posing a particularly difficult challenge. An article in the Baltimore Sun (link here) last December, included the following:

> *Some construction projects in Maryland are costing tens of millions of dollars more than original estimates, in large measure because of a lack of skilled trades in the region… "It was about 2014 when the labor shortages started appearing, first in the D.C. submarkets then in Baltimore a couple years later, then fairly prevalent throughout the state now," said Maryland Center for Construction Education & Innovation President Bob Ayudkovic. He said that the labor shortages in Maryland, and nationally, can be traced back to the Great Recession of 2008 to 2009….*
>
> *Issues include a high demand for and low supply of skilled workers, which result in higher wages, adjustments to the scope of projects and rebidding trade packages. [Project] documentation also indicated that multiple large mechanical, electrical, and plumbing contractors are no longer in business….*
>
> *Lt. Gov. Boyd Rutherford said during the board meeting that Maryland lacks skilled workers who are able to fill in-demand, high paying jobs. "I would like to see more students in Maryland be exposed to apprenticeships and skills training opportunities so they are aware of all of their options for employment," Rutherford said in a statement…*
>
> *The cost of labor increases in part because people have to make the lumber and materials, which includes production cost, said Aydukovic. The cost of professional services, such as architecture, engineering and financing, also has an additional cost. Ayudkovic said that there is wage inflation among construction companies across the United States, "from the lumber yards, to the skilled craftspeople on site, to the professionals in the office that are contributing to the increasing costs of construction." He said that these jobs, which include the groundwork of being electricians and plumbers, and laborers of a certain sort, take a lot of brains and dedication.*

In an October 2019 report in the trade publication EC&M, the Associated General Contractors' (AGC) Ken Simonson said: "Even more states probably would have posted gains in construction employment if firms could find enough people to hire. They are finding most craft positions hard to fill, even though average pay in construction pays is higher than the all-industry average in nearly every state."

Longer term this situation will exacerbate. According to NCCER's report 'Restoring the Dignity of Work' of 2018, "The average age of a craft professional is 47. In 2019, the last of the Baby boomers turn 55. By 2024, many will begin retiring. Eight years from now, 29 percent of the current construction workforce will retire in 2026. Thirteen years from now, 41 percent of the current construction workforce will retire in 2031. Considering the time it takes for an individual

to become fully trained as a construction craft professional (8 to 12 years depending on the occupation), we should have already started addressing this challenge."

The AGC says: "Contractors across the nation are taking steps to alleviate labor shortages, including hiking pay, expanding training programs, and becoming more efficient. But they cautioned that many firms report labor shortages are affecting construction schedules and costs. They urged Congress to pass measures to boost career and technical education and provide a lawful way for more immigrants with construction skills to enter the country."

USM Projects

Just one example of this market impact on a recent USM project is the recent release of bid packages for the new Pharmacy Building at UMES where two of the four intended mechanical bidders dropped out when the Bay Bridge repairs were announced by the State. As subcontractors are more able to "pick and choose" their work, and as more suffer from a shortage of skilled labor, it is likely more projects will suffer.

The current construction market is very busy with high costs. The UMD and UMB Service Centers have seen total project cost increases form the original budget in the range of 17% to 37% for projects currently in design or bidding.

We have a very strong economy with a lot of construction in the state with even greater concentration in the Maryland region. In Washington D.C. major development continues around the ballpark and soccer stadium and Phase 2 of the "Wharf" project is underway. New development continues from Alexandria to Arlington in Northern Virginia. Around Dulles Airport, multiple large projects continue, including a data center complex of four buildings that had 1,300 workers on the site working seven days per week. Also, construction of the Purple Line is underway.

The extremely busy construction market has resulted in a high demand for skilled workers but the supply of qualified workers is low, driving up wages as contractors compete for workers. We are currently seeing the lowest unemployment in the construction market in over a decade. The union benches are empty of employable trade workers. The deficit of trade workers has given the ability of the unions to ask and have annual salary increases, and there is another 4% salary increase expected this year.

As an example of the extreme shortage of skilled trade workers, at one of the UMCP projects the builder needs 60 carpenters to meet the schedule, but they are only able to find 30 carpenters that have the qualifications to work on a multi-story building. Similarly, at one of the UMB projects, weather delays that would be best mitigated by working two shifts are causing schedule extension due to insufficient manpower availability.

A study published by the AGC in August 2019 (link here) by the AGC reported that *"eighty percent of construction firms report they are having a hard time filling hourly craft positions that represent the bulk of the construction workforce… Association officials said the industry was taking a range of steps to address the situation but called on federal officials to takes steps to assist those industry efforts. 'Workforce shortages remain one of the single most significant threats to the construction industry,' said Stephen E. Sandherr, AGC's chief executive officer. 'However, construction labor shortages are a challenge that can be fixed, and this association will continue to do everything in its power to make sure that happens.'"*

In Maryland, market conditions and the lack of skilled labor forces have resulted in higher bid numbers and/or low interest in bidding which in some cases have resulted in the need to re-bid packages to garner adequate competition Other factors also contributed to this problem. The construction industry in this region lost multiple large Mechanical, Electrical and Plumbing subcontractors that went out of business following the 2009 recession, and those companies have not been replaced. Trade sub-contractors are not able or willing to expand their companies at this time, as there is no availability of labor to expand if they wanted to.

The unpredictability of these factors has driven sub-contractors to carry additional contingency in their bid numbers. Contractors working on non-USM projects are having to negotiate with sub-contractors rather than getting a hard bid from them.

Finally, a recent meeting of the Construction Managers Association of America (CMAA) focused on construction economics in the DMV region. Some of the key points made were:

- *Market Capacity is the biggest driver affecting project costs*
- *60-70% of project costs are related to the cost of labor*
- *Number of folks in the trades in this market peaked in 2006 at 195K, now at 163K, which is equal to 2001*
- *Market Capacity in DC is $26.6B; Market Capacity in Baltimore is $8.3B*
- *DC is currently the 5th largest construction market in the US*
- *80% of the construction firms expect to have difficulty filling positions in the next 12-14 months*
- *Prefab/modular volume not expected to overtake labor shortage in the near future*

II. WHAT SOLUTIONS CAN HELP REDUCE COSTS?

Many of the following best practices are already being implemented by the two project Service Centers at UMCP and UMB. Both groups are dedicated to continuous improvement and are working together on shared solutions to common problems.

A. Selecting the Most Effective Project Delivery Method

Choosing the most effective way of delivering a project is one means of getting the best value from our limited budgets in this constrained market. A 2015 report for the Joint Chairs of the Budget Committees of the General Assembly, prepared together with USM, DGS and DBM, clearly demonstrates this value. Our Regent Policy-preferred Construction Manager At Risk (CMAR) method is a big part of our success to-date; and a number of projects are also being managed as Design-Build (e.g., UMCP Chemistry and BSU Humanities), which further enhances the benefits to schedule and cost.

The following depicts major projects completed by the System since July 2015:

Briefing Paper on Construction Costs, page 8

University System of Maryland (USM) Service Centers Projects Update

Project Delivery Method	Number of Projects	Total Budget Approved	Total Project Cost
Construction Manager at Risk (CMAR)	31	$ 1,982,700,767	$ 1,936,791,882
Design-Bid-Build (D/B/B)	4	$ 22,506,677	$ 21,192,083
Design-Build Contractor (DBC)	8	$ 157,120,414	$ 149,718,812
Other	2	$ 1,768,305	$ 1,716,459
	45	**$ 2,164,096,163**	**$ 2,109,419,236**

An Appendix (herein) explains each of these delivery methods in more detail.

B. Adopting Creative Construction Techniques

Technology is changing quickly. It's critical that we stay abreast of new trends and other changes that may help improve quality and reduce cost. Furthermore, we design the structural components of our buildings to last 100 years, knowing that the systems and internal structures will change over time. We should discuss the value in this longevity and find ways to improve flexibility for the future. We may also wish to reconsider the designers we use and seek to broaden the lists of firms (where possible) to capture the most creative ideas. Finally, contracts should be regularly updated to capture best practices from all sources.

Modular Construction

One particularly useful technology is permanent modular construction. Pre-fabrication is becoming quite common in nearly all projects. Modular construction, per-se, is a possibility for some project types. As described by the industry (link here), this is a *"process in which buildings are manufactured off-site in factories, under strict quality controls, but using the same building codes and standards as conventional construction methods. These buildings are made in modules or small parts, which are transported to the construction site and assembled…. Permanent modular construction (PMC) is a sustainable building method, which uses lean manufacturing techniques to prefabricate single- or multi-story buildings in modular sections. PMC modules can be adapted to existing buildings or assembled by themselves. These modules can be completed with mechanical/electrical/plumbing appliances and interior finishes in less time than their site-built counterparts."*

Not every building type is a candidate for a modular solution. Common applications of modular technology include housing, medical offices, maintenance facilities, and support buildings. For a college campus, residence halls are an option, as are smaller administrative service buildings and remote research facilities.

Even where modular construction opportunities may be limited (e.g., in an urban setting), modular options still exist. UMB's Health Sciences Facility III made extensive use of prefabricated components in the construction of its central utility infrastructure, resulting in reduced costs.

Few large projects are completely modular. Some require more traditional techniques (e.g., on ground floors or for areas with higher ceiling requirements) be matched with modular building. Regardless, the result can, according to the literature, save both time and money for the owners. This is due to a number of advantages (source links here and here), including:

Speed of build. *Modular building projects can be completed 30-50% quicker than traditional construction methods. By choosing to build modular, the indoor construction process can take place alongside site and foundations work and there's no need to worry about weather delays.*

Off-site construction. *Modular buildings are constructed off-site in modules and are then brought to your site in flat-packed panels, ready to build. Building off-site is transforming the construction process for businesses, schools and individuals, ensuring better construction quality management and less disruption.*

Elimination of Weather Delays. *60-90% of the construction work is completed in a closed factory environment, and this mitigates the impact of unfavorable weather. With conventional construction methods, work must often be suspended completely on days with harsh weather conditions.*

Minimal impact on your business. *The beauty of building modular is that it removes 80% of the construction activity away from the actual site location – so you can keep your school or business running smoothly with minimal impact and disruption.*

Eco-friendly materials. *Modular buildings are kind to the environment – they are built with eco-friendly building materials and are leading the market with the use of recycled materials. The off-site construction process ensures less waste, too. One of the benefits of modular construction is that you can be sure that you are investing in a sustainable construction process from start to finish.*

Cost-effective. *Modular constructions are very cost-effective, with flexible payment options available and a shorter construction time. The design service is often included too so you don't need to worry about architect costs on top of building expense.*

Flexibility. *Many modular buildings can be disassembled and relocated for new purposes, reducing the demand for raw materials and energy usage required for construction. Even if the project used Permanent Modular Construction, recovering materials and modules is simpler than in a normal building.*

Less Material Waste. *Waste is eliminated by recycling and controlling inventories. Building materials are also protected from the weather since everything is kept inside the factory. Modular construction also makes it easier for construction workers to prevent waste, since there is greater control over project conditions.*

Strength. *Modular buildings are generally stronger than site-built structures because each module is designed to withstand transportation and lifting. Once together, the modules are securely joined into a whole integrated assembly.*

Air Quality. *Factory controlled settings allows materials to remain dry during all stages of construction. Therefore, the level of trapped moisture in new constructions is reduced, improving air quality. This helps control mold, dust mites and other organisms that thrive with moisture.*

> ***Safety.*** *Working indoors allows a safer environment, it reduces risk and hazards present in construction sites. With conventional construction methods, work must often be performed at height or in uncomfortable positions where accidents are more likely.*

A USM Pilot Project

UMBC very recently awarded a design/build contract for its new Health Services & Counseling building that will be built using permanent modular construction.

The Board of Public Works approved the contract award on 1/29/20. The RFP for the project included the following:

> *"Operations in the existing Student Conduct and Community Standards building dictate the facility cannot be vacated until December 21, 2020 and operations in the new Health Services and Counseling Building must commence by August 2021. The University anticipates the employ of expedited delivery methods such as early packages, expedited MDE review and offsite prefabrication of this permanent modular building."*

We'll work with UMBC to monitor the project's progress and the benefits we see along the way.

C. Strategic Capital Budgeting Decisions

Improved utilization of existing facilities and even changing the nature of the type of projects we include in the capital queue (e.g., our continued focus on renewal and renovation in lieu of new construction) could impact the affordability of our capital program in the short term. All are potential considerations now or in the future.

D. Improved Service Center Coordination

The two USM Service Centers have traditionally worked well together. Improved coordination between the two Centers in terms of sharing information and best practices is, however, always a goal for both of them. We find that cost per square foot data provided by the USM Service Centers are fairly consistent for new construction when the comparison includes the costs for both structure and equipment. The renovation costs per square foot are more difficult to compare because they often include required infrastructure improvements to the existing facility. It is difficult to compare one renovation with another even when both are on the same campus.

When preparing a Cost Estimate Worksheet (CEW) for a new project and/or reviewing a CEW for an update, the UMB Service Center is comparing the other USM Institution projects within CBIS to ensure that similar projects are in alignment with what our data base of completed project costs and contractor input reflects.

The Service Centers have scheduled periodic collaboration meetings to exchange cost information, market conditions, procurement ideas, and lessons learned. ■

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APPENDIX

DESIGN/CONSTRUCTION SERVICE CENTERS AND DELIVERY METHODS:

ADDING VALUE, EFFECTIVENESS AND EFFICIENCY TO USM PROJECTS

Revised 5/14/19

SERVICE CENTER HISTORY AND ORGANIZATION

The centralization of design and construction was deliberate and stems from the delegation of project management authority that was granted the University System from the State. Previously, our projects were managed like all other State agencies via the Department of General Services (DGS).

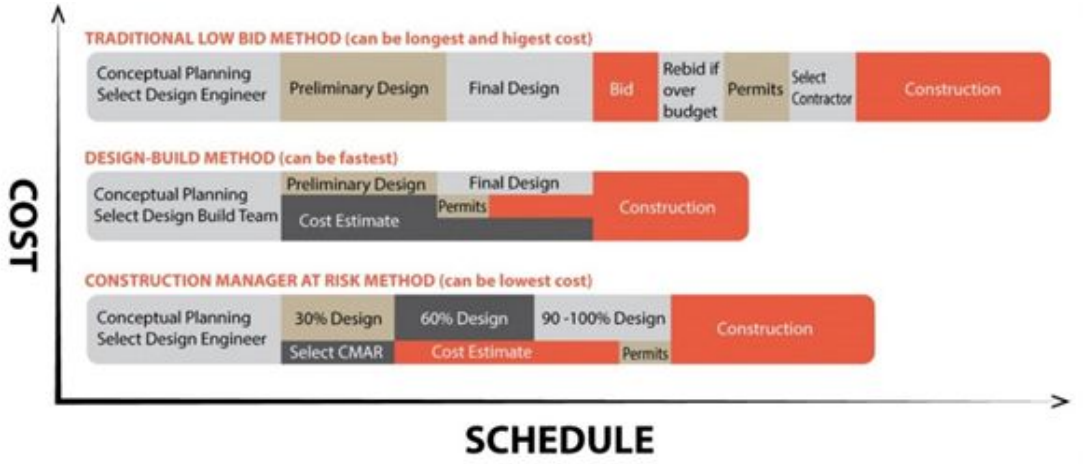
In the early 1990s, project management authority was granted to the University System Chancellor, with the understanding that we would continue to follow State procurement laws, etc. At that time, the Board directed the Chancellor (in policy) to *"establish service centers to procure and manage certain public improvement projects, determine procedures for the operation of such service centers, review periodically the performance and operation of the service centers and their relationship with System institutions, and resolve disputes arising in connection with implementation and interpretation of this policy."* (Link here)

Ultimately, two "service centers" were established at College Park and in Baltimore, and institutions of the USM were assigned to one or the other. The delegation has been very beneficial to the institutions of the USM in that it allows more control over scope and budgets.

During the 2015 Session, the Maryland General Assembly asked the USM Service Centers and our counterparts at DGS to prepare a survey of performance, cost control, etc. The report originated from questions about our preference to use Construction Management at Risk (CMAR) as a delivery method. The report was well-received and supported the continuation of delegation to the USM, along with our CMAR approach. The report included the following:

> *"For capital projects executed by UMB or UMCP on behalf of their client institutions within University System of Maryland, the client institution is responsible for all project programming and planning, and UMB or UMCP manages only the design and construction phases. The two service centers operate with very similar contracts, policies and procedures. The most significant difference is geography. UMCP operates throughout the State, while UMB's projects are all within a forty minute drive of its downtown Baltimore location. This gives UMB efficiencies in operation, especially inspections, unavailable to UMCP.*

Briefing Paper on Construction Costs, page 12



PROJECT DELIVERY METHODS EMPLOYED

"Both Service Center utilize similar project delivery approaches. The three predominant construction delivery methods for capital construction in the U.S. are Design-Bid-Build (DBB), sometimes referred to as the traditional or General Contracting (GC) method, Design-Build (DB) and Construction Management (CM or CMR for At-Risk Construction Management). These methods vary widely by Owner in their contract terms and allocation of risk. No capital construction project delivery method provides complete protection against unforeseen construction conditions. The risk of unforeseen conditions is not a function of the project delivery method, but is set by the terms of the contract.

"In general, the University uses the same contract terms for DBB and CMR, with the exception that the CM is not entitled to overhead & profit mark-ups on changes due to unforeseen conditions. This removes the CM's profit motive in "finding" unforeseen conditions. In the industry, CM contracts may be written as either "At-Risk" (CMR), sometimes referred to as CM General Contractor (CM/GC). In CMR, after completion of the design documents for a specific portion of the project, bidding out the trade work and then execution of a GMP for that scope of work, the CM takes on the role and all the risk of a general contractor for cost and schedule. Prior to bidding the trade work, the CM is operating under a Design-To-Budget, not a GMP. After bidding, should the proposed GMP be unacceptable to the University, the University has the options of revising the design, rebidding the work, or canceling the contract.

"One major difference is whether the construction contract amount is a closed book (lump sum) or open book, Guaranteed Maximum Price (GMP). The University uses lump sum contracts exclusively with the Design-Bid-Build method and GMP (At-Risk) contracts exclusively with the CM method. Design-Build contracts may be structured as either closed book/lump sum or open book/GMP. Since under the DBB method, the entire project is bid out at once to General Contractors, the University is not privy as to how the project is subcontracted (with exception of the identified MBE contracts) or how much work the GC is performing, this method does not lend itself to open book pricing. Since the CMR is on board prior to completion of the design and bidding of all trade work (The CMR is not permitted to self-perform trade work unless circumstances arise in which self-performance is found to be appropriate with specific written approval by the

> *University), the University can be privy to all the trade contract bidding and awards, thus allowing this method to be open book.*
>
> *"A fourth way of constructing capital projects involves third party financing through a developer or Public-Private-Partnership (PPP). In this case the PPP finances, designs and constructs (typically through DB or CMR) the facility on behalf of the Owner or its constituents.*

The Board of Regents (BOR) of the University System of Maryland (USM) through their bylaws encourages the use of alternative project delivery methods, including CM and Design-Build. The following is an excerpt from USM BOR By-Law VIII-10.30, "Policy on Authority Concerning Certain Capital Improvement Projects". This By Law was approved by the Board of Regents on May 6, 1994, and amended February 4, 2000:

> *"The Board of Regents desires that the processes employed for the design and construction of capital improvements under its authority make use of the best available management strategies for the implementation of these capital improvements, to ensure a timely and economical result. For projects exceeding $10 million in construction cost (and for smaller projects where schedules or circumstances may dictate) the Chancellor, in exercising the authority delegated by the Board of Regents, shall require from each president, after consultation with one of the established service centers to whom the authority to manage capital improvements is delegated, an implementation plan to meet the established schedule and budget. The Board prefers that a construction manager be utilized (via contract) to administer these projects. The Board also desires that the service centers employ alternative project delivery systems, such as design/build, where it is reasonable and practical to do so."*

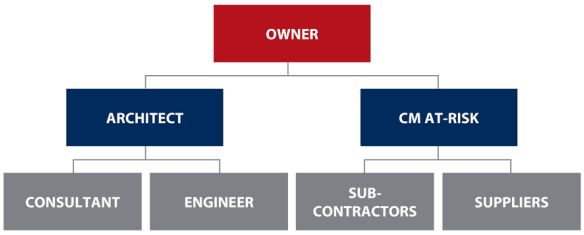
WHAT IS CONSTRUCTION MANAGEMENT?

Construction Management—specifically Construction Manager At Risk (CMAR) as employed by USM—is a best value method that allows for the most owner control of the design; a high degree of cost control, due to its use of two independent estimators; the highest level of quality control; and is more forgiving of unforeseen conditions or other changes since the CMAR receives no profit on change orders, thereby removing the motive to generate change orders.

We select an architect (design team). We also select a Construction Manager (CM), who is hired for a fixed fee (like the design team). The CM is involved throughout the design phase with us and with the design team on issues such as constructability, cost estimating, scheduling, and value engineering. During construction, a CM may assume a number of different roles, depending on their contract.

A CM At Risk assumes the role of constructor of the project. The CM contracts with subcontractors (through a competitive bidding process) to do the work. The CM is responsible for managing the project. The CM provides the owner with a guaranteed maximum price (GMP) or multiple "GMPs" for pre-determined phases or bid packages, assuming the same risks and liabilities as a General Contractor for jobsite safety, cost escalation, and inspection. Fees for the CM are typically equivalent to the overhead and profit a General Contractor would include if the project had been bid.

Briefing Paper on Construction Costs, page 14



Construction Manager is engaged during pre-construction activities.

The input of the CM during the design process is extremely valuable in creating the most cost-effective project. There is an overall savings to the owner, in terms of cost efficiency and schedule, not mention the cooperative nature of the CM process that puts USM and the CM on the "same team" during a project--something that does not occur during a traditional "Design/Bid/Build" or General Contractor (GC) approach, with the owner and the contractor having opposite financial interests.

Likely the most obvious cost benefit of the CM at risk method of delivery is that the owner receives benefits of competition at the trade/subcontractor level while mitigating risks of cost overruns. Ideally, with the CM you get the best of both worlds--fixed price and cost plus contracts. If the total trade/subcontractor work comes in low, the owner benefits like the fixed price contractor would. If the total trade/subcontractor and other costs have overruns, the CM is at risk, and not the owner, for costs over the GMP.

The Construction Manager's role is to advise the Team on the feasibility of the chosen design, provide pricing information throughout the design phase, hire and manage all of the Subcontractors that will be involved in the project as well as to inspect the work during the construction phase. Some advantages of the process are:

- The Owner gets pricing information early-on and as the Project develops.
- The Owner can take advantage of special services such as preliminary feasibility studies, value engineering and life cycle cost analysis. A good Construction Manager can typically earn their fee by reducing overall costs during the planning stage.
- The Project duration can be shortened because the actual construction can begin before the entire design has been completed (these are the "bid packages" noted above).
- Design fees are kept to a minimum and are determined from the beginning of the Project.
- The Construction Manager's fee is established from the beginning of the Project.
- Quality is stressed over lowest price—at least we have the option to seek the best over the cheapest.

CM at risk may lend itself to other benefits, such as fast tracking, preconstruction services, constructability reviews, value engineering, etc. during the design phase, rather than after the design is completed. One benefit we've noted recently is the ability to work closely with the CM to help guide subcontracts to meet MBE goals. Use of the CM methodology has been key to the successes we've seen on our construction-related MBE numbers.

Briefing Paper on Construction Costs, page 15

STATE RESPONSE TO THE 2015 REPORT

Excerpt from the "2016 Session Capital Budget Overview"

> *The 2015 JCR included narrative directing DBM, DGS, and USM to report on the State's abilities and effectiveness in managing capital construction projects. The report draws heavily from a report provided in 2008, the 2008 Alpha Corporation report, which found that DGS and USM utilize different processes and procedures for managing projects, and both performed well and effectively utilized State resources. Specifically, the report found that both DGS and USM had adequate policies and procedures in place, were effectively managing project schedules, and effectively minimized disputes and delays.*
>
> *Since the publication of the Alpha report, DGS and USM have continued to utilize the same basic processes and procedures. Focusing exclusively on construction-related costs since cost overruns are almost entirely confined to the construction phase of projects, the new report found that the data provided demonstrates once again strong performance by DGS and USM in effectively managing projects and State resources.*
>
> *DGS and USM generally employ similar processes and procedures for project oversight, documentation, inspections, and change orders. The primary differences are mostly attributable to the different types of projects undertaken and the background and expertise of their respective staffs. With respect to project construction management delivery methods, DGS generally uses the conventional design/bid/build process and manages projects that often entail buildings that will be utilized for traditional office tasks or secure detention. USM, however, tends to have more complex and expensive projects and tends to use construction management at risk project delivery.*
>
> *Although different project delivery methods are traditionally used by the two agencies, both have developed familiarity and expertise in using their preferred method that enables both agencies to effectively manage projects within budget. Moreover, the report also finds that although both agencies tend to use different project delivery methods, the difference is not indicative of any one method performing better than the other and generally points to the types of projects undertaken and the experience of the staff.*
>
> *Based on the data, DGS undertook 32 projects and cumulatively was under budget by $6.3 million. The USM cost center at the University of Maryland, Baltimore undertook 30 projects that were cumulatively $13.1 million under budget. The USM cost center at UMCP undertook 20 projects included in the CIP that were cumulatively $31.3 million under budget and an additional 153 projects not included in the CIP that were cumulatively $60.5 million under budget. Some of the general findings include:*
>
> - ***Overall, the data demonstrates that most projects undertaken are completed at or below budget and that cost overruns are generally isolated and have unique and isolated circumstances and there does not appear to be any trend indicative of poor performance that would suggest specific changes in procedures are necessary.***
>
> - *Both DGS and USM believe that existing processes and procedures are working effectively as evidenced by the majority of projects completed on time and under budget.*

Briefing Paper on Construction Costs, page 16

Although the report concludes that both DGS and USM are performing well, both offered some suggestions to improve overall efficiency.

Suggestions (from) USM

- *Streamline the process for Board of Public Works (BPW) contracts.*
- *Improve the Minority Business Enterprise (MBE) process including accepting MBE reciprocity from federal government and other Maryland jurisdictions and states, and classifying MBE vendors by the size of projects the vendors are able to perform.*

Suggestions (from) DGS

- *Increase the procurement authority threshold requiring BPW approval from the current $200,000 threshold to the $500,000 threshold for USM and other independent procurement agencies….*
- *Address regulatory reform to create an expedited review process with the various State agencies including but not limited to the State Highway Administration, the Maryland Department of the Environment, the Department of Natural Resources, and the Maryland Historical Trust to aid in decreasing the amount of time to complete State construction projects.*

USM Project Construction Costs: Challenges and Solutions

USM Office of Capital Planning
USM Office of Procurement
UMCP Project Service Center
UMB Project Service Center

Board of Regents Finance Committee
March 26, 2020

University System of Maryland

University System of Maryland

Presentation In Two Parts:

1. What drives the cost of USM projects?
2. What solutions can help reduce those costs?

2

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University System of Maryland

1. What drives the cost of USM projects?

- **General cost implications inherent in all Maryland higher education projects**
- **Market-driven impacts on costs**

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University System of Maryland

What drives the cost of USM projects?

General: **Regulatory**

- USM Policies and State Statutes and Regulations
- Board of Public Works
- Buy American Steel
- Prevailing Wage
- Minority Business Enterprise requirements
- Cash Flow Requirements
- Bonds and Insurance
- Green Building Certification
- Maryland MDE and DNR Requirements
- Local Jurisdictions
- Light Pollution, trespass and efficiency standards
- Historic Preservation
- Public Art

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University System of Maryland

What drives the cost of USM projects?

General: **Logistics**

- 24 hours/day schedules
- Timing around academic calendars
- Need for continuous operation
- Limits to parking and staging—particularly in urban areas

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University System of Maryland

What drives the cost of USM projects?

General: **Scope**

- Demolition and abatement costs
- Central Utility Plant upgrades
- New utility connections
- Extensive site work outside the project limits
- Phasing or enabling work
- Public safety issues, lighting, security, etc.
- Higher levels of system reliability and redundancy

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University System of Maryland

What drives the cost of USM projects?

General: **Comparability**

- Higher Ed projects lack good comparable examples in private sector
  - (e.g., Research facilities, teaching laboratories)
- Valid per SF cost comparisons difficult
- Examples:
  - Tenant fit-out (developer building) not included in per SF costs
  - Standards of construction
    - Highly efficient, flexible configurations
    - Structurally to 100 years (with multiple renovations over time)

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University System of Maryland

What drives the cost of USM projects?

Market: **Materials Costs**

- Materials costs up to 40% of budget
- Costs fluctuate based on events, market
- Possible factors affecting market (examples)
  - Tariffs (and talk of tariffs)
  - Hurricane rebuilding (US and Caribbean)
  - Midwest flooding
  - California fires
  - Oil prices (plastics, transport)
  - Recent bidding resulted in 20-30% increase in metals
  - Drywall and lumber costs are higher

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University System of Maryland

What drives the cost of USM projects?

Market: **Labor Costs**

- **Market Capacity is the biggest driver affecting project costs**
- 60-70% of project costs related to labor
- Trade workers in regional market peaked in 2006 at 195K, now at 163K (same as 2001)
- Market Capacity in DC is $26.6B (5th largest in the US; Balt $8.3B)
- 80% of the construction firms expect to have difficulty filling positions in the next 12-14 months
- Contractors/subcontractors can be selective
  - Many choose to avoid "risky" projects
  - Or they build-in higher costs to account for those risks
- High demand + low supply = higher wages—particularly MEP

[Construction Managers Association of America, January 2020]

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University System of Maryland

What drives the cost of USM projects?

Market: Labor Costs

- Increases on our projects have ranged from 17% to 37% over original cost estimates because subcontractors can "pick and choose"
  - Example: UMES Pharmacy—Two of four mechanical bidders dropped out when State announced Bay Bridge repairs
- Major Regional/DC development, also VA, Arlington and Dulles Airport; and Purple Line
  - Example: One data center utilized 1,300 workers daily
- Lowest unemployment in construction in over a decade
  - Example (UMCP): Builder could only field 30 of 60 carpenters needed
  - Example (UMB): Where weather delays could be mitigated with two shifts, worker shortages prohibited it
- Many large subcontractors in critical specialties have closed

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University System of Maryland

2. What solutions can help reduce costs?

- Effective project delivery
- Innovative technology
- Focused goals & processes
- Improved data sharing

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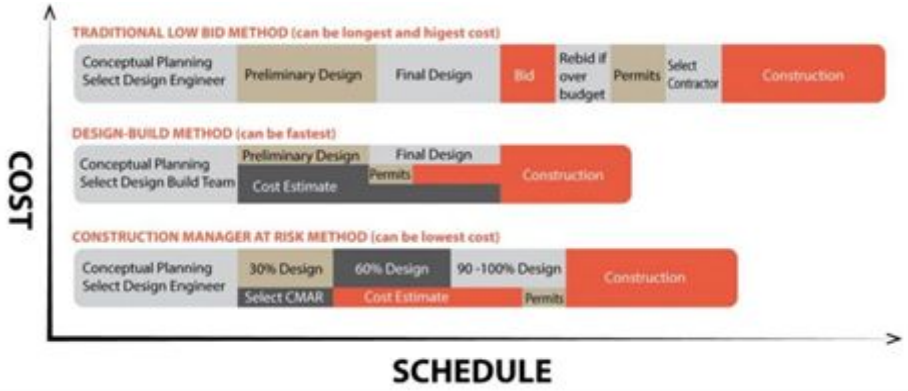
University System of Maryland

What solutions can help reduce costs?

- **Selecting the most effective project delivery method**



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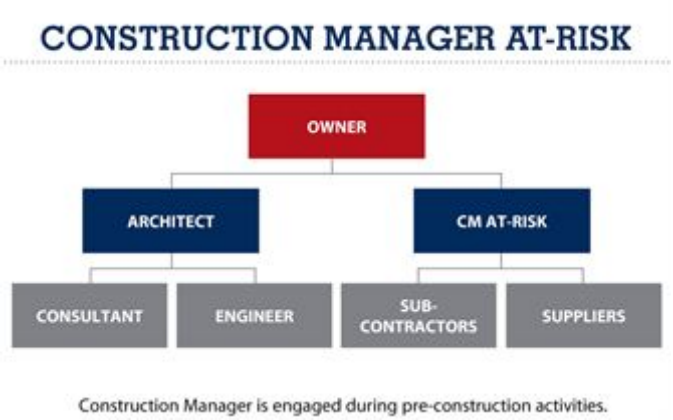
University System of Maryland

Selecting most effective project delivery methods



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University System of Maryland

The advantages of "CMAR"

- A "best value" method that allows for owner control
- Best of both worlds: fixed price and cost-plus contractors
  - If trade bid comes in low, we benefit
  - if trade bid comes in high, the CM is at risk
- High degree of cost control (two estimators)
- More forgiving of unforeseen conditions
- CMAR paid with fee, not motivated to generate change orders; and a good CM can typically save costs equal to their fee
- Project duration can be shorter because the actual construction can begin before the entire design has been completed
- Design fees are kept to a minimum
- Quality is stressed over lowest price
  - Option to seek the best over the cheapest if in best interest of owner
- CM method lends itself to other benefits (e.g., fast tracking)

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University System of Maryland

What solutions can help reduce costs?

- **Adopting creative construction techniques where they add value**

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University System of Maryland

Advantages of Modular Construction

- Speed of build
- Off-site construction
- Elimination of Weather Delays
- Minimal impact on business/operations
- Eco-friendly materials
- Cost-effective
- Flexibility
- Less Material Waste
- Strength
- Air Quality
- Safety

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University System of Maryland

Modular construction timeline

UMBC "Pilot Project"

- Permanent Modular Construction
- Tight timeframe for campus (August 2021 operation)
- Anticipate cost savings as well
- Will monitor and report progress/results

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University System of Maryland

What solutions can help reduce costs?

- **Focused goals & processes**

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University System of Maryland

What solutions can help reduce costs?

- **Improved data sharing & coordination**

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University System of Maryland

Conclusions & Discussion

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UNIVERSITY SYSTEM of MARYLAND

Board of Regents ~ Committee on Education Policy and Student Life

DRAFT Minutes
Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met in public session on Tuesday, March 6, 2020 at the University of Maryland Global Campus. The meeting was convened at 9:38 a.m. Committee members present: Regents Johnson (vice chair; convener), Leggett, Malhotra, Needham, Schulz, and Wood. Chancellor Perman and Regent Gooden were also present.

The following were also in attendance: Ms. Bainbridge, Dr. Beise, Dr. Bishop, Dr. Boughman, Dr. Coleman, Ms. Herbst, Ms. Jackson, Ms. Jamison, Dr. Kauffman, Mr. Lurie, Mr. McDonough, Mr. Muntz, Ms. E. Murray, Dr. R. Murray, Dr. Olmstead, Dr. Perrault, Dr. Shapiro, Ms. Smith, Dr. Ward, Ms. Wilkerson, and others.

Regent Johnson welcomed all to the meeting and thanked President Miyares and his team for hosting. She shared that she is pleased to chair the meeting in Regent Gourdine's stead, as she had a work-related conflict.

Action Items

New Academic Program Proposal
University of Maryland, College Park: Bachelor of Science in Biocomputational Engineering
Dr. Betsy Beise, Associate Provost; Dr. Ken Kiger, Professor of Mechanical Engineering and Associate Dean; and Dr. Ian White, Associate Professor and Associate Chair for Undergraduate Studies, Fischell Department of Bioengineering, presented the proposal for UMD to offer a Bachelor of Science in Biocomputational Engineering. Biocomputational engineering brings together the field of bioengineering, a discipline grounded in the fundamentals of physics, chemistry, and biology, with computation and data science, which enhances the value of all fields. The objective of the Biocomputational Engineering program is to provide a breadth of fundamentals in biology and quantitative problem solving while developing skills in computation and data science. The proposed program will allow for the depth needed to produce graduates with a foundation in bioengineering and quantitative data science, either for employment or for pursuing advanced degree programs. This program will be offered at the Universities at Shady Grove and is mainly intended for students who have completed an associate's degree from a Maryland community college. The program will allow students to complete their baccalaureate degree in two years. Bioengineering is a growing field, and a need exists for graduates trained in the fundamentals of engineering and life sciences with strong skills in computational methods and data science. Additionally, in recent years, prior to graduation, nearly all of the students in related majors at UMD have been placed in graduate programs or the workforce. If approved, the program would begin in Fall 2021. The proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Regent Schulz noted the importance of this program, as the Department of Commerce is invested in this industry and wants to ensure the ability to hire in these and related fields. Regent Malhotra suggested that the University consider the program's title, as there are bioengineering and bioinformatics jobs, and we should consider how graduates will fare if the program title is not well aligned with the workforce language.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to establish a Bachelor of Science in Biocomputational Engineering. The motion was moved by Regent Schulz, seconded by Regent Needham, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, College Park: Master of Arts in International Relations
Dr. Betsy Beise, Associate Provost; Dr. Wayne McIntosh, Professor and Associate Dean, College of Behavioral and Social Sciences; and Dr. Paul Huth, Professor of Government and Politics and Director of the Center for International Development and Conflict Management, presented the proposal for the University of Maryland, College Park to offer a Master of Arts in International Relations. The proposed program would be associated with a large concentration in the Government and Politics degree, and the curriculum would include coursework in international political economy, international security, international law, and statistical methods of data analysis for international relations research. The program focuses on developing basic and applied research skills through coursework that emphasizes quantitative methods and datasets, as well as rigorous academic theory and empirical research. The proposed program will enhance the capabilities of international relations professionals and provide a strong empirical foundation for those who go on to doctoral studies in international relations. UMD faculty have learned from international relations experts that professionals need to have strong quantitative research and analysis skills to better inform policy decisions. Therefore, the program will require quantitative methods and analyses courses and infuse its course readings with substantial quantitative and research design material. Graduates of this program will become research analysts in government, journalism, law, non-governmental organizations, and international business. Some students may choose to pursue further study in a doctoral program. Research conducted by UMD's Government and Politics department demonstrates significant interest in graduate studies in international relations. The department plans to launch a combined bachelor's/master's program for international relations once the master's program is approved. If approved, the program would begin in Fall 2021. The proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Regent Schulz inquired about the University's outreach to other institutions in the United States and abroad. The presenters noted that they are exploring an admissions partnership with Jilin University in China. That is the only partnership in the queue right now, but they welcome other partnerships in the future. Regent Schulz shared that the Department of Commerce encourages such partnerships in order to expand to international audiences.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to establish a Master of Arts in International Relations. The motion was moved by Regent Wood, seconded by Regent Needham, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, College Park: Master of Science in Applied Political Analytics
Dr. Betsy Beise, Associate Provost; Dr. Wayne McIntosh, Professor and Associate Dean, College of Behavioral and Social Sciences; and Dr. Margaret Pearson, Professor, Government and Politics presented the proposal for the University of Maryland, College Park to offer a Master of Science in Applied Political Analytics. This program will prepare students for careers at the intersection of political science and data science. Empirical analysis in political science is entering a new era of Big Data, in which a broad range of data sources have become available to researchers. Examples include network data from political campaigns, data from social media generated by individuals, campaign contributions and lobbying expenditures made by firms and individuals, and international trade flows data. The program will be jointly offered by UMD's Department of Government and Politics (GVPT) and its Joint Program in Survey Methodology (JPSM). GVPT will provide coursework in the foundations of political science, while JPSM will provide coursework in the technical aspects of data collection, survey methods, and statistical modeling. Graduates will understand the core questions of political science and have a sophisticated understanding of empirical research techniques to answer those questions. The program will prepare students for careers in the private sector; research centers; NGOs; and federal, state, and local government agencies at the intersection of political science and data science. People planning to work in the area of applied political analytics must have (1) the technical background to work with data sets of an order of magnitude unimaginable to previous generations and (2) a rich background in political science, so that they can meaningfully apply these analytical skills to important policy questions and issues. The proposed program will give students these marketable skills that will give them a significant competitive advantage. Moreover, the U.S. Bureau of Labor Statistics and the Maryland Department of Labor predict job growth for political scientists, and there is expected to be a significant rise in

data science positions. The proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Regent Needham shared that he thought it would be beneficial if the program addressed the ethics of data analysis. The presenters agreed and noted that it will be included. Regent Malhotra asked if anyone is charged with examining failed programs or program proposals to apply lessons for success in the future. The presenters shared that the Office of Extended Studies looks carefully and provides such advice early in the development of program proposals.

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

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Information Items

Update: P-20 Initiatives
Dr. Nancy Shapiro, USM Associate Vice Chancellor for Education and Outreach, presented this update to the committee. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM, USM institutions, community colleges, independent universities, and the Maryland Public Schools (P-12). The USM P-20 Office serves as a central point of contact for those education segments to collaborate on shared objectives of building seamless educational experiences for students from pre-kindergarten through college and career. Dr. Shapiro shared updates on:

- The Maryland Center for Computing Education, which is tasked with providing support for computer science education in P-12, including outreach to the school districts, and creating summer professional development programs for teachers;
- Multiple state-wide initiatives to reduce students' time in developmental and remedial math courses and accelerate their time to degree;
- Civic Education and Civic Engagement initiatives;
- B-Power, which is a dual enrollment program in Baltimore City that began in 2016 and now has expanded to include almost every eligible public high school in Baltimore; and
- Teacher Education.

Dr. Shapiro also shared a summary of the recommendations of the Kirwan Commission that are directly relevant to higher education, a report from the Governor's P-20 Leadership Council, and information on USM's participation in the National Association of System Heads.

Update on the USM New Student Enrollment Pipeline and Aggregate Student Success; USM-Wide Student Success Initiatives
Mr. Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data & Analytics; and Dr. MJ Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation, presented this report to the committee. The report provides an update on the level of success achieved by new students entering the enrollment pipeline at USM institutions. Highlights from the report include:

- USM institutions enrolled about 43,000 new degree-seeking undergraduate students FY 2017- FY 2019
    - First-time, Full-time stable
    - MDCC Transfers are decreasing
    - New Other Transfers increasing

- Graduation rates improved with more students – most recent 61%
    - Highest rates for well-prepared and full-time students
    - Achievement gaps remain for underrepresented minorities
- Future enrollment and degrees
    - Depend on volume of new students and retention
- In recent years, new student enrollment was increased by New Other Transfers, who have lower retention and graduation rates

Mr. Muntz's report notes:

> USM institutions have increased new student enrollment and increased student success. This success has come despite an increased mix in the sources and types of new students enrolling at USM institutions. That mix, in combination with the attendance status of these students, ultimately influences retention and graduation rates. It will be difficult for USM to maintain this level of success or to increase without 1) continued efforts to improve student success among part-time, nontraditional students, 2) further narrowing of achievement gaps, and 3) engaging in more outreach to former students and near completers. The pipeline of future high school graduates will continue to decrease nationwide. This has the potential to negatively impact future new student enrollment and the number of new transfers coming from community colleges. In summary, to sustain enrollment and provide the graduates that Maryland's workforce needs, the USM and its institutions must continue to improve on the already high-level of student success they have achieved.

The regents discussed various reasons MD high school graduates leave the state. Chancellor Perman noted the big opportunity the USM has to educate and attract adult learners by adjusting our models to address that population. Vice Chancellor Ellen Herbst noted that USM is examining working adults from the standpoint of their employers and how we can access additional educational needs via the employers. Regents noted that it would be interesting to see where graduates from each local (MD) K-12 school jurisdiction go to college. Mr. Muntz indicated that those data should be available soon.

Dr. MJ Bishop summarized student success outcomes and offered an update about system-level and campus initiatives. Based on a Student Completion JCR USM submitted to the Maryland General in Fall 2019, we know that retention programs to address access include, but are not limited to:

- Online programs and courses.
- Near-completer programs.
- Flexible course scheduling.

Retention programs to address affordability include, but are not limited to:

- Need-based financial aid.
- Dual degree and accelerated degree programs.
- Reducing textbook costs.
- Targeted resources to support first-generation, lower-income and underserved students.

Retention programs to address achievement include, but are not limited to:

- Summer bridge programs
- Improved academic and career advising
- Living learning/residential learning communities
- Course redesign initiatives

Chair Gooden was pleased to hear that all of our institutions are engaging in one or more of the aforementioned strategies. Dr. Bishop also noted major, forthcoming improvements to the electronic articulation and transfer system (ARTSYS) that helps ensure smooth transitions for students wishing to transfer into the USM.

Additional Agenda Item
Vice Chair Johnson offered Chancellor Perman the floor to share late-breaking updates pertaining to the COVID-19 public health crisis. Chancellor Perman noted that prior to today's EPSL meeting, he talked to the USM presidents about the quickly changing COVID-19 situation. Chancellor Perman read from a statement that was released later that day. The statement reaffirmed USM's support and asked institutions to identify their needs. He asked institutions to inventory and test their capacity to have employees telework and to carry out instructional activities virtually. He recommended dry runs of systems to ensure high volume doesn't impede functions. Chancellor Perman also asked institutions to, where possible, reduce gatherings of substantial numbers of people and emphasize social distancing. He stressed that he was not asking presidents to cancel classes or shut down operations. Chancellor Perman will stay in touch with presidents as the health emergency progresses.

Crisis Management and Enterprise Risk Management in the USM
Vice Chancellor Ellen Herbst presented this report to the committee on behalf of Regent Louis Pope and herself. Regent Pope led, and Ms. Herbst supported, a workgroup whose objective was to fully understand the enterprise risk management (ERM) and crisis management (CM) needs of our System and institutions. It was shown that best practice in effective governance, at both an institution and System-wide level, requires that management have a process for responding to events considered to be crises and that management periodically assesses potential risks and exposures, evaluates the probability and the impact of each, and, where appropriate, adopts risk mitigation strategies. On November 22, 2019, the Board of Regents passed the USM Policy on Enterprise Risk Management (VIII-20.00), which formalizes the expectation that each institution, regional higher education center (RHEC), and the System Office develop processes to periodically identify, review, and assess significant strategic, financial, operational, and reputational risks. Also, on November 22, 2019, the Board passed the USM Policy on Crisis Management (VIII-21.00), which formalizes the expectation that each institution, RHEC, and the System Office develop processes and protocols for responding to negative unanticipated events and ensure organization-wide understanding of the response protocol. Institution presidents have until Spring 2020 to establish a crisis management process and will begin the required reporting under this policy during the performance appraisal process in the Spring of 2021. Additionally, starting in Spring 2021, institution presidents will have to report institutional risks and mitigation or prevention strategies during their performance appraisal process.

The workgroup included representatives from five USM institutions who surveyed national best practices to develop policies as umbrella policies that are broad enough to give flexibility for colleges and universities to implement their own policy and procedures while maintaining minimum standards. Within the USM, UMB was the only institution that had an ERM policy. UMB's work was invaluable in the workgroup's thinking. Even after the development of the policies, the workgroup's work continues. Regents Needham, Gonella, and Johnson are now part of the workgroup, and the team's focus will shift to implementation. The workgroup reports to the Audit Committee of the Board. Several institutions asked USM to get outside help for them as they work towards their campus-level processes and policies. USM will do that in addition to identifying and sharing resources and lessons learned from over 10 years of this type of planning at state and federal agencies. Chair Gooden noted that this is critical work, as it builds a risk-aware culture, and these shifts will only happen and maintain once they become engrained in our institutions' cultures.

Motion to Adjourn
Regent Johnson called for a motion to adjourn. The motion was moved by Regent Malhotra, seconded by Regent Needham, and unanimously approved. Regent Johnson adjourned the meeting at 11:40 a.m.

Respectfully Submitted,
Regent D'Ana Johnson
Vice-Chair

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, College Park: Bachelor of Science in Biocomputational Engineering

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 6, 2020

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Bachelor of Science in Biocomputational Engineering. The program will produce graduates with a foundation in bioengineering and quantitative data science, either for employment or for pursuing advanced degree programs. Biocomputational engineering brings together the field of bioengineering, a discipline grounded in the fundamentals of physics, chemistry, and biology, with computation and data science, which enhances the value of all fields. The objective of the biocomputational engineering program is to provide a breadth of fundamentals in biology and quantitative problem solving while developing skills in computation and data science. Skills such as modeling complex biological systems and the analysis of complex biological data sets can lead to the creation of new knowledge, from the molecular to the organ to the system levels, as well as the development of innovative processes for the prevention, diagnosis, and treatment of disease.

This program will be offered at the Universities at Shady Grove and is mainly intended for students who have completed an associate's degree from a Maryland public community college. The program will allow them to complete their baccalaureate degree in two years.

The program will offer courses at the 300- and 400-level, which constitute the junior and senior years of the program. The curriculum will require 48 credits of core courses and 12 credits of program-specific electives.

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 Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Science in Biocomputational Engineering.

COMMITTEE RECOMMENDATION: Approval		DATE: March 6, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

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

February 3, 2020

Chancellor Jay A. Perman
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

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

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

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Darryll Pines, Dean, A. James Clark School of Engineering

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Biocomputational Engineering
Title of Proposed Program

Bachelor of Science	**Fall 2021**
Award to be Offered	Projected Implementation Date
090500	**14.4501**
Proposed HEGIS Code	Proposed CIP Code
Fischell Department of Bioengineering	Ian White
Department in which program will be located	Department Contact
301-405-6230	ianwhite@umd.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	February 3, 2020
	Date

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

Description. The fields of Biomedical Engineering and Bioengineering are impacting our society by delivering new imaging and diagnostics technologies, new therapeutic delivery methods, and the possibility of new methods for the repair or construction of tissues and organs. At the same time, computational methods and data science are perfusing into every field of engineering, as well as the life sciences, economics, law, and others. The proposed program aims to provide its students with a foundational breadth in computational bioengineering, which includes strong fundamentals in biology, combined with quantitative problem-solving skills. In addition, the program aims to equip its students with applicable skills in data science to position them to contribute to the fields of bioengineering, the biological sciences, and medicine beyond the capabilities of bioengineering and biomedical engineering graduates. As a result, graduates will be well-positioned for rewarding careers while also providing a workforce that will fill needs within the state of Maryland.

A key aspect of the mission of the University of Maryland College Park (UMD) for undergraduate education is that, *"The University will continue to elevate the quality and accessibility of undergraduate education, with programs that are comprehensive and challenging, and that serve students well as a foundation for the workplace, advanced study, and a productive, fulfilling life."* Aligned with this, our program seeks to produce graduates with the preparative foundation in bioengineering and quantitative data science, either for employment or for pursuit of advanced degree educational programs. The University's detailed mission statement continues, focusing on a commitment to *"foster education, critical thinking and intellectual growth, ensuring the knowledge and impact of our graduates are both robust and sustainable."* This aligns closely with our aim to produce graduates with awareness of their field and an understanding of how they can utilize their unique skill sets in bioengineering and data science to address challenges facing society in both the near and long term.

Relation to Strategic Goals. The proposed major in Biocomputational Engineering (ENBC) relates to UMD's strategic goals by adding to its STEM program offerings, most specifically at the Universities at Shady Grove (USG). UMD states the following undergraduate education objective in its *Mission and Goals Statement*: "Increase the number of STEM graduates by creating new programs."

The ENBC program is one of several UMD programs planned for delivery specifically at the Universities at Shady Grove to contribute to workforce development in the state and most specifically in the Montgomery County region, taking advantage of the robust partnership with Montgomery College. USG's mission is *"to support and expand pathways to affordable, high-quality public higher education that meet the distinctive needs of the region and are designed to support workforce and economic development in the state; to achieve these goals through partnerships and collaborations with academic, business, public sector and community organizations that promote student success, high academic achievement and professional advancement.*" This program contributes directly to the goals of access and affordability, to high quality programming, and to regional and state capacity building, as articulated in USG mission statement.

Funding. Resources for the new program will be drawn from the University System of Maryland's Workforce Development Initiative that was approved by the State Legislature beginning in FY19. Funds were specifically directed to increasing the number of undergraduate degree offerings in STEM areas at the Universities at Shady Grove.

Institutional Commitment. The program will be administered by the Department of Bioengineering within the A. James Clark School of Engineering. Each of UMD's USG programs has an on-site program director. In addition, two staff members are currently in residence at USG to support the program directors in admissions decisions and to provide academic operational support such as recruiting, outreach to community colleges, access to training, and to act as a liaison to academic services on the College Park campus. The University of Maryland (UMD) is also the managing institution for USG, and in that role supports many administrative services for the operation of USG.

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

Need. Bioengineering is a growing field, and one that will have a significant impact on society. A need exists for graduates trained in the fundamentals of engineering and life sciences with strong skills in computational methods and data science. A survey of the Bioengineering department's External Advisory Board demonstrated significant enthusiasm for the program's goals of generating graduates with knowledge of life sciences, engineering, programming, and computation. The advisory board rated the demand for these graduates at a score of 4.67 out of 5. The advisory board also emphasized that the Biopharmaceutical industry (which has a strong base in Maryland), the Biomedical Instrumentation industry, and hospitals and insurance companies are currently targeting employees with this skill set.

In recent years the Bioengineering program at UMD has placed about 30% of its graduates into graduate programs, and about 50-60% of its graduates into industry, including biopharmaceutical, biomedical instrumentation, and consulting jobs; nearly all graduates are placed before their graduation day. However, the department's advisory board has communicated that there are additional jobs to be filled, with an emphasis on programming, computation, and data analysis that goes beyond the capabilities of the department's graduates. While graduates in computer science are considered for these jobs, employers in the biopharma and biomedical space prefer multi-disciplinary talents, including fundamental knowledge in life sciences.

While a new program could be launched on the College Park campus, we are proposing to launch the program at USG specifically to target the talented pool of students who complete an engineering program at a community college and aim to work in the biopharma and biomedical industries. By attracting this population into the field, the proposed program will contribute strongly to the diversity of their employers, which are generally hiring from degree programs lacking in diversity.

State Plan. The proposed program aligns with the *Maryland State Plan for Postsecondary Education* in different ways. First, the program aligns with the state's emphasis on career training and research. Strategy 7 of the *Maryland State Plan* is "Enhance career advising and

planning services and integrate them explicitly into academic advising and planning."[1] Career advising will not only be integrated with student advising, it will also be incorporated in the program coursework. All of the core courses for the program will help students achieve this outcome

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

Analysis of job outlook data from Emsi (https://www.economicmodeling.com/data/) has projected job trends in the field of bioinformatics in the MD/VA/DC region. Note that in the proposed program we use the term "bioinformatics" specifically to imply the analysis of genomic and proteomic data; however, the term is frequently used to describe more generally information science, data analysis, and computation as applied to the life sciences. The analysis suggests that in Maryland, bioinformatics jobs will increase from about 60,000 to about 70,000 between 2018 and 2028, a 16% change (it predicts a 7% regional change and a 16% national change over the same period). Note that this analysis does not include the expected Amazon headquarters in Northern Virginia.

The Emsi report cites Booz Allen Hamilton, Leidos Holdings, and Oracle as likely employers. In addition to Amazon, the department's External Advisory Board has identified the following as employers for the graduates of the proposed program: Becton Dickinson (BD), Roche, Abbott, Beckman, Siemens, GE, Amgen, Kite Pharma, Edwards Life Sciences, numerous hospitals and insurance companies, and most biopharmaceutical companies. In addition, federal and federally-supported laboratories, including NIH, FDA, NRL, NIST, and APL are in need of employees with computational skills and fundamentals in life science and engineering.

D. Reasonableness of Program Duplication

Most closely related to the proposed Biocomputational Engineering program is the Bioengineering program that already exists at College Park (and exists within the same Bioengineering Department as the proposed program). The first half of the program is almost the same, but the second half of the programs differ significantly. The proposed program offers opportunities for training in programming, computational methods, and data science that go well beyond that of a "track" or "specialization." Thus, the graduates from the proposed program would be unique in the Clark School.

Bowie State University offers a Bioinformatics degree that has similarities to the proposed program, including the opportunity for training in both the life sciences and computer programming. At the same time, UMGC offers a degree in Biotechnology, while UMBC offers a degree in Translational Life Science Technology at Shady Grove. Some overlap will exist in the skill sets between these graduates and graduates from the proposed program. However, the key

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

difference is that the proposed program is an engineering degree, and thus will emphasize an engineering approach to problem solving above all else.

E . Relevance to Historically Black Institutions (HBIs)

Currently no HBIs offer similar undergraduate programs with the exception of Bowie State University's Bioinformatics program mentioned above. In addition to the aforementioned differences, USG has a regional draw that is rather specific to Central Maryland because of the lack of on-site housing for students. Thus, there is not likely to be much overlap in the student populations. Morgan State University offers a Master's program in Bioinformatics, and as a result the program proposed here might serve as a feeder.

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

The proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI, since this program would be a unique offering in the state.

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

Curricular Development. The curriculum was developed by faculty of Bioengineering department. All of the undergraduate programs within the A. James Clark School of Engineering are "limited enrollment programs", due to high demand and finite capacity.

The program will be offered exclusively at the Universities at Shady Grove. All undergraduate programs at USG are years 3 and 4 only. Expectations for lower-level coursework will be established through articulation agreements with the Maryland community colleges or taken at College Park prior to admission to the School of Engineering and the major. The proposed curriculum will offer courses at the 300- and 400-level, which constitute the junior and senior year of the program. The program is primarily intended for students transferring from a Maryland public community college. While students at the College Park campus can pursue the program, they will not be able to seek admission into the School of Engineering and the Biocomputational Engineering major until they have completed the Engineering Limited Enrollment Program (LEP) gateway courses, required prior study major courses, lower-level General Education requirements (or an Associate's Degree), and have earned at least 60 credits. Due to the similarity in curriculum content and the physical location of course offerings, students in the Bioengineering program at UMD will not be eligible to add Biocomputational Engineering as a second major or degree (and vice versa).

Faculty Oversight. The faculty within the department of Bioengineering will provide academic direction and oversight for the program. Appendix A contains a list of the BIOE tenured and tenure-track faculty.

Educational Objectives and Learning Outcomes. The educational objectives of the program including the following:

1. Produce graduates with the educational depth, technical skills, and practical experiences to be competitive for placement in Biocomputational Engineering careers or post-graduate educational pursuits;

2. Produce graduates with an awareness of their field and an understanding of how they can address the data-driven computational biomedical challenges facing society in both the near and long term;

3. Produce graduates with a foundation in professional ethics who will actively seek to positively impact their profession, community, and society.

The student learning outcomes are aligned with the outcomes assessed in accordance with the Accreditation Board for Engineering and Technology (ABET) accreditation requirements and include the following. The program must enable students to attain, by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Institutional assessment and documentation of learning outcomes. Each learning outcome is mapped to one or more courses in the program for assessment. Each course will be assessed once every three years (i.e., twice per ABET cycle) to determine whether the program is achieving each outcome; at least one course will be assessed every year. The assessment will be conducted by the instructor; the instructor will then submit the assessment to the Bioengineering department's Undergraduate Studies Committee. This committee will provide recommendations for modifications to the instructor. The assessment reports follow a template developed by the department.

In addition to the course assessment process, a senior exit survey will be conducted prior to graduation every year. Students will be asked to assess their capabilities related to the seven learning outcomes above. These results will be reviewed by the Undergraduate Studies Committee and recommendations for improvements to the curriculum will be provided to the program's Director as needed.

Course requirements.

FIRST & SECOND YEAR

Prior to being admitted to the Biocomputational Engineering major, students should have completed the Engineering LEP gateway courses, basic math/science courses, and lower-level General Education requirements. Below is the representative set of requirements; specific articulation agreements will be established with each of the local community colleges.

Course	Title	Cr
ENGL 101	Academic Writing	3
MATH 140	Calculus I	4
MATH 141	Calculus II	4
MATH 241	Calculus III	4
MATH 246	Differential Equations for Scientists and Engineers	3
CHEM 135/136	General Chemistry for Engineers (plus lab)	4
CHEM 231/232	Organic Chemistry (plus Laboratory)	4
PHYS 161	General Physics: Mechanics and Particle Dynamics	3
PHYS 260/261	General Physics: Vibration, Waves, Heat, Electricity and Magnetism (plus Laboratory)	4
ENES 100	Introduction to Engineering Design	3
BSCI 170 OR BIOE 120	Principles of Molecular & Cellular Biology OR Biology for Engineers	3
BIOE 241	Matlab Programming Course (or equivalent)	3
GenEd Courses	General Education Requirements	18
	Total Credits	**60**

JUNIOR & SENIOR YEARS AT SHADY GROVE

Junior Year 1st Semester

Course	Title	Cr
ENBC 301	Introduction to Biocomputational Engineering	1
ENBC 311	Python for Data Analysis	3
ENBC 331	Applied Linear Systems and Differential Equations	3
ENBC 332	Statistics, Data Analysis, and Data Visualization	3
ENBC 341	Biomolecular Engineering	3
ENBC 351	Quantitative Molecular and Cell Biology	3
	Total Semester Credits	**16**

Junior Year 2nd Semester

Course	Title	Cr
ENBC 312	Object Oriented Programming in C++	3
ENBC 322	Algorithms	3
ENBC 342	Computational Fluid Dynamics and Mass Transfer	3
ENBC 352	Molecular Techniques Laboratory	2
	Elective	3
	Total Semester Credits	**14**

Senior Year 1st Semester

Course	Title	Cr
ENBC 321	Machine Learning for Data Analysis	3
ENBC 353	Synthetic Biology	3
ENBC 431	Finite Element Analysis	3
ENGL 393	Professional Writing	3
	Elective	3
	Total Semester Credits	**15**

Senior Year 2nd Semester

Course	Title	Cr
ENBC 425	Imaging and Image Processing	3
ENBC 441	Computational Systems Biology	3
ENBC 491	Senior Capstone Design in Biocomputational Engineering	3
	Two Electives	6
	Total Semester Credits	**15**

TOTAL DEGREE CREDITS	**120**

Students are required to take four technical electives. The courses must be selected from an approved list of engineering and biology courses; the list will be updated regularly by the Program Director. At least two of the elective courses must be from the category of engineering, mathematics, or programming, while at most two of the electives can be from the category of biology courses. The program will offer electives; at the same time, the program will arrange for opportunities for electives outside the program, including USG programs offered by other universities.

See Appendix B for course descriptions.

General Education. Students will complete their science and mathematics general education requirements by way of fulfilling major requirements. Students who transfer to UMD with an Associate's degree from a Maryland community college are deemed to have completed their General Education requirements with the exception of Professional Writing, which is typically taken in their third year of study.

Accreditation or Certification Requirements. As with other undergraduate Engineering degree programs at UMD, the Clark School of Engineering will seek to have this program accredited by the Accreditation Board of Engineering and Technology (ABET).

Other Institutions or Organizations. The department will not contract with another institution or non-collegiate organization for this program.
Student Support. To fully serve the academic and support needs of the Biocomputational Engineering students, the program will employ one full-time academic advisor at Shady Grove. Anticipating student growth, additional part-time or full-time advisors will be needed in subsequent years. All academic advisors will report directly to the Fischell Department of Bioengineering Associate Director of Academic and Student Affairs. Academic advisors at Shady Grove will manage course scheduling, perform academic advising each semester, track degree requirements, and provide academic and support resources when appropriate. The academic advising team will also assist in outreach efforts and building a strong community among prospective and current students. Additionally, the Biocomputational Engineering major will identify a Faculty Program Director who will reside at Shady Grove at least two days per week. The Faculty Program Director will work closely with the UMD liaisons as well as all tenure-track (TTK) and professional-track (PTK) faculty in addressing student and instructor concerns, developing electives, and performing assessment measures.
Additional services are provided for all programs at the Universities at Shady Grove through USG's Center for Academic Success.

Marketing and Admissions Information. The department will produce marketing materials and will conduct recruitment events at various times in the year. Admissions will be administered by UMD's Undergraduate Admissions Shady Grove Coordinator and the Biocomputational Engineering Program Director. Following procedures previously established at the Universities at Shady Grove, the Clark School's Assistant Director of Transfer Student Advising and Admissions will review the accepted Biocomputational Engineering cohort to ensure all students meet the Clark School's LEP admission criteria. It is expected that admissions will require only a minimal burden upon the Clark School staff and the Fischell Department of Bioengineering staff.

H. Adequacy of Articulation

Montgomery College is expected to be the largest feeder, although students who have completed two years in any engineering program in a Maryland Community College will be eligible for admission provided they meet the program's eligibility requirements. The Clark School's requirements for transfer students are articulated with the Montgomery College Associate of Science in Engineering. Montgomery College students can enter the program upon completing the Bioengineering focus at Montgomery College with a few substitutions that will be communicated between the Bioengineering Department and Montgomery College. The pathway to articulation into the current Bioengineering degree is articulated through Montgomery College's Associate of Science in Engineering, Bioengineering. In addition to the community college population, current students within the Clark School of Engineering are eligible to change majors into the Biocomputational Engineering Program; in particular, students from the Bioengineering major will meet the requirements upon completion of the sophomore year.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a full list of Bioengineering department faculty. It is expected that two TTK faculty and four PTK lecturers will represent the program at USG. This is sufficient to provide 8 courses per semester, which enables coverage of all of the planned ENBC courses (the program requires sixteen ENBC courses, but three of those are 1 credit only). Adjunct faculty may also be contracted to cover courses as needed. Class sizes are expected to be on the order of 30 students, and thus teaching assistants will not be needed. Undergraduate Teaching Fellows (senior students in the program) will be used to support courses when possible.

Faculty training. All faculty will receive guidance from the Bioengineering Department, which considers teaching to be critical to the success of its program. For the learning management system, faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program. Resources are available locally at USG's Priddy Library as well as on the College Park campus.

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

The program will be delivered in the new Biomedical Sciences and Engineering Education (BSE) building (also called Building IV) at the Universities at Shady Grove. This state-of-the-art educational facility has a suite of shared active-learning classrooms, computing resources, wet labs, a dental clinic, product design laboratory and maker space, as well as offices for faculty and staff delivering the curricula and student support services. The ENBC program expects to have 1-2 dedicated laboratory spaces for its programmatic needs.

L. Adequacy of Financial Resources

Resources for the program will come from tuition revenue and from the Governor's Workforce Development Initiative funds that were specifically directed towards implementation of STEM degree programs at the Universities at Shady Grove. Students in this program will represent new enrollment at UMD the tuition revenue associated with this enrollment will be directed towards program needs. Tuition revenue alone is not adequate to support the program; UMD, USG and USM have articulated a memorandum of understanding to maintain funding for the program, beyond revenue expected from tuition. See Tables 1 and 2 for anticipated 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

An important aspect of this program is to draw upon students in the community colleges, which have traditionally large numbers of African and Latino Americans, and thereby improving the numbers of underrepresented minorities in STEM education. This will be a factor in student recruitment.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Tables 1 and 2: Resources and Expenditures

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c+g below)	$233,600	$481,216	$867,392	$1,021,044	$1,051,675
a. #FT Students	20	40	70	80	80
b. Annual Tuition/Fee Rate	$11,680	$12,030	$12,391	$12,763	$13,146
c. Annual FT Revenue (a x b)	$233,600	$481,216	$867,392	$1,021,044	$1,051,675
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	$485.00	$499.55	$514.54	$529.97	$545.87
f. Annual Credit Hours	16	16	16	16	16
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	$900,000	$900,000	$900,000	$900,000	$900,000
TOTAL (Add 1 - 4)	**$1,133,600**	**$1,381,216**	**$1,767,392**	**$1,921,044**	**$1,951,675**

Tuition revenue is based on AY2019-20 rates for the A. James Clark School of Engineering. It does not include mandatory fees or laboratory fees. Reallocated funds assume support from the States Workforce Development Initiative targeted towards programs to be delivered at the Universities at Shady Grove.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Full time Faculty (b+c below)	$399,000	$547,960	$705,499	$871,996	$898,156
a. #FTE	3.0	4.0	5.0	6.0	6.0
b. Total Salary	$300,000	$412,000	$530,450	$655,636	$675,305
c. Total Benefits	$99,000	$135,960	$175,049	$216,360	$222,851
2. Part time Faculty (b+c below)	$12,000	$24,000	$60,000	$60,000	$60,000
a. #FTE	0.2	0.4	1.0	1.0	1.0
b. Total Salary	$12,000	$24,000	$60,000	$60,000	$60,000
c. Total Benefits	$0	$0	$0	$0	$0
3. Admin. Staff (b+c below)	$186,200	$191,786	$246,924	$254,332	$261,962
a. #FTE	2.0	2.0	2.5	2.5	2.5
b. Total Salary	$140,000	$144,200	$185,658	$191,227	$196,964
c. Total Benefits	$46,200	$47,586	$61,267	$63,105	$64,998
4. Technical Support staff (b+c below)	$53,200	$54,796	$56,440	$58,133	$59,877
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	$40,000	$41,200	$42,436	$43,709	$45,020
c. Total Benefits	$13,200	$13,596	$14,004	$14,424	$14,857
5. Graduate Assistants (b+c below)	$26,600	$53,200	$53,200	$53,200	$53,200
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Stipend	$20,000	$40,000	$40,000	$40,000	$40,000
c. Tuition Remission + benefits	$6,600	$13,200	$13,200	$13,200	$13,200
6. Equipment	$50,000	$25,000	$25,000	$25,000	$25,000
7. Library	$5,000	$5,000	$5,000	$5,000	$5,000
8. New or Renovated Space	$0	$0	$0	$0	$0
9. Marketing/Advertising	$5,000	$5,000	$5,000	$5,000	$5,000
10. Other Expenses: Operational Expenses	$50,000	$50,000	$50,000	$50,000	$50,000
11. Office Space Rental	$10,500	$10,815	$11,139	$11,474	$11,818
12. Classroom Rental	$0	$9,000	$9,270	$9,548	$9,835
13. university administrative fee	$23,360	$48,122	$86,739	$102,104	$105,168
TOTAL (Add 1 - 13)	**$820,860**	**$1,024,679**	**$1,314,211**	**$1,505,788**	**$1,545,015**

Notes: Graduate assistants are included in the budget to support instruction; however, if the class sizes are as anticipated, it is more likely that the department will use undergraduate teaching assistants which will change the budget slightly. Other expenses include tuition remission for graduate assistants, lab equipment and software maintenance, materials and supplies, program outreach, and travel related to the program.

Appendix A: Faculty in the Fischell Department of Bioengineering

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests can be found in the department's web site (https://bioe.umd.edu/clark/facultydir?drfilter=1). All faculty listed are full-time. Specific course assignments have not yet been made, but will be made in time to schedule the courses for the target start term of Fall 2021. Some additional hires are anticipated to support the program at Shady Grove.

Faculty Name	**Highest Degree Earned - Field and Year**	**Rank**
Aranda-Espinoza, Helim	Physics, 1998	Associate Professor and Associate Chair
Bentley, William	Chemical Engineering, 1989	Fischell Distinguished Professor
Clyne, Alisa	Medical and Mechanical Engineering, 2006	Associate Professor
Duncan, Gregg	Chemical and Biomolecular Engineering, 2014	Assistant Professor
Eisenstein, Edward	Biochemistry, 1985	Associate Professor
Fisher, John	Bioengineering, 2003	Fischell Distinguished Prof and Chair
He, Xiaoming	Mechanical Engineering, 2004	Professor
Huang, Huang-Chiao	Chemical Engineering, 2012	Assistant Professor
Jay, Steven	Biomedical Engineering, 2009	Associate Professor
Jewell, Christopher	Chemical Engineering, 2008	Minta Martin Professor of Engineering and Associate Professor/Chair
Jones, Angela	Chemical Engineering, 2010	Senior Lecturer
Ma, Lan	Electrical & Computer Engineering, 2004	Lecturer
Maisel, Katharina	Biomedical Engineering, 2014	Assistant Professor
Matysiak, Silvina	Chemistry, 2007	Associate Professor
Montas, Hubert	Agricultural and Biological Engineering, 1996	Associate Professor
Pranda, Marina	Bioengineering, 2019	Lecturer
Scarcelli, Giuliano	Applied Physics, 2006	Assistant Professor
Stroka, Kimberly	Bioengineering, 2011	Assistant Professor
Tao, Yang	Biological Engineering, 1991	Professor
White, Ian	Electrical Engineering, 2002	Associate Professor and Associate Chair
Zhang, Li-Qun	Biomedical Engineering, 1990	Professor

Appendix B: Course Descriptions

Some courses will be new to this program; they will be approved through the university's standard course approval process prior to delivery.

ENBC301: Introduction to Biocomputational Engineering
Credits: 1
Grading method: regular
Prerequisites: none
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in Biocomputational Engineering major.
Description: Provides practical tools to help Biocomputational Engineering majors to think critically about their goals and career paths and to utilize their major to set their career trajectory.

ENBC311: Python for Data Analysis
Credits: 3
Grading method: regular
Prerequisites: none
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE489A or BIOE442 or ENBC311.
Description: Provides an introduction to structured programming, computational methods, and data analysis techniques with the goal of building a foundation allowing students to confidently address problems in research and industry. Fundamentals of programming, algorithms, and simulation are covered from a general computer science perspective, while the applied data analysis and visualization portion makes use of the Python SciPy stack.

ENBC312: Object Oriented Programming in C++
Credits: 3
Grading method: regular
Prerequisites: none
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Provides an introduction to object-oriented programming in the C++ language.

ENBC321: Machine Learning for Data Analysis
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC312 and ENBC332 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Provides an introduction to artificial intelligence methods for mining big data sets and for making decisions using data sets.

ENBC322: Algorithms
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC311 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: ENEB355 or ENBC322.
Description: Utilizing the Python programming language for a systematic study of the complexity of algorithms related to sorting, graphs and trees, and combinatorics. Algorithms are analyzed using mathematical techniques to solve recurrences and summations.

ENBC331: Applied Linear Systems and Differential Equations
Credits: 3
Grading method: regular
Prerequisites: completion of MATH246 and Matlab prior study requirement with a grade of "C-" or better. Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE371 or ENBC331.
Description: Applications of linear algebra and differential equations to bioengineering and biomolecular systems. Designed to instruct students to relate mathematical approaches in bioengineering to their physical systems. Examples will emphasize fluid mechanics, mass transfer, and physiological systems.

ENBC332: Statistics, Data Analysis, and Data Visualization
Credits: 3
Grading method: regular
Prerequisites: none
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE372 or ENBC332 or STAT464.
Description: This course will instruct students in the fundamentals of probability and statistics through examples in biological phenomenon and clinical data analysis. Data visualization strategies will also be covered.

ENBC341: Biomolecular Engineering Thermodynamics
Credits: 3
Grading method: regular
Prerequisites: completion of MATH246 and PHYS260 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE232 or ENBC341 or CHBE301.
Description: A quantitative introduction to thermodynamic analysis of biomolecular systems. The basic laws of thermodynamics will be introduced and explained through a series of examples related to biomolecular systems.

ENBC342: Computational Fluid Dynamics and Mass Transfer
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC341 and Matlab prior study requirement with a grade of "C-" or better; and must have completed (with a grade of "C-" or better) or be concurrently enrolled in ENBC331.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE331 or ENBC342.
Description: Principles and applications of fluid mechanics and mass transfer with a focus on topics in the life sciences and an emphasis on computational methods and modeling. Content includes conservation of mass, momentum, and energy, as well as the application of these fundamental relations to hydrostatics, control volume analysis, internal and external flow, and boundary layers. Applications to biological and bioengineering problems such as tissue engineering, bioprocessing, imaging, and drug delivery.

ENBC351: Quantitative Molecular and Cellular Biology
Credits: 3
Grading method: regular
Prerequisites: Completion of BSCI170 prior study with a grade of "C-" or better. Co-requisites: none
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Quantitative analysis of the behavior of cellular and molecular systems.

ENBC352: Molecular Techniques Laboratory
Credits: 2
Grading method: regular
Prerequisites: Must have completed (with a grade of "C-" or better) or be concurrently enrolled in ENBC351. Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Wet lab experiments to observe cellular and molecular processes and phenomenon.

ENBC353: Synthetic Biology
Credits: 3
Grading method: regular
Prerequisites: Completion of BSCI170 prior study with a grade of C- or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE461 or ENBC353.
Description: Students are introduced to the scientific foundation and concepts of synthetic biology and biological engineering. Current examples that apply synthetic biology to fundamental and practical challenges will be emphasized. The course will also address the societal issues of synthetic biology, and briefly examine interests to regulate research in this area.

ENBC411: Advanced Programming in Python
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC311 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Advanced programming methods with an emphasis on biocomputational applications.

ENBC413: Data Analysis with R
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC332 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Provides an introduction to programming techniques for data analysis with the statistical software "R."

ENBC425: Imaging and Image Processing
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC321 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Examines the physical principles behind major biomedical imaging modalities, including X-Ray, CT, MRI. Instructs students in mathematical tools for extracting information from images. Provides an introduction to the use of machine learning for interpreting images. Matlab and/or Python utilized for image processing exercises.

ENBC431: Finite Element Analysis
Credits: 3
Grading method: regular
Prerequisites: completion of MATH246 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Instructs students to use computer tools to analyze the thermal and mechanical properties of devices or systems. The course will focus specifically on the biomechanics of biomedical devices.

ENBC435: Numerical Methods
Credits: 3
Grading method: regular Prerequisites: none
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: The review of numerous mathematical methods to simplify complex problems.

ENBC441: Computational Systems Biology
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC351 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Introduction to building computer models that analyze dynamic functions within a cell, organ, tissue, or organism.

ENBC442: Computational Molecular Dynamics
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC341 and ENBC332 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE464 or ENBC442.
Description: Designed to introduce students to the principles, methods, and software used for simulation and modeling of macromolecules of biological interest such as proteins, lipids, and polysaccharides. Class topics: Basic statistical thermodynamics, force fields, molecular dynamics/ monte carlo methods, conformational analysis, fluctuations & transport properties, free-energy calculations, multiscale modeling.

ENBC443: Multiscale Simulation Methods
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC341 and ENBC332 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Credit only granted for: BIOE463 or ENBC443.
Description: Introduction to approaches to modeling a system at different scales, such as atomic, molecular, and macromolecular. Examples will focus on proteins for which models include the interactions with water, atomic interactions within the molecule, and interactions between multiple molecules; models that span both short and long-time scales are also studied.

ENBC444: Modeling Protein Folding
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC341 and ENBC332 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Computational prediction of the structure of proteins with applications in protein misfolding diseases such as Alzheimer's Disease and other prion diseases.

ENBC445: Spatial Control of Biological Agents
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC342 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Description and solution of the movement of passive and active biological agents in homogeneous and heterogeneous bioenvironments using partial differential equations and numerical methods. Identification and diagnosis of hot spots. Prescription of control strategies using techniques from Artificial Intelligence (AI) and verification of effectiveness. Applications environments may include landscapes and tissues.

ENBC455: Bioinformatics Engineering
Credits: 3
Grading method: regular
Prerequisites: completion of ENBC311 with a grade of "C-" or better.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Introduces students to core problems in bioinformatics, along with databases and tools that have been developed to study them. Students will learn to utilize Python to process data sets.

ENBC491: Senior Capstone Design in Biocomputational Engineering
Credits: 3
Grading method: regular
Prerequisites: completion of 18 credits in ENBC courses.
Restriction: Permission of ENGR-Fischell Department of Bioengineering department; and must be in the Biocomputational Engineering major.
Description: Senior design project, in which students work in teams to utilize the skills acquired through the major to identify and solve quantitative problems in bioengineering. Ethics in bioengineering and biotechnology will also be covered.

ENGL393: Technical Writing
Credits: 3
Grading method: regular Prerequisites: ENGL101.
Restriction: Must have earned a minimum of 60 credits. Description: The writing of technical papers and reports.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, College Park: Master of Arts in International Relations

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 6, 2020

SUMMARY: The University of Maryland, College Park proposes to establish a Master of Arts in International Relations. The curriculum includes coursework in international political economy, international security, international law, and statistical methods of data analysis for international relations research. The program is designed for students with career goals in international relations research and analysis, whether in a conventional academic career as a university faculty member, or a professional career requiring sophisticated applied research and analysis of international relations issues, such as within agencies of the federal government.

The curriculum consists of 10 three-credit courses (30 credits total) divided into two phases: (1) three foundational graduate courses (9 credits) taken at the beginning of the program, and (2) seven core graduate courses (21 credits) taken to complete the program. During the final semester, students will complete a capstone research project.

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 Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Arts in International Relations.

COMMITTEE RECOMMENDATION: Approval	DATE: March 6, 2020
BOARD ACTION:	DATE:

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

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

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

January 27, 2020

Chancellor Jay A. Perman
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

I am writing to request approval for a new Master of Arts program in International Relations. 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 December 4, 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
Gregory Ball, Dean, College of Behavioral and Social Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

International Relations
Title of Proposed Program

Master of Arts Award to be Offered	**Fall 2020** Projected Implementation Date
221000 Proposed HEGIS Code	**45.0901** Proposed CIP Code
Government and Politics Department in which program will be located	Paul Huth Department Contact
301-314-8481 Contact Phone Number	phuth@umd.edu Contact E-Mail Address
Signature of President or Designee	January 27, 2020 Date

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

Description. The University of Maryland, College Park (UMD) proposes to establish a Master of Arts in International Relations. The curriculum includes coursework in international political economy, international security, international law, and statistical methods of data analysis for international relations research. The program is designed to provide advanced coursework and applied quantitative methods training for students seeking careers as researchers in academia or research analysts in the public and private sectors. The program focuses on developing basic and applied research skills through coursework that emphasizes quantitative methods and datasets, as well as rigorous academic theory and empirical research. The impetus and design of the program align with the UMD's mission to use "its research educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the state of Maryland."[1] UMD Government and Politics researchers working with policy makers from USAID, the Department of Defense, and the State Department over the past 10 years have found repeated evidence that (a) government officials and analysts often lack strong quantitative research skills and the ability to understand quantitative research, and (b) these officials recognize that there is a need for stronger evidence-based quantitative analyses to inform policy choices. The proposed program will enhance the capabilities of international relations professionals and provide a strong empirical foundation for those who go on to doctoral studies in international relations. This program is designed primarily to be a part of a combined bachelor's/master's program. UMD currently offers a Bachelor of Arts degree in Government and Politics that has an International Relations area of concentration and this combined bachelor's/master's program would be available only to undergraduate majors within Government and Politics. UMD is also exploring an admissions partnership with Jilin University in China.

Relation to Strategic Goals. Among UMD's strategic goals for graduate education is to provide advanced education for the professional workforce and to prepare graduate students to be leaders in their fields. As stated in UMD's Strategic Plan, "The University will maintain excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity . . . Our Master's and professional doctoral graduates will provide leadership in their fields and will be known for their command of the theories and practices of their chosen disciplines."[2] Students in the program will not only understand the central theoretical approaches to studying international relations, but they will also be trained in quantitative research methods, research design, statistical modeling, and data analysis. As a result, the program will be distinguished from other international relations programs that do not have the same emphasize on quantitative methods training and analysis.

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

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[1] University of Maryland, College Park. (August 1, 2018). *Mission statement*. Retrieved January 9, 2020, from https://www.provost.umd.edu/Documents/Mission-Vision.pdf.

[2] University of Maryland, College Park. (May 21, 2008). *Transforming Maryland: Higher expectations. The strategic plan for the University of Maryland.* Retrieved January 9, 2020, from http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf.

Institutional Commitment. The program will be offered by the Department of Government and Politics. UMD's Office of Extended Studies, which provides streamlined administrative support for professional graduate programs across the campus, will provide administrative support for the program. In the event that the program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

Need. The program is intended to support students with career goals centered in research and analysis, whether in a conventional academic career as a university faculty member, or a professional career that requires sophisticated applied research in the analysis of international relations issues. For students with professional goals to specialize as research analysts in government agencies, private firms, non-governmental organizations, and international institutions, the program would provide the advanced coursework and training to engage in quantitative analyses of policy-relevant international relations issues and to ground that analysis in relevant international relations literatures from academic research. UMD faculty has learned from interactions with international relations professionals in federal agencies that professionals need to have strong quantitative research and analysis skills to better inform policy decisions. To meet this need, the program will require quantitative methods and analyses courses and infuse its course readings with substantial quantitative and research design material.

State Plan. As noted in strategy 8 of the *Maryland State Plan for Postsecondary Education,* "More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems."[3] This program reflects the call for innovation in the Maryland State plan by responding to the need from the international relations community for additional training in quantitative methods. Such training will allow graduates to better understand the quantitative dimension of pressing international problems.

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

Graduates of this program will likely go on to become research analysts in government, journalism, law, non-governmental organizations, and international business. Some students may choose to pursue further study in a doctoral program, although this program is not intended to be a feeder to UMD's doctoral program in Government and Politics. As noted above, UMD faculty have discovered a particular demand among federal agencies for international relations professional with strong quantitative skills. Neither the US Bureau of Labor Statistics nor the Maryland Department of Labor record occupational projections specifically for international relations professionals, but research conducted by the UMD's Government and Politics

[3] Maryland Higher Education Commission. (2017). Maryland Sate Plan for Postsecondary Education: Increasing Student Success with Less Debt, 2017-2021. (p. 66). Retrieved January 10, 2020 from: http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf

department demonstrates significant interest. In a survey conducted in August 2019, the department sought information on undergraduate students' overall interest in pursuing graduate studies in International Relations. The survey population included close to 1,000 undergraduate student majors in the Government and Politics Department. More than 70% of surveyed students indicated that they were somewhat or highly interested in the program. Among Government and Politics majors who had or planned to complete a concentration in International Relations, the level of interest was more than 75%. The department plans to launch a combined bachelor's/master's program for international relations once the master's program is approved. The undergraduate major's international relations concentration has proven to be very popular. Nearly 400 students have declared the international relations concentration since it was established three years ago. The success of the international relations concentration indicates a pool of students that might benefit from an international relations master's program. Partners at Jilin University indicated that each year approximately 20-30% of 1100 students graduating from Jilin University in four targeted schools pursue graduate education in the US. Based on conversations with senior leadership at Jilin University, the department estimates 20-25 students from Jilin University in the first International Relations cohort should the partnership be established.

D. Reasonableness of Program Duplication

According to MHEC's online program inventory website, there are two programs with comparable titles: Johns Hopkins University's Master of Arts in International Studies and Morgan State University's Master of Arts in International Studies. UMD's program is strictly government and politics oriented, heavily focused on quantitative research and analysis, and is designed as a counterpart master's program for a combined bachelor's/master's program. As indicated above, a sufficient student population exists within UMD's own undergraduate program and students from Jilin University to warrant the program's establishment. UMD's professionally accredited, 48-credit Master of Public Policy program has coursework and some focus in International Relations, but the overall content of the program is broader than that proposed here and is designed to recruit a broader audience of students. The two units have been in conversation to clarify the distinctions between the programs in their communication to students and recruiting materials.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

As indicated above, UMD's goal is not to recruit students that would be interested in a "stand-alone" master's program. UMD will therefore not impact Morgan State University's recruitment as the target population for the UMD program are only students in specific undergraduate Government and Politics programs and through international collaborations with Jilin University.

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

International Relations itself is not a unique area for any specific institution among the state's HBI's. Johns Hopkins also operates an International Studies program. Only Goucher College has a program that has the title International Relations (an undergraduate program). No other current master's program in Maryland is titled International Relations.

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

Curricular Development. The proposed curriculum was developed with a focus on basic and applied research skills through coursework that emphasizes quantitative methods and data sets along with rigorous academic theory and empirical research. The department has strengthened and developed new quantitative and analytic methods coursework for its undergraduate majors with the goal of providing stronger training in those areas so that, upon graduation, majors would have quantitative and analytical skill sets that would serve them in their professional career goals. Given these developments and new areas of strength in the undergraduate major, it was determined that a master's program that emphasized quantitative and analytical training would both further support the department's goals and provide an attractive master's program for current undergraduates.

Faculty Oversight. The Academic Program Director, Paul Huth, Professor of Government and Politics will be responsible for the academic oversight of the program. In addition, program oversight will be provided by the department's Director of Undergraduate Studies, who will collaborate with the Academic Program Director in the recruitment and selection of instructors for the program. Further, the Government and Politics department chair will conduct a review of the program every three years starting in fall 2024. Finally, the Academic Program Director will form an Advisory Committee that includes three Government and Politics tenure-track and professional-track faculty. The Advisory Committee will meet with the Academic Program Director annually to review the program and its performance.

Educational Objectives, Learning Outcomes, and Assessment. Learning outcomes for the program are organized under four areas of education objectives.

1. Theory in International Relations.

Outcome A: Students will be able to articulate the central theoretical approaches to studying international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of different theoretical approaches.

Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam.

Outcome B: Students will be able to identify and apply different international relations theoretical approaches that can be drawn upon to study research questions and to assess how useful different theoretical approaches are to studying a given research question.

Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, short research design paper, and in-class written final exam.

2. Quantitative Methods for International Relations.

Outcome A: Students will be able to interpret and explain quantitative empirical findings on international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these empirical studies.

Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam.

Outcome B: Students will be able to demonstrate knowledge of the strengths and weaknesses of quantitative studies of international relations.

Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam.

3. Statistical Modeling

Outcome A: Students will be able to demonstrate knowledge of different statistical models that can be used to test theories and hypotheses on international relations and the advantages and limitations of alternative statistical models.

Assessment Methods: Weekly seminar discussion contributions, weekly completion of assigned problem-sets on statistical models, short research design paper, and in-class written final exam.

Outcome B: Students will be able to interpret and provide examples of the datasets used to study international political economy, international security, and international law and institutions as well as debates among researchers regarding the strengths and weaknesses of these datasets.

Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam.

Outcome C: Students will be able to explain which international relations datasets are potentially more or less useful for addressing research questions.

Assessment Methods: Weekly seminar discussion contributions, short paper assignments focused on student evaluation of assigned readings, and in-class written final exam.

4. Quantitative Research Designs

Outcome A: Students will be able to demonstrate knowledge of the fundamental principles, theories, and concepts involved with quantitative research designs used to study research questions in international relations.

Assessment Methods: Weekly seminar discussion contributions, weekly completion of assigned problem-sets on statistical models, short research design paper, and in-class written final exam.

Additional Learning Outcomes Assessment through the Capstone Project:

A faculty committee that oversees the program will develop a rubric that will be used annually to assess students' overall mastery of the four learning outcomes listed above based on a capstone research paper completed by students in one of the final three courses taken (GVPT 729, 808, 879). The capstone paper will require students to demonstrate each of the four learning outcomes described above in a research design paper that lays out carefully a plan of study to address an international relations research question, including theoretical framework, datasets to be used, measurement of variables, and appropriate statistical methods.

The rubric will contain categories related to specific learning outcomes and students will be assessed as "Advanced," "Proficient," "Developing" or "Novice" in each category. The individual categories will be aggregated to produce an overall score. The program will be successful if 80% of the students fall in the "Advanced" or "Proficient" categories on the learning outcomes assessed. The results of this annual assessment will be used by the advisory faculty committee to the Academic Program Director to recommend changes and improvement in the general curriculum as well as the content of specific courses.

Course requirements. The program requires the following ten three-credit courses:

GVPT604 Introduction to War and Armed Conflict 3 Credits
GVPT605 Introduction to Conflict and Cooperation in World Economy 3 Credits
GVPT606 Introduction to International Law and Institutions 3 Credits
GVPT622 Quantitative Methods for Political Science 3 Credits
GVPT708 Seminar in International Relations Theory 3 Credits
GVPT729 Special Topics in Quantitative Political Analysis 3 Credits
GVPT761 International Political Economy 3 Credits
GVPT803 Seminar in International Political Organization 3 Credits
GVPT808 Selected Topics in Functional Problems in International Relations 3 Credits
GVPT879 Topics on International Security 3 Credits
Total Credits 30

Specific course information is included in Appendix A.

General Education. N/A

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 at the start of the program.

Student Support. As mentioned above, UMD's Office of Extended Studies provides streamlined administrative support for professional graduate programs across the campus. The Office of Extended Studies Student and Program Services will provide support for admissions, scheduling, registration, billing and payment, graduation, and appeals. Additionally, the college of Behavioral and Social Sciences' Office of International and Executive Programs will provide support for international students, including marketing, admissions assistance, travel and immigration information, orientation, advising, and other general support.

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

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources

Program faculty. Faculty expertise will be drawn from the Department of Government and Politics. Faculty biographies for those currently expected to teach in the program are in Appendix B.

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

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 Department of Government and Politics' existing facilities, infrastructure, and equipment are adequate to support this program. All students have access to the UMD email system.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in the department, from tuition and fee revenue, and from an initial investment of reallocated funds

from the university. The program is designed to be self-sustaining after the initial investment to start the program. See Tables 1 and 2 for a five-year estimate of resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (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 Department of Government and Politics and the College of Behavioral and Social Sciences are committed to recruiting and retaining members of minority groups and increasing the graduation rates of diverse student populations. Further, the department and college are committed to supporting students and ensuring a fear-free, inclusive space where all students can thrive. This includes recognizing non-binary gender identifications, as well as the difference between assigned biological sex and gender expression and encouraging students, faculty, and staff to share and honor preferred pronouns and names. Faculty and staff for the proposed program will work closely with the college's Assistant Dean for Diversity, Kim Nickerson, to develop programs and strategies to advance its diversity objectives. The department's intention is for the program to be part of a combined bachelor's/master's program. Accordingly, the program will work with UMD's Office of Undergraduate Admissions (OUA), which employs multiple strategies when recruiting a diverse population to apply to UMD. A department representative will work with OUA admissions counselors to provide information about the combined program to prospective students in order to encourage students to apply to the university, enroll in the Government and Politics major, and consider continuing on to the master's program.

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. Faculty (b+c below)	$79,800	$219,184	$282,199	$290,665	$299,385
a. #FTE	1.0	2.0	2.5	2.5	2.5
b. Total Salary	$60,000	$164,800	$212,180	$218,545	$225,102
c. Total Benefits	$19,800	$54,384	$70,019	$72,120	$74,284
2. Admin. Staff (b+c below)	$46,550	$143,840	$148,155	$152,599	$157,177
a. #FTE	0.5	1.5	1.5	1.5	1.5
b. Total Salary	$35,000	$108,150	$111,395	$114,736	$118,178
c. Total Benefits	$11,550	$35,690	$36,760	$37,863	$38,999
3. Total Support Staff (b+c below)	$33,250	$34,248	$70,550	$72,666	$74,846
a. #FTE	0.5	0.5	1.0	1.0	1.0
b. Total Salary	$25,000	$25,750	$53,045	$54,636	$56,275
c. Total Benefits	$8,250	$8,498	$17,505	$18,030	$18,571
4. Graduate Assistants (b+c)	$75,088	$77,341	$159,322	$164,101	$169,024
a. #FTE	2.0	2.0	4.0	4.0	4.0
b. Stipend	$40,000	$41,200	$84,872	$87,418	$90,041
c. Tuition Remission	$35,088	$36,141	$74,450	$76,683	$78,984
5. Equipment	$5,000	$5,000	$5,000	$5,000	$5,000
6. Library	$5,000	$5,000	$5,000	$5,000	$5,000
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Other Expenses: Operational Expenses	$35,000	$35,000	$40,000	$40,000	$40,000
TOTAL (Add 1 - 8)	**$279,688**	**$519,612**	**$710,226**	**$730,032**	**$750,433**

Other expenses include materials and supplies, marketing, international travel, and administrative support from the campus.

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds		$0	$0	$0	$0
2. Tuition/Fee Revenue (c+g below)	$205,860	$819,441	$1,184,258	$1,225,475	$1,268,212
a. #FT Students	5	20	30	30	30
b. Annual Tuition/Fee Rate	$28,272	$29,120	$29,994	$30,894	$31,820
c. Annual FT Revenue (a x b)	$141,360	$582,403	$899,813	$926,807	$954,612
d. # PT Students	5	10	10	10	10
e. Credit Hour Rate	$1,075.00	$1,128.75	$1,185.19	$1,244.45	$1,306.67
f. Annual Credit Hours	12	21	24	24	24
g. Total Part Time Revenue (d x e x f)	$64,500	$237,038	$284,445	$298,667	$313,601
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$205,860**	**$819,441**	**$1,184,258**	**$1,225,475**	**$1,268,212**

Full-time tuition revenue is based on a mix of resident and non-resident graduate full-time rates, due to the intended partnership with an international university to create a student cohort. Part-time revenue is based on a flat rate for planning purposes. Any rate other than the resident/non-resident rate will require approval by the University's Finance Committee.

Appendix A: Courses

Prefix & Number	Title	Title
GVPT 604* 3 Credits	Introduction to War and Armed Conflict	This seminar examines major theories of both international and civil wars and reviews major empirical studies that test theories of conflict. The topics include the onset of armed conflict, the duration and outcomes of wars, and the durability of peace in the aftermath of wars. The focus is on developing an understanding of central debates in the literature and primary empirical findings from quantitative and cross-national analyses.
GVPT 605* 3 Credits	Introduction to Conflict and Cooperation in the World Economy	This seminar examines major theoretical approaches and empirical studies of international political economy, contemporary dynamics of globalization, the role of domestic politics in the formation of foreign economic policies of states, the dynamics of international trade and investment disputes, and role of international institutions in multi-lateral governance of the world economy. The focus is on developing an understanding of central debates in the literature and primary empirical findings from quantitative and cross-national analyses.
GVPT 606* 3 Credits	Introduction to International Law and Institutions	This seminar examines major theoretical approaches and empirical studies of international law and institutions relating to international political economy and international security. Topics to be covered include the sources of international law and the development of core legal principles in the post-WWII ear, the role of international economic institutions such as WTO, IMF, and World Bank in the global economy, and the influence of international institutions such as the UN Security Council, World Court, and International Criminal Court in addressing international security issues. Larger questions about the effectiveness of the WTO, Laws of War, and International Human Rights Law will be considered. The focus is on developing an understanding of central debates in the literature and primary empirical findings from quantitative and cross-national analyses.
GVPT 708 3 Credits	Seminar in International Relations Theory	This course will focus on central theoretical and analytical approaches to understanding how domestic and international factors influence and shape both the foreign policy goals pursued by national leaders and how these same factors affect the ability of such leaders to achieve their foreign policy goals. Theoretical approaches to studying international political economy, international security, and international law and institutions will be emphasized.
GVPT 761 3 Credits	International Political Economy	This course examines central theoretical and empirical studies of international trade, finance, and investment as well as topics such as multinational corporation relations with host countries, the relationship of domestic politics to foreign economic policy, patterns of globalization, and key legal principles relating to IPE. Throughout the course emphasis will be given to the importance of political and strategic factors in shaping and influencing international economics.

GVPT 803 3 Credits	Seminar in International Political Organization	This seminar examines some of the most important international economic institutions in the global economy such as the International Monetary Fund, the World Bank, the World Trade Organization, and regional development and investment banks. In addition, key security institutions such as the UN Security Council, regional security organizations, and the International Criminal Court will be examined. Key issues regarding political influences on behavior and effectiveness of international institutions are considered as well as challenges facing each organization, including possible major reforms.
GVPT 622 3 Credits	Quantitative Methods of Political Science	This course will focus on statistical methods of data analysis that are commonly used in the study of international relations. Regression analysis of observational data will be given primary attention as well as problems of casual inference with observational data and how to address them. The course will conclude with discussion of recent work in international relations using experimental designs and data analysis.
GVPT 729 3 Credits	Quantitative Analyses of International Political Economy and International Security	This seminar will examine major data sets that are widely used in the study of international political economy and international security and cutting-edge quantitative analyses utilizing these data sets. Attention will be given to the strengths and weakness of these data sets and quantitative studies and their utility in addressing central topics in the study of international political economy and international security.
GVPT 808 3 Credits	The Impact of International Economics and Security on Developing Countries	This seminar examines the challenges of economic and political development facing many countries in Africa, the Middle East, and Asia with particular attention to how international economic and security conditions affect national economic development, democratization, and political stability. Topics including MNC operations, the challenges of developing strong export markets, globalization and development, reliance on natural resources for development, role of foreign aid in development, and the impact of civil war and international security threats on development.
GVPT 879 3 Credits	The Political Economy of International Power and Security Policy	This seminar will focus on the inter-relationships between economic and military power in international relations. Topics to be covered will include the relationship between international trade and investment ties and international conflict, the use of economic sanctions to pressure governments, the relationship of rising and declining economic power for international security, burden sharing in alliances, the political economy of voting behavior in the UN, the consequences of international conflict and war for the economic development and growth of countries, and the consequences of climate change for the international economy and international security.

*Course will be added through the university course approval process after the program is approved.

Appendix B: Faculty

Instructor Pool: Titles, Credentials, & Courses

Todd Allee: PhD, Associate Professor of Government and Politics: international political economy, international law and institutions. Full-time.

- Courses: GVPT605, 606, 708, 761, 729, 803

Virginia Haufler: PhD, Associate Professor of Government and Politics: international political economy, international law and institutions. Full-time.

- Courses: GVPT605, 606,761

Sarah Croco: PhD, Associate Professor of Government and Politics: international conflict and security, quantitative methods and analysis. Full-time.

- Courses: GVPT604, 622, 708, 729, 761

Stacy Kosko: PhD, Associate Research Professor, Government and Politics/Center for International Development and Conflict Management: political economy of development, international law and institutions. Full-time.

- Courses: GVPT605, 606, 808

David Backer: PhD, Research Professor, Government and Politics/Center for International Development and Conflict Management: political economy of development, quantitative methods and analysis. Full-time.

- Courses: GVPT729, 808

Kelly Wong: PhD, Assistant Research Scientist, Government and Politics/Center for International Development and Conflict Management: political economy of development. Full-time.

- Courses: GVPT808

Jacob Aronson: PhD, Assistant Research Scientist, Government and Politics/Center for International Development and Conflict Management: international conflict and security, quantitative methods and analysis. Full-time.

- Courses: GVPT604, 622, 729, 879

Deniz Cil: PhD, Post-Doctoral Associate Government and Politics/Center for International Development and Conflict Management: international conflict and security, international law and institutions, quantitative methods and analysis. Full-time.

- Courses: GVPT604, 606, 708, 729, 803, 879

Eric Dunford, PhD, Assistant Teaching Professor, Georgetown University: quantitative methods and analysis. Part-time.

- Courses: GVPT622, 729.

Trey Billing: PhD summer 2020 Government and Politics: political economy of development, international political economy, quantitative methods and analysis. Part-time.

- Courses: GVPT605, 622, 729, 808

Andrew Lugg: PhD summer 2020 Government and Politics: international political economy, international law and institutions. Part-time.

- Courses: GVPT605, 761, 803

Analia Gomez Vidal: PhD summer 2020 Government and Politics: political economy of development, quantitative methods and analysis. Part-time.

- Courses: GVPT729, 808

UNIVERSITY SYSTEM of MARYLAND

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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 6, 2020

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Master of Science in Applied Political Analytics. This program will prepare students for careers at the intersection of political science and data science. Empirical analysis in political science is entering a new era of Big Data, in which a broad range of data sources have become available to researchers. Examples include network data from political campaigns, data from social media generated by individuals, campaign contributions and lobbying expenditures made by firms and individuals, and international trade flows data.

The program will be jointly offered by UMD's Department of Government and Politics (GVPT) and its Joint Program in Survey Methodology (JPSM). The curriculum consists of 12 three-credit courses (36 credits total). Eighteen (18) credits will be provided by GVPT, and 18 credits will be provided by JPSM.

Whether it is understanding which message to use to encourage a citizen to register to vote or what services are needed to support programs to reduce radicalization among at-risk youth, data driven strategies are a key to success. Graduates will understand the core questions of political science and have a sophisticated understanding of empirical research techniques to answer those questions. The program will prepare students for careers in the private sector; research centers; NGOs; and federal, state, and local government agencies.

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 Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Science in Applied Political Analytics.

COMMITTEE RECOMMENDATION: Approval		DATE: March 6, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

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

February 3, 2020

Chancellor Jay A. Perman
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

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

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

Sincerely,

Wallace D. Loh
President

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Applied Political Analytics
Title of Proposed Program

Master of Science	**Fall 2020**
Award to be Offered	Projected Implementation Date
220701	**45.1099**
Proposed HEGIS Code	Proposed CIP Code
Government and Politics	William Reed
Department in which program will be located	Department Contact
301-405-4156	wlr@umd.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	February 3, 2020
	Date

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

Description. The University of Maryland, College Park (UMD) proposes to establish a Master of Science in Applied Political Analytics. This program will prepare students for careers at the intersection of political science and data science. Empirical analysis in political science is entering a new era of Big Data, in which a broad range of data sources have become available to researchers. Examples include network data from political campaigns, data from social media generated by individuals, campaign contributions and lobbying expenditures made by firms and individuals, and international trade flows data. The program will be jointly offered by UMD's Department of Government and Politics (GVPT) and its Joint Program in Survey Methodology (JPSM). GVPT will provide coursework in the foundations of political science, while JPSM will provide coursework in the technical aspects of data collection, survey methods, and statistical modeling. This interdisciplinary program aligns with UMD's mission as "a strong proponent of interdisciplinary education and collaboration . . . at the forefront of advanced knowledge in areas that increasingly depend on multi-disciplinary approaches, including energy, the environment, health, climate change, food safety, security, and information sciences."[1] People planning to work in the area of applied political analytics need two different sets of skills. They must have the technical background to work with data sets of an order of magnitude unimaginable to previous generations. Developing and working with social and behavioral data presents unique challenges in measurement design, data collection, ethics and governance, communication, data management, modeling, and analysis. They must also have a rich background in political science so that they can meaningfully apply these analytical skills to important policy questions and issues.

Relation to Strategic Goals. Among UMD's strategic goals for graduate education is to provide advanced education for the professional workforce and to prepare graduate students to be leaders in their fields. As stated in UMD's Strategic Plan, "The University will maintain excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity."[2] The program provides advanced training in the application of data science to the analysis of key issues in political science. Graduates will be well prepared for careers in the private sector, research centers, NGO's, and federal, state, and local government agencies. Whether it is understanding which message to use to encourage a citizen to register to vote or what services are needed to support programs to reduce radicalization among at-risk youth, data driven strategies are a key to success. Graduates will understand the core questions of political science and have a sophisticated understanding of empirical research techniques to answer those questions.

Funding. Resources for the new program will be drawn primarily from tuition revenue, but also initially from reallocated funds from within the university.

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[1] University of Maryland, College Park. (August 1, 2018). *Mission statement*. Retrieved January 9, 2020, from https://www.provost.umd.edu/Documents/Mission-Vision.pdf.

[2] University of Maryland, College Park. (May 21, 2008). *Transforming Maryland: Higher expectations. The strategic plan for the University of Maryland.* Retrieved January 9, 2020, from http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf.

Institutional Commitment. The program will be jointly offered by GVPT and JPSM. UMD's Office of Extended Studies, which provides streamlined administrative support for professional graduate programs across the campus, will provide administrative support for the program. In the event that the program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

Need. Prospective students in the state of Maryland's Washington, D.C., suburbs are drawn to the many political opportunities in the D.C. area. Their plans might include, for example, positions on Capitol Hill or in an NGO such as the World Bank or International Monetary Fund, a research organization such as the Brookings Institution, a political campaign, or one of the federal agencies. Many, however, will find it difficult to stand out in a crowded job market. And the market is indeed crowded; each year US colleges and universities grant degrees to more than 160,000 undergraduates who majored in one of the social sciences or history. The proposed program will give students valuable marketable skills that will give them a significant competitive advantage in the Washington market.

State Plan. As noted in strategy 8 of the *Maryland State Plan for Postsecondary Education,* "More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems."[3] This program reflects the call for innovation in the Maryland State plan by providing students with the skills and abilities to further their understanding of government and politics through empirical research and data analytics. Students will go beyond the empirical training of traditional political science programs by delving more deeply into research design, statistical methods, data collection, questionnaire design and evaluation, computing and data display, and inference.

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

Both the U.S. Bureau of Labor Statistics (BLS) and the Maryland Department of Labor predict job growth for political scientists. The U.S. prediction is 5% growth between 2018 and 2028,[4] and Maryland predicts 6.3% between 2016 and 2026.[5] More telling, however, is the significant rise in data science positions that is expected. A BLS report entitled, "Big Data Adds Up to Opportunities in Math Careers," indicates that data science positions are poised to increase

[3] Maryland Higher Education Commission. (2017). Maryland Sate Plan for Postsecondary Education: Increasing Student Success with Less Debt, 2017-2021. (p. 66). Retrieved January 10, 2020 from: http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf

[4] US Bureau of Labor Statistics. (September 4, 2019). Occupational Outlook Handbook: Political Scientists. Retrieved from: https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm.

[5] Maryland Department of Labor, Licensing & Regulation. Maryland Occupational Projections – 2016-2026 – Workforce Information and Performance. Retrieved January 21, 2020 from http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml.

dramatically.[6] The report indicates that jobs for statisticians are projected to increase 33.8% between 2016 and 2026. For this reason, GVPT and JPSM anticipate that jobs for political scientists with advanced data-science skills will be much higher than the 5-6% increase predicted by the US and the State of Maryland for political scientists.

In March 2018, the Department of Government and Politics distributed a survey to GVPT undergraduate majors enrolled in 300 and 400-level courses (586 unique students) asking about their interest in a program like the one proposed here. Eighty-six students took the survey, with 63 completing all questions. The students were primarily juniors (38%) and seniors (33%). Respondents were asked to rate the importance of a set of skills to achieving their career objectives, including data analysis, research design, questionnaire design, public speaking, and writing. The majority of students recognized data analysis and research design skills; the core components of the proposed program as important for their career objectives. With regard to data analysis skills, 46% of the respondents indicated these skills were "extremely important" and another 24% said they were "very important." Additionally, 39% responded that research design was extremely important, with another 31% indicating these skills were "very important." GVPT also asked respondents about the likelihood that they would enroll in a graduate program in political analytics. Seniors were asked how likely they would have been to enroll; the other respondents were asked how likely they would be to enroll. Thirty-seven percent of the respondents indicated they would be "very likely" to enroll; 38% said "somewhat likely" and 14% were undecided. Overall, this survey suggests that GVPT students see gaining data analysis skills as important to their career objectives and are interested in a graduate program like the MS in Political Analytics. GVPT and JPSM plan to launch a combined bachelor's/master's program for Government and Politics undergraduates and the Applied Political Analytics master's program once the MS program is approved. UMD has more than 800 students enrolled in its Government and Politics undergraduate program.

D. Reasonableness of Program Duplication

Only one master's program among Maryland institutions has a comparable title: Johns Hopkins University's Master of Science in Government Analytics. The Hopkins program is primarily online, whereas the proposed program will be taught in a face-to-face format on UMD's College Park campus. Furthermore, as indicated above, a sufficient student population exists within UMD's own undergraduate program to warrant the program's establishment.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

According to MHEC's online academic program inventory, no HBI currently offers a program that combines government and politics with data analytics.

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

UMD has already established itself in the field of government and politics through the GVPT department and in data analytics as applied to the social sciences through the research and

[6] Rieley, M. (2018, June). Big data adds up to opportunities in math careers. *Beyond the Numbers, volume7(8).* Retrieved January 21, 2020 from https://www.bls.gov/opub/btn/volume-7/big-data-adds-up.htm.

teaching activities of JPSM. UMD already offers master's and doctoral programs in Government and Politics, Survey Methodology, and Survey Statistics. Accordingly, the proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI.

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

Curricular Development. Both of the academic units involved in developing this program have seen their fields evolve as data analytics becomes more pervasive. The field of political science has become increasingly quantitative, and GVPT has in recent years added several courses focused on the analysis of data related to political questions. These courses have become quite popular with GVPT undergraduate students as they see that these courses provide clear skills that are attractive to employers. GVPT alumni have indicated in several cases that they have gotten jobs based on the skills they acquired in these types of classes. In the spring of 2018, GVPT had an external review and the external review committee commended the department in its strength in undergraduate instruction in political methodology and encouraged further development in that area.

JPSM is the nation's oldest and largest program originally focused on offering graduate training in the principles and practices of survey research. Over the last few years the scope within JPSM has grown to include administrative data and other digital traces. Studying errors and biases in the process of collecting such data, creating measurements from those data, and developing methods to analyze these data by themselves and in conjunction with survey data is now an added focus.

Both units understand that employers across the government, private, and non-profit sectors increasingly understand that data can help them reach their organizations' goals. In the campaign world alone, the last several election cycles have seen a proliferation of new companies specializing in data analytics and existing firms adding capacity in this area. In order to be most effective, however, the workforce needs more than just technical skills. That is, with a firm foundation in the theoretical and empirical research the most successful employees will be able to communicate more effectively with clients and adapt to new questions and issues as they arise. As a result, the program curriculum bridges a rigorous theoretical background in political science with a deeper and expanded skill set in data science.

Faculty Oversight. GVPT and JPSM will choose a program director from their tenured faculty. The GVPT director of graduate studies will initially serve as director. The units will also form an advisory board for the program that will include at least one faculty member from GVPT and one faculty member from JPSM, a current student in the program, and one or more members from outside the university. The outside members will be from institutions that employ people with the skills and background of the graduates of the proposed program.

Learning Outcomes and Assessment. The proposed curriculum has been designed to meet five outcomes:

1. Provide a more rigorous theoretical background in at least one major sub-field in political science.

2. Enhance a student's existing understanding of political analysis (from undergraduate coursework) with a rigorous introduction to additional analytical tools.
3. Provide a venue for students to practice theoretically rigorous political analysis with their expanded tool set.
4. Provide a rigorous understanding of the fundamentals of data science.
5. Introduce students to the key tools of Big Data collection, management, and analysis.

In one of the substantive political science courses the students will take toward the end of the program (Public Opinion, Voting, Campaigns, and Elections, The Logic and Practice of Measurement, and National Security and International Relations), they will complete a major final project that demonstrates each of these skills. We will assess all student's achievement of these learning outcomes each year.

A faculty committee that oversees the Master of Science in Applied Political Analytics program, led by a full professor, will develop rubrics that will be used to assess student mastery of each of these learning objectives. Faculty members will then use the rubric to assess each major project produced in each academic year. The rubric will contain categories related to the specific learning outcome and students will be assessed as "Advanced," "Proficient," "Developing" or "Novice" in each category. The individual categories will be aggregated to produce an overall score. Our overall goal is that 80% of the students are scored as "Advanced" or "Proficient" on the learning outcome assessed.

This assessment will be conducted annually. The program will assess one to two learning outcomes per year, and every outcome will be assessed at least every four years.

The results of this assessment will be discussed in the faculty committee, as well as among the faculty of GVPT and JPSM. GVPT and JPSM will use this discussion to continually improve the overall curriculum and the content of the specific courses offered within the MS degree to enhance student learning.

Course requirements. The program requires the following twelve three-credit courses:

GVPT6XX Research Design for Political Analytics 3 Credits
GVPT6XX Voting, Campaigns, and Elections 3 Credits
GVPT6XX Coding in Statistical Software 3 Credits
GVPT6XX Public Opinion 3 Credits
GVPT6XX The Logic and Practice of Measurement 3 Credits
GVPT6XX National Security and International Relations 3 Credits
SURV615 Statistical Modeling I 3 Credits
SURV616 Statistical Modeling II 3 Credits
SURV621 Fundamentals of Data Collection I 3 Credits
SURV630 Questionnaire Design and Evaluation 3 Credits
SURV727 Fundamentals of Computing and Data Display 3 Credits
SURV740 Fundamentals of Inference 3 Credits
Total Credits: 36

GVPT will develop six new courses for the program (the as yet unnumbered GVPT6XX courses listed above), and JPSM will offer six courses that have already been developed. Specific course information is included in Appendix A.

General Education. N/A

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 at the start of the program.

Student Support. UMD's Office of Extended Studies provides streamlined administrative support for professional graduate programs across the campus. The Office of Extended Studies Student and Program Services will provide support for admissions, scheduling, registration, billing and payment, graduation, and appeals.

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

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources

Program faculty. Faculty expertise will be drawn from both GVPT and JPSM. Faculty biographies for those currently expected to teach in the program are in Appendix B.

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

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 existing facilities, infrastructure, and equipment in GVPT and JPSM are adequate to support this program. All students have access to the UMD email system.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in GVPT and JPSM, from tuition and fee revenue, and from an initial investment of reallocated funds from within the university. The program is designed to be self-sustaining after the initial investment to start the program. See Tables 1 and 2 for a five-year estimate of resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (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

GVPT, JPSM, and the College of Behavioral and Social Sciences (which houses these two academic units) are committed to the recruitment, retention and professional development among members of minority groups, and to increase graduation rates of diverse student populations. These units will work closely with the college's Assistant Dean for Diversity Kim Nickerson to develop programs and strategies to advance the program's diversity objectives. The diversity plans, for example, will include the following:

- Working closely with campus minority student groups so that students from groups that are underrepresented in political science are aware of the program.
- Developing a program to match students with faculty mentors.
- Reaching out to Historically Black Colleges and Universities and other schools with significant numbers of minority undergraduates.
- Taking advantage of the American Political Science Association's many programs to promote diversity.

GVPT and JPSM are committed to supporting students and ensuring a fear-free, inclusive space where all students can thrive. GVPT and JPSM recognize non-binary gender identifications, as well as the difference between assigned biological sex and gender expression. They encourage students, faculty, and staff to share and honor preferred pronouns and names.

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. Faculty (b+c below)	$104,000	$200,850	$275,834	$284,109	$292,632
a. #FTE	1.0	1.5	2.0	2.0	2.0
b. Total Salary	$80,000	$154,500	$212,180	$218,545	$225,102
c. Total Benefits	$24,000	$46,350	$63,654	$65,564	$67,531
2. Admin. Staff (b+c below)	$91,000	$93,730	$96,542	$99,438	$102,421
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$70,000	$72,100	$74,263	$76,491	$78,786
c. Total Benefits	$21,000	$21,630	$22,279	$22,947	$23,636
3. Total Support Staff (b+c below)	$32,500	$33,475	$34,479	$35,514	$36,579
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	$25,000	$25,750	$26,523	$27,318	$28,138
c. Total Benefits	$7,500	$7,725	$7,957	$8,195	$8,441
4. Graduate Assistants (b+c)	$174,176	$179,401	$184,783	$190,327	$196,037
a. #FTE	4.0	4.0	4.0	4.0	4.0
b. Stipend	$80,000	$82,400	$84,872	$87,418	$90,041
c. Benefits	$24,000	$24,720	$25,462	$26,225	$27,012
d. Tuition Remission	$70,176	$72,281	$74,450	$76,683	$78,984
5. Equipment	$9,000	$6,000	$6,000	$6,000	$6,000
6. Library	$5,000	$5,000	$5,000	$5,000	$5,000
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Other Expenses: Operational Expenses	$45,362	$72,864	$95,270	$120,343	$134,897
TOTAL (Add 1 - 8)	**$461,038**	**$591,320**	**$697,908**	**$740,731**	**$773,566**

Other expenses include marketing, materials and supplies, travel, and administrative support from the Office of Extended Studies.

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c+g below)	$173,616	$478,635	$702,700	$943,432	$1,078,968
a. #FT Students	5	10	15	20	20
b. Annual Tuition/Fee Rate	$21,835	$22,490	$23,165	$23,860	$24,576
c. Annual FT Revenue (a x b)	$109,176	$224,903	$347,474	$477,198	$491,514
d. # PT Students	5	15	20	25	30
e. Credit Hour Rate per student	$1,074	$1,128	$1,184	$1,243	$1,305
f. Total Annual Credit Hours	12	15	15	15	15
g. Total Part Time Revenue (d x e x f)	$64,440	$253,733	$355,226	$466,233	$587,454
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$173,616**	**$478,635**	**$702,700**	**$943,432**	**$1,078,968**

Appendix A: Courses

*GVPT6xx: Research Design for Political Analytics (3 credits)
This course will introduce students to the empirical research techniques used in political science. Students will explore the core questions that motivate political science research and the approaches used to answer those questions. Students will understand when and how to implement research designs that utilize experiments, surveys, case studies, historical data, and administrative data.

*GVPT6xx: Coding in Statistical Software (3 credits)
This course will introduce students to different statistical software packages used in empirical political research and which they will use in later substantive courses. Students will receive instruction in beginning programming in these packages, which will be STATA and R.

*GVPT6xx: Public Opinion (3 credits)
This course will investigate how citizens in a democracy think about politics, form attitudes, and how public opinion shapes and is shaped by the political environment. While being exposed to core debates in public opinion and the study of public opinion, students will use a number of surveys that have been central to advancing our knowledge of public opinion.

*GVPT6xx: Voting, Campaigns, and Elections (3 credits)
This course will introduce students to the theoretical and empirical research on political participation, campaigns, and elections. By gaining an understanding of the literature and working with a variety of data sets, including surveys and voter history files, students will be equipped to carry out their own research on these topics.

*GVPT6xx: The Logic and Practice of Measurement (3 credits)
This course will introduce students to core concepts necessary to measure political behavior. Students will learn to take ideas from the concept stage to measurement of the concepts as part of a research design to answer theoretically motivated questions about political behavior and other political activity.

*GVPT6xx: National Security and International Relations (3 credits)
This course will introduce students to key areas of research in national security and international relations. Students will learn the major approaches to empirical research on national and international security and work with datasets focused on terrorist attacks and civil conflict.

SURV615: Statistical Methods I (3 credits) The purpose of this class is to learn basic statistical methods through the use of linear model theory and regression. Particular topics covered include one- and two-sample t-tests, multiple linear regression, analysis of variance, regression diagnostics, model-building techniques, random effects models, and mixed models. The emphasis will be to understand and apply the methods presented, and develop a feel for how problems in data analysis can be viewed in several different ways. In all cases the emphasis will be on understanding the techniques, rather than deriving their theoretical properties. The student will be expected to apply the techniques on weekly homework assignments, a midterm project, and a final project.

SURV616: Statistical Methods II (3 credits)
Builds on the introduction to linear models and data analysis provided in Statistical Methods I. Topics include: Multivariate analysis techniques (Hotelling's T-square, Principal Components, Factor Analysis, Profile Analysis, MANOVA); Categorical Data Analysis (contingency tables, measures of association, log-linear models for counts, logistic and polytomous regression, GEE) and Lifetime Data Analysis (Kaplan-Meier plots, logrank tests, Cox regression).

SURV621: Fundamentals of Data Collection I (3 credits)
This course is the first semester of a two-semester sequence that provides a broad overview of the processes that generate data for use in social science research. Students will gain an understanding of different types of data and how they are created, as well as their relative strengths and weaknesses. A key distinction is drawn between data that are designed, primarily survey data, and those that are found, such as administrative records, remnants of online transactions, and social media content. The course combines lectures, supplemented with assigned readings, and practical exercises. In the first semester, the focus will be on the error that is inherent in data, specifically errors of representation and errors of measurement, whether the data are designed or found. The psychological origins of survey responses are examined as a way to understand the measurement error that is inherent in answers. The effects of the mode of data collection (e.g., mobile web versus telephone interview) on survey responses also are examined.

SURV630: Questionnaire Design and Evaluation (3 credits)
This course focuses on the development of the survey instrument, the questionnaire. Topics include wording of questions (strategies for factual and non-factual questions), cognitive aspects, order of response alternatives, open versus closed questions, handling sensitive topics, combining individual questions into a meaningful questionnaire, issues related to question order and context, and aspects of a questionnaire other than questions. Questionnaire design is shown as a function of the mode of data collection such as face-to-face interviewing, telephone interviewing, mail surveys, diary surveys, and computer-assisted interviewing.

SURV727: Fundamentals of Computing and Data Display (3 credits)
Empirical social scientists are often confronted with a variety of data sources and formats that extend beyond structured and handleable survey data. With the emergence of Big Data, especially data from web sources play an increasingly important role in scientific research. However, the potential of new data sources comes with the need for comprehensive computational skills in order to deal with loads of potentially unstructured information. Against this background, the first part of this course provides an introduction to web scraping and API's for gathering data from the web and then discusses how to store and manage (big) data from diverse sources efficiently. The second part of the course demonstrates techniques for exploring and finding patterns in (non-standard) data, with a focus on data visualization. Tools for reproducible research will be introduced to facilitate transparent and collaborative programming. The course focuses on R as the primary computing environment, with excursus into SQL and Big Data processing tools.

SURV740: Fundamentals of Inference (3 credits)

The course is designed to overview and review fundamental ideas of making inferences about populations. It will emphasize the basic principles of probability sampling; focus on differences between making predictions and making inferences; explore the differences between randomized study designs and observational studies; consider model-based vs. design-based analytic approaches; review techniques designed to improve efficiency using auxiliary information; and consider non-probability sampling and related inferential techniques.

*Course will be added through the university course approval process after the program is approved.

Appendix B: Faculty

Instructor Pool: Titles, Credentials, & Courses

The GVPT courses will be new and have not yet been assigned. The list below includes potential GVPT faculty who may teach in the program. Some Professional Track (non-tenure track) will be hired for teaching the courses, including some current doctoral students. More than 50% of the faculty will be full-time.

For GVPT-based courses

Name	Type of Degree, Year	Courses
Liliana Mason	PhD, Pol Sci, 2013; Associate Professor; F/T	
Sarah Croco	PhD, Pol Sci, 2004; Associate Professor; F/T	
Michael Hanmer	PhD, Pol Sci, 2008; Professor; F/T	
Candice Turrito	PhD, GVPT 2018; Consultant; F/T	
Eric Dunford	PhD, GVPT 2018; Assistant Teaching Professor, Georgetown University; F/T	
Trey Billing	PhD expected 2020; Doctoral candidate, PhD expected 2020; P/T	
Ted Ellsworth	PhD expected 2022; Doctoral candidate, PhD expected 2022; P/T	
Michael Cowan	MPP 2014; Doctoral candidate, PhD expected 2022; P/T	

The SURV courses have been taught. Although some hiring of professional track faculty may be hired to teach the courses, a pool of existing faculty exist who have taught the courses.

For JPSM-based courses

Name	Type of Degree, Year	Courses
Frauke Kreuter	PhD, Sociology, 2001; Professor; F/T	
Taylor Lewis	PhD, Survey Methodology, 2014; Adjunct Assistant Professor; F/T	SURV615; SURV616
Christopher Antoun	PhD, Survey Methodology, 2015; Assistant Research Professor; F/T	SURV621
Yan Li	PhD, Survey Methodology, 2006; Professor; F/T	SURV740
Frederick Conrad	PhD, Cognitive Psychology, 1986; Professor, University of Michigan, Associate Research Professor, UMD; F/T	SURV621
Michael Elliott	PhD, Biostatistics, 1999; Research Professor; F/T	SURV740
Ting Yan	PhD, Survey Methodology, 2005; Assistant Research Professor; F/T	SURV630
Christoph Kern	PhD, Political Science, 2016; Assistant Research Professor; F/T	SURV727

F/T= Full time. P/T= Part time.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Update: P-20 Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 6, 2020

SUMMARY: Traditionally, the Board of Regents receives an update on highlights of USM's P-20 initiatives every spring. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM, USM institutions, community colleges, independent universities, and the Maryland Public Schools (P-12). The USM P-20 Office serves as a central point of contact for the education segments--P-12 schools, community colleges, universities--to collaborate on shared objectives of building seamless educational experiences for students from pre-kindergarten through college and career.

P-20 initiatives that are reflected in the following materials and/or will be addressed during today's presentation include:

- Maryland Center for Computing Education
- State-wide initiative to reduce students' time in developmental and remedial math courses and accelerate their time to degree
- Civic Education and Civic Engagement
- B-Power
- Teacher Education

This annual report also includes a summary of the recommendations of the Kirwan Commission that are directly relevant to higher education, a report from the Governor's P-20 Leadership Council, and information on USM's participation in the National Association of System Heads.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: March 6, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann Boughman 301-445-1992	jboughman@usmd.edu

Board of Regents Education Policy and Student Life Committee
P-20 Overview
March 6, 2020

Traditionally, the Board of Regents receives an annual update on highlights of USM's P-20 initiatives every spring. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between the USM office, USM institutions, community colleges, independent universities, and the Maryland Public Schools. The USM P-20 Office serves as the central point of contact for the education segments—P-12 schools, community colleges, universities—to collaborate on shared objectives of building seamless educational experiences for students from pre-kindergarten through college and career.

MCCE: Maryland Center for Computing Education
We are a year and a half into the work that was initiated by HB281 in 2018. MCCE is tasked with providing support for computer science education in P-12, including outreach to the school districts, creation of summer professional development programs for teachers, and collaborative standard setting and curriculum development for computer science integration in schools and in teacher preparation programs. In summer 2019, we offered professional development for over 400 Maryland teachers, while assisting all Maryland school systems to develop and implement their plans for making computer science opportunities available to all students in the state (attachment).

To date we have granted $678,236 directly to Local School Systems (LSS) and spent $258,486 to provide statewide support for P-12 in the form of statewide professional development (PD) workshops, facilitators for local professional development, and online mentoring.

In addition, to date, we have granted $555,989 to higher education institutions that are developing teacher preparation programs to support computer science teaching. We spent $10,780 to provide expert facilitators and statewide collaboration and PD opportunities to support our higher education institutions.

Amounts spent on P-12 and higher education in support of computer science education

	Direct Grants	Statewide Support Costs of PD	TOTAL
Local school systems/ P-12	$678,236	$258,486	$936,722
Higher Education	$555,989	$10,780	$566,769

State-wide initiatives to reduce students' time in developmental and remedial math courses and accelerate their time to degree
First in the World Maryland Mathematics Reform Initiative (FITW-MMRI)
USM received a four-year, three-million-dollar grant from the U.S. Department of Education in 2015. The grant directly addresses the problem of too many undergraduate students placing into non-credit developmental and remedial mathematics courses. In collaboration with seven community colleges and five USM institutions, USM has supported the development of high-quality statistics pathways that accelerates students' progress through their general education

required mathematics courses. We now have results from the first cohort of students who completed the innovative math pathway, and the outcomes exceeded our expectations. The evaluation of the first cohort of a matched-sample of 1,200 students in 10 different institutions showed that students in the new pathways courses passed at a statistically significant higher rate than students in traditional college algebra courses (70.5% compared to 56.5%). Importantly, success rates in the new pathways courses were *not* significantly different for different demographic groups. Female-identified and male-identified students were both more likely to pass the new pathways course than the traditional course. While white students have higher pass rates in developmental courses than students of color, nationwide, that trend did not hold true in the newly implemented developmental pathways courses: students of color were as likely to be successful as white students. Additionally, Pell grant-eligible students were just as likely to be successful in the new courses as non-eligible students.

In January 2020, USM published a monograph containing eight chapters, written by four USM institutions (Coppin State University, Towson University, UMBC, and University of Maryland Global Campus), four community colleges (Anne Arundel Community College, Harford Community College, Howard Community College, and Montgomery College), and one affiliate public four-year university (Morgan State University), recounting their experiences with implementing mathematics reforms as part of the Maryland Mathematics Reform Initiative. The institutions described their efforts to redesign developmental courses, better align developmental and transfer-level courses, facilitate inter- and intra-institutional communication and collaboration, and improve placement practices. (Attachment: *Reforming Mathematics in Maryland: Stories from the Journey*)

Maryland Mathematics Alignment Project (MMAP)

This year, the Maryland State Department of Education (MSDE) invited USM to co-lead an effort to build a more seamless alignment between high school mathematics requirements for a Maryland diploma and college mathematics requirements for an AA or bachelor's degree (attachment). That work is just beginning, and the first meeting of the MMAP Task Force was held on January 29, 2020.

Strong Start to Finish: Placement Collaboration

Strong Start to Finish (SSTF) is an initiative of the Education Commission of the States focused on increasing the number of students completing their first credit-bearing math and English courses in their first year of study. In February 2020, USM applied to SSTF for funding to begin statewide collaboration on creating a fairer and more streamlined process for assessing students' readiness for college level mathematics. The USM project is called Multiple Placement Measures for Maryland (MPM_2) and, if funded, will provide us with an opportunity to do research to better understand the best predictors of student success in college-level math classes.

Civic Education and Civic Engagement Update

USM hosted the first annual Civic Engagement and Civic Education (CECE) Workshop on November 8, 2019 (full report presented at the November meeting of the Committee on Education Policy and Student Life). Subsequently, on February 12, 2020, two USM institutions were awarded the highly-prestigious Carnegie Community Engagement Classification: Salisbury University and University of Maryland, Baltimore County. Campus teams are working on

diverse follow-up activities based on plans developed at the CECE workshop. In Spring 2020, USM will be bringing campus representatives (students, faculty, and staff) together to review campus plans and begin for a fall 2020 convening.

B-Power Update
B-Power is a dual enrollment program in Baltimore City that began as a USM initiative in 2016. Over the past three years, the program has expanded to include almost every eligible public high school in Baltimore. John Brenner, Director of Early College Initiatives at UB, has led this work and has expanded the program again this year. Dual enrollment headcount at UB has grown twentyfold since 2016, and the number of partner high schools and community-based partners increased tenfold. Growth also included the participation of middle school students in the College Readiness Academy for the first time and now reaching nearly every eligible public high school in Baltimore with B-Power dual enrollment. Given the evidence of success of this program, in 2020, the University System of Maryland will continue to provide funding to UB for B-Power.

Teacher Education Enhancement Funding Request Update: Request Denied
The Kirwan Commission has identified teaching and teachers as critical to improving public education in Maryland, and USM provides almost 70% of the Maryland-prepared teachers. Last year, the Chancellor charged a Teacher Workforce Workgroup with examining matters of quantity and quality in producing an appropriate teacher workforce for our state and advising System leadership and the Regents on how the USM can best shape its resources in that effort, in anticipation of the FY2021 Enhancement Request. Dr. DeBrenna Agbenyiga (then-Provost at Bowie State University) and Dr. Laurie Mullen (Dean of Education at Towson University) co-chaired a workgroup composed of all ten USM Education Deans and Directors, USM's Institutional Research office, and augmented by representatives from the Maryland Independent College and University Association (MICUA), Maryland Association of Community Colleges (MACC), Maryland State Department of Education (MSDE), and Maryland Higher Education Commission (MHEC). USM made a request to the Governor to include $10 million for teacher education as an additional workforce enhancement request, but the request was not included in the Governor's Budget for 2021. USM will continue to work with the deans of education at USM institutions to support recruitment and retention of students into programs. We will look for external funding, share best practices, and continue to collect evidence to support future enhancement requests.

P-20: General Topics
Kirwan Commission: This past year's state P-20 agenda has been dominated by Kirwan Commission recommendations. The Chancellor was the only higher education representative appointed to the 25-member Commission. Last week, the State Legislature took up the Kirwan Commission legislation: Senate Bill 1000/House Bill 1300. Under the legislation, the state would contribute $2.6 billion by fiscal 2030 to local schools, while local jurisdictions would be asked to spend $1.3 billion in the next 10 years. The current legislation identifies three sources of funding for higher education:

- Scholarships for teachers ($2 million in 2021, $4 million in 2022, $8 million in 2023, $12 million in 2024, and for FY2025 and each year thereafter, $18 million (§18-1056);

- Matching funds maximum of $500,000 per year to institutions of higher education that receive grant funding from a non-state source to increase the quality and diversity of applicants for teacher training programs (§6-123 and §17-402); and
- Teacher Collaborative Grant Program (§6-120) to provide funding up to $2.5 million for the development of innovative teacher training practicums. This funding was allocated as part of last year's budget, and MSDE recently announced three awards: Bowie State University; University of Maryland, College Park; and Morgan State University.

Governor's P-20 Leadership Council: Secretary Tiffany Robinson (Maryland Department of Labor) is the new chair of the P-20 Leadership Council (succeeding Secretary Kelly Schulz). USM representatives on the Council include Chancellor Jay Perman, President Ron Nowaczyk (FSU), President Aminta Breaux (BSU), and Dr. Karen Olmstead (Provost, SU). The Council brings together leaders from all education segments, as well as the business and workforce community, to address policy issues that cross boundaries, such as college and career readiness, workforce shortage areas, teacher quality and quantity, high school/college alignment, and civic education. The Council meets four times a year (P-20 Home Page).

National Association of System Heads (NASH): NASH is a national organization, led by Dr. Rebecca Martin, and housed at the USM headquarters in Adelphi. The organization represents 40 Systems in 31 states. USM engages teams of faculty and institutional representatives in NASH initiatives, providing national leadership in strategic areas leading to student success.

> *Taking Student Success to Scale* (TS3) is a degree completion initiative led by a collaborative of higher education systems and campuses (NASH Home Page). TS3 interventions include: Redesigned Math Pathways, Predictive Analytics, and Scaling High Impact Practices. USM institutions have embraced these three evidence-based interventions, and NASH supports bringing these interventions to scale across multiple states and university systems.

Kirwan Commission High Level Recommendations

Workgroup 1: Early Childhood Education

- Expand full-day Pre-K at no cost for four-year olds and three-year olds from families with incomes of up to 300% of federal poverty level
- Capacity building for new and current programs (tuition assistance, training new staff)
- Implementation of school readiness assessment
- Expand Judy Centers, Family Support Centers, and Maryland Infants and Toddlers Program

Workgroup 2: High Quality Teachers and Leaders

- Teacher preparation will be much more rigorous, and induction will be expanded
- Raise standards for licensing
- Expand scholarships and loan assistance for highly skilled and diverse candidates
- Raise teacher pay to make it equitable with other highly trained professionals
- Develop career ladders for teachers and school leaders
- Train the State Superintendent and 24 local superintendents with leadership to implement recommendations of the Commission
- Change the way schools are organized and managed to increase amount of time available for teachers to tutor students, mentor teacher candidates, develop curriculum, etc.

Workgroup 3: College and Career Readiness Pathways

- Develop a fully aligned instructional system (curriculum frameworks, course syllabi, assessments, etc.)
- Establish and implement CCR standards set to global standards
- Provide necessary support to students to reach standards in math and literacy
- Revise HS graduation requirements
- Create a new CTE Sub-cabinet to drive a world class CTE System for Maryland (include leaders of industry as well as educators)

Workgroup 4: More Resources for At-Risk Students

- Add a concentrated poverty weight to funding formula to support intensive services for student and families to help them succeed
- Train all staff in all schools to recognized mental health as well as other issues related to trauma, safety, etc.
- Revise funding formula for special education
- Revise funding formula for English Language Learners

Workgroup 5: Governance and Accountability

- Commission will tie meaningful portions of increased funding to evidence that its recommendations are implemented, and greater student success is achieved
- The Advisory Board is charged with oversight and accountability for implementation of the Kirwan Commission Recommendations
- It is not intended to be a replacement for State Board of Education or other existing agencies

This summary of recommendations is for general information only. For a complete list of published recommendations refer to Maryland Commission on Innovation and Excellence in Education Interim Report January 2019

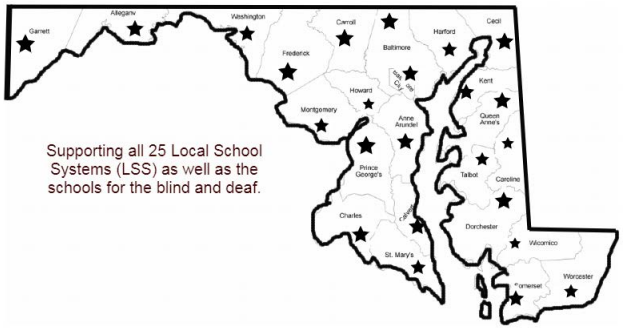
Maryland Center for Computing Education

The Maryland Center for Computing Education (MCCE) is designed to expand access to high-quality Pre-Kindergarten-12 (P-12) computing education by strengthening educator skills and increasing the number of Computer Science (CS) teachers in elementary and secondary education.

MCCE serves as a focal point for broader collaborative initiatives to increase the availability and quality of P-12 computing education across the state, including stakeholder meetings and partnerships; teacher certification efforts; standards and curriculum development; innovative pedagogical research and practices; training and awareness for administrators, educators, students, and parents; and coordinating with related national efforts.

Why Computer Science?

1. CS is a required 21st century literacy needed by every citizen in a digital world.
2. CS education strengthens the local economy by providing a technologically competent workforce.
3. Students develop collaboration, creativity, communication, logic, and problem-solving skills.
4. CS enhances innovation and knowledge to solve modern problems.
5. There is inequitable access in a field that is in desperate need of diversity.
6. CS is fun! CS builds interest and excitement with engaging activities for all students and teachers.



Local School System Support

All 25 Local School Systems in Maryland have received support and funding. The MCCE supports the development of sustainable and scalable plans, professional development, curriculum alignment and selection, counselor awareness, and teacher mentoring and support.

Higher Education Support

13 institutions of higher education with teacher preservice preparation programs have received support and funding from the MCCE in the form of grants, workshops, collaborative work sessions, and webinars. MCCE also facilitates collaboration nationwide and provides support for additional grant opportunities.

Statewide Support

MCCE funds the position of computer science specialist at the Maryland State Department of Education, offers an annual state summit on computer science education, provides statewide summer professional development, and hosts statewide programs to support teachers to earn certification in computer science.

By the numbers:

600+ teachers attending professional development for computer science in 2019 supported by MCCE.

13+ institutions of higher education working on grant funded projects in collaborative teams across colleges and departments of computing and education to build meaningful units into preservice programs.

25 local school systems are working on plans for every high school to provide access to computer science for all students and experience with computational thinking for every middle school student. Many have also started integrating activities, projects, and concepts into elementary schools as well.

State Requirements:

- Every high school offers a high-quality computer science class by 2021-22.
- Every middle school incorporates instruction in CS and computational thinking.
- Increase enrollment in CS courses of female students; students with disabilities; and students of ethnic, racial, and other demographics that are underrepresented in the field of CS as identified by the U.S. Equal Employment Opportunity Commission.

Funding: The Maryland Center for Computing Education was established and funded by the state through legislation with an initial investment of $5 million in 2018 followed by an additional $1 million in 2019. The funding is provided by a special, non-lapsing fund. The MCCE is charged to fund competitive grants to local school systems, work in consultation and collaboration with institutions of higher education, provide professional development and programs, maintain a clearinghouse of recommended resources, and communicate and promote activities that benefit computer science education.

Planning for Lasting Change: Since 2014, only 4 teachers have graduated in the state of Maryland who are certified to teach computer science. There are currently well over 200 teachers teaching computer science in Maryland. The short-term solution is to provide targeted, just-in-time professional development and mentoring to teachers who are from a variety of subject areas to fill the need. These teachers are provided with just enough training to teach a particular course or unit. The long-term solution requires knowledge and education across all sectors.

Research and Data: MCCE works in close association with the Maryland Longitudinal Data System Center (MLDSC) and is currently vetting and organizing existing data to make it accessible through an online public dashboard that will track student progress and engagement in computer science from PK-12 through higher education and/or workforce. The MCCE has supported school systems, higher education institutions, and other state providers of computer science education through the submission of 9 grants (3 more pending and 2 in draft) to the National Science Foundation, Department of Education, Department of Energy, as well as public and private funding institutions.

Partners and Collaborators:

ECEP CSforALL CS Matters CSTA Maryland

Contact information for the Maryland Center for Computing Education:
The Annual Report is available on the website cs4md.com
Dianne O'Grady-Cunniff, dogrady@usmd.edu
Director, MCCE

Dr. Megean Garvin, mgarvin@usmd.edu
Director of Research, MCCE

Bridging the Gap Between High School and College Mathematics in Maryland
Maryland Mathematics Alignment Project (MMAP)

The gap between high school and post-secondary mathematics continues to be a challenge in Maryland, just as it is across the nation. While meeting the needs of many college students, the traditional algebra to calculus mathematics pathway, required by most colleges, does not provide the mathematical skills needed for some majors and often has become a barrier to graduation for capable students. Over the last five years, curriculum reform has expanded mathematics options for college students. This reform is often referred to as *mathematics pathways*. Many colleges in Maryland currently offer mathematics pathways that include courses such as Statistics and Quantitative Literacy, as well as the traditional courses that lead to Calculus and beyond. These pathways courses provide a variety of general education mathematics options for college students. The Maryland Mathematics Alignment Project (MMAP) is designed to explore opportunities (and potential risks) for high school students to participate in mathematics pathways options before they enter college.

Maryland began its work on the Mathematics Pathways in 2014 through the work of the First in the World Maryland Mathematics Reform Initiative. As a result, progress has been made in the offerings of more mathematics pathways at the college level. However, Maryland is still missing a bridge between the high school mathematics coursework and the new college-level mathematics pathways. To begin to address this issue, representatives from the Maryland State Department of Education and the University System of Maryland, along with representatives from Maryland's K-12 and IHE communities, participated in a forum (May 5-7, 2019) hosted by the Conference Board of Mathematical Sciences (CBMS) entitled "CBMS High School to College Mathematics' Pathways: Preparing Students for the Future".

Maryland was one of 22 states invited to participate in the forum, hosted by CBMS, in collaboration with the Charles A. Dana Center at the University of Texas, Austin, and Achieve. CBMS has eighteen members whose primary objective is advancing the mathematical sciences. The Mathematical Association of America (MAA); the American Mathematical Society (AMS); the Association of Mathematics Teacher Education (AMTE); the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM) are among CBMS members. Drawing on the Dana Center Mathematics Pathways work and the expertise of various members of the CBMS societies, the forum provided an opportunity for a dialogue among a broad array of national stakeholders. The May convening was designed to provide support to state-leadership teams who wished to create a state-based task force that would work to put policies and practices in place to reduce or eliminate gaps between high school and college mathematics.

The Forum focused on three issues:

- **Responding to the changing role of mathematics in the economy.** The avalanche of data across all fields is spurring exciting and important work in mathematics. The transition years of grades 11–14 are critical for building the foundations for a workforce that can meet the evolving needs of the new economy.
- **Ensuring college readiness today and tomorrow.** High school and college mathematics educators are working collaboratively on this issue, recognizing the need for college-ready students, but also student-ready colleges. CBMS societies acknowledge the need for a broader understanding of how mathematics is and will be used, encompassing modeling, statistics, and data science. They also understand the need for active learning approaches that promote problem solving abilities and higher order thinking.
- **Articulating the mathematical pathways that will serve all students.** Changes in demographics, economic demands, and the mathematical sciences themselves are forcing reconsideration of the pathways into and through college-level mathematics. It is necessary to evaluate whether the course structures now in place still serve their intended purpose and to understand the alternatives that are available.

Through the forum, Maryland has the opportunity to build a leadership team that will work to help Maryland bridge the gap between high school and college-level mathematics coursework. The first step in this project will be to build a Maryland Mathematics Alignment Project Task Force (MMAP Task Force). To be truly effective, the MMAP Task Force should consist of representatives of all interests across the state including business and industry, as well as those who

shape educational policy and those who implement it at both high school and post-secondary levels, both two- and four-year colleges and universities. The MMAP Task Force will address curriculum standards, instructional practices, policies and regulations, professional development needs and messages.

If you would like to learn more about the Maryland Mathematics Alignment Project, please contact Debby Ward, Coordinator of Mathematics, Maryland State Department of Education (Debra.ward@maryland.gov).

Maryland's Mathematics Alignment Project Task Force Leadership Team

Jean Ashby
Dean of the School of Math and Science
Community College of Baltimore County
JASHBY@ccbcmd.edu

Stephanie McLeod
High School Mathematics Supervisor
Prince George's County Public Schools
st.mcleodfoster@pgcps.org

Asamoah Nkwanta
Mathematics Department Chair
Morgan State University
asamoah.nkwanta@morgan.edu

Nancy Shapiro
Associate Vice Chancellor
University System of Maryland
nshapiro@usmd.edu

Robyn Toman
Mathematics Faculty
Anne Arundel Community College
ratoman@aacc.edu

Kevin Wajek
Coordinator of High School Mathematics
Anne Arundel County Public Schools
kwajek@aacps.org

Debby Ward
Coordinator of Mathematics
Maryland State Department of Education
Debra.ward@maryland.gov

Carol Williamson
Deputy Superintendent of the Office of Teaching and Learning
Maryland State Department of Education
carol.williamson@maryland.gov

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Update on the USM New Student Enrollment Pipeline and Aggregate Student Success; USM-Wide Student Success Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 6, 2020

SUMMARY: The report included is an information item that provides aggregate data about the student success achieved by new students entering the enrollment pipeline at University System of Maryland (USM) institutions. Information in the report includes the overall size and source of new student cohorts entering the USM pipeline between FY 2011 and FY 2019, aggregated retention rates for USM institutions, aggregated graduation rates, and progress toward eliminating achievement gaps. Data about the size and make-up of the new student pipeline is useful for understanding student success and campus initiatives for increasing student success.

In addition to this report, a presentation summarizing the student success outcomes and an update about system-level and campus initiatives will be given to the committee.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: March 6, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Ellen Herbst	301-445-1923	eherbst@usmd.edu
Joann Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

UPDATE ON THE USM NEW STUDENT ENROLLMENT PIPELINE AND AGGREGRATE STUDENT SUCCESS

Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland Office
March 2020

This information item provides an update on the level of success achieved by new students entering the enrollment pipeline at University System of Maryland (USM) institutions. Information provided in the item includes the overall size and source of new student cohorts entering the USM pipeline between FY 2011 and FY 2019, aggregated retention rates for USM institutions, aggregated graduation rates, and progress toward eliminating achievement gaps. For additional information, please contact Chad Muntz, Assistant Vice Chancellor for Institutional Research, Data & Analytics at the USM at cmuntz@usmd.edu (301-445-2737).

New Student Enrollment Pipeline

To understand the level of success achieved by new students entering the USM enrollment pipeline, it is first helpful to understand the overall volume of new students enrolling at USM institutions, as well as where those new students are coming from. The number of new degree-seeking students entering a USM institution at any point during the fiscal year ranged from 32,000 in FY 2011 to over 43,000 in FY 2019. Importantly, these fiscal year cohorts include both new first-time students and new transfers. Like most university systems, the USM has experienced a change in the mix of new students comprising these cohorts as more non-traditional adult students have begun to pursue higher education, and the volume of high school graduates has decreased. Understanding this mix is important, in turn, for understanding student success as measured through retention and graduation rates.

Approximately two-thirds of all new students entering a USM institution between FY 2011 and FY 2019 came from one of two groups: First-time Students (whether First-time, Full-time or First-time Other, signifying anyone not full-time) who comprised approximately one-third of the total new student enrollment between FY 11 and FY 19, and New Maryland Community College (MDCC) Transfers, who comprised another third. The primary well-spring for both groups of new students – First-time Student and New MDCC Transfers -- remained the Maryland high school graduate pipeline.

In addition, a third of all new students entering the USM enrollment pipeline between FY 2011 and FY 2019 came from less established, but rapidly growing, pipelines. These students, who are classified in this report as "New Transfer Other," include some students who swirled between Maryland 4-year institutions, but the majority of this group transferred to USM institutions from a four-year or two-year institution *outside* the state of Maryland. The majority of these students transferred in with credit and were often students who were older, working adults. USM's agile, distance education institution, the University of Maryland Global Campus (UMGC), enrolled most of the "New Transfer Other" students. A breakdown of the enrollment pipeline by these groups is presented below in Table 1.

Table 1. Fiscal Year New Degree-Seeking Cohort

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
First-time, Full-time	12,475	12,124	12,102	14,058	13,996	14,020	14,923	14,465	15,212
First-time Other	893	1,051	1,089	1,459	1,415	1,120	1,175	730	778
New Transfer MDCC	9,863	10,851	11,743	11,071	11,450	11,403	12,007	12,075	11,460
New Transfer Other	8,445	9,046	8,892	10,056	12,470	15,045	15,131	16,057	16,080
Total	31,676	33,072	33,826	36,644	39,331	41,588	43,236	43,327	43,530

Retention Rates

The fall retention rate of New, Degree-Seeking Students decreased from a high of 76% for the FY 2011 cohort to just under 70% (69.5%) for the most recent (FY 2019) cohort. The decrease in retention was attributable to the growth in the number of "New Transfer Other" students discussed above. Because these students stop-out and/or transfer between multiple institutions, they historically have lower retention rates overall, which impacts the USM average. The highest retention rates were achieved by First-time, Full-time students and Maryland Community College Transfers. See Table 2 below for additional information.

Table 2. Fiscal Year New Degree-Seeking Cohort
Retention Rates to the Next Fall Semester

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
First-time, Full-time	84.6%	84.7%	85.0%	86.4%	85.2%	85.0%	85.2%	85.7%	86.4%
First-time Other	43%	21.0%	18.8%	21.0%	28.6%	31.3%	35.1%	36.7%	34.6%
New Transfer MDCC	81%	78.9%	79.0%	79.3%	79.2%	80.2%	80.3%	79.4%	77.6%
New Transfer Other	63%	58.4%	56.5%	58.9%	59.6%	56.7%	54.8%	53.7%	49.6%
Total	76.4%	73.6%	73.3%	74.2%	73.5%	72.1%	72.0%	71.1%	69.5%

Graduation Rates within 6-years of Entry

Over the last four fiscal years the six-year graduation rate for New, Degree-Seeking Students has improved from 57% graduating within six years of entry (for the cohort that entered in FY 2011) to 61% (for the cohort that entered in FY 2014). Importantly, this increase came while the overall number of new students also increased. Because the USM increased its rate of student success at the same time it increased the number of students enrolled, the overall number of degrees awarded each year also increased (see Table 4).

Table 3. Fiscal Year New Degree-Seeking Cohort
Graduation Within Six Years

	FY 2011	FY 2012	FY 2013	FY 2014
Cohort	32,610	34,456	35,076	36,644
Graduated	57%	56%	57%	61%

Table 4. Baccalaureate Degrees Granted

FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
21,227	22,585	23,238	23,724	25,048	25,776	26,280	26,657	27,039

As with retention, the different types of new students entering the USM enrollment pipeline impacts the aggregate graduation rate for the USM. First-Time, Full-Time Students and MDCC Transfer Students had the highest graduation rates compared to the "New Transfer Other" students. However, rates improved significantly for students who began and enrolled full-time. Table 5 below provides the number and six-year graduation rate broken down by group for the most recent (FY 2014) cohort.

Table 5. FY 2014 Degree-Seeking Cohort
Graduation Within Six Years

	N	%
Total	36,644	61%
First-time, Full-time	14,058	73%
First-time Other	1,459	5%
New Transfer MDCC	11,071	68%
MDCC Full-time Only	7,546	76%
New Transfer Other	10,056	44%
Other Full-time Only	4,423	66%

Closing Achievement Gaps

Beginning in 2008, the USM launched an initiative with an ambitious goal of closing existing achievement gaps between students by 2020. While USM Institutions have improved outcomes for lower-income and minority students since 2008, achievement gaps have remained for all types of new students. Once the academic preparation, transfer credit, and attendance status were held constant, however, data show that the graduation gaps have narrowed. Although this report was not designed to provide a detailed update on campus progress toward closing achievement gaps, Table 6 below summarizes, based on the most recent fiscal year data (FY 2014), the graduation gap for underrepresented minority students compared to the total student cohort for USM as a whole. Continued progress toward closing achievement gaps would further improve overall USM student success rates, increase enrollment, and increase the baccalaureate degrees conferred for Maryland's workforce.

Table 6. FY 2014 Degree-Seeking Cohort
Underrepresented Minority (URM)
Graduation Within Six Years

	N	URM Grad %	URM Gap %
Total	12,395	50%	-11%
First-time, Full-time	4,169	60%	-13%
First-time Other	766	5%	0%
New Transfer MDCC	3,622	61%	-7%
MDCC Full-time Only	2,288	70%	-6%
New Transfer Other	3,847	37%	-7%
Other Full-time Only	1,610	58%	-8%

Conclusion

The USM's most recent analysis of the new student pipeline and student success measures shows that USM institutions have increased new student enrollment and increased student success. This success has come despite an increased mix in the sources of, and types of, new students enrolling at USM institutions. That mix, in combination with the attendance status of these students, ultimately influences retention and graduation rates. The data in this report suggest that USM institutions will be pressed to achieve similar results in the future without 1) continued efforts to improve student success among part-time, non-traditional students, 2) further narrowing of achievement gaps, and 3) engaging in more outreach to former students and near completers. The pipeline of future high school graduates will continue to decrease nationwide. This has the potential to negatively impact future new student enrollment and the number of new transfers coming from community colleges. In summary, to sustain enrollment and provide the graduates that Maryland's workforce needs, the USM and its institutions must continue to improve on the already high-level of student success they have achieved.

UNDERGRADUTE PIPELINE ANALYTICS: ENROLLMENT & SUCCESS AT USM

USM-WIDE STUDENT SUCCESS INITIATIVES

Committee on Education Policy & Student Life

March 6, 2020

Chad Muntz
Dr. M.J. Bishop

University System of Maryland

University System of Maryland

Overview

- Highlights major USM undergraduate pipelines
- Offers insights about degree completion and retention as a System
- Provides context for the upcoming USM Enrollment Projections
- Campus initiatives and programs for student success

Fiscal Year Degree-Seeking Students & Graduation Rates

University System of Maryland

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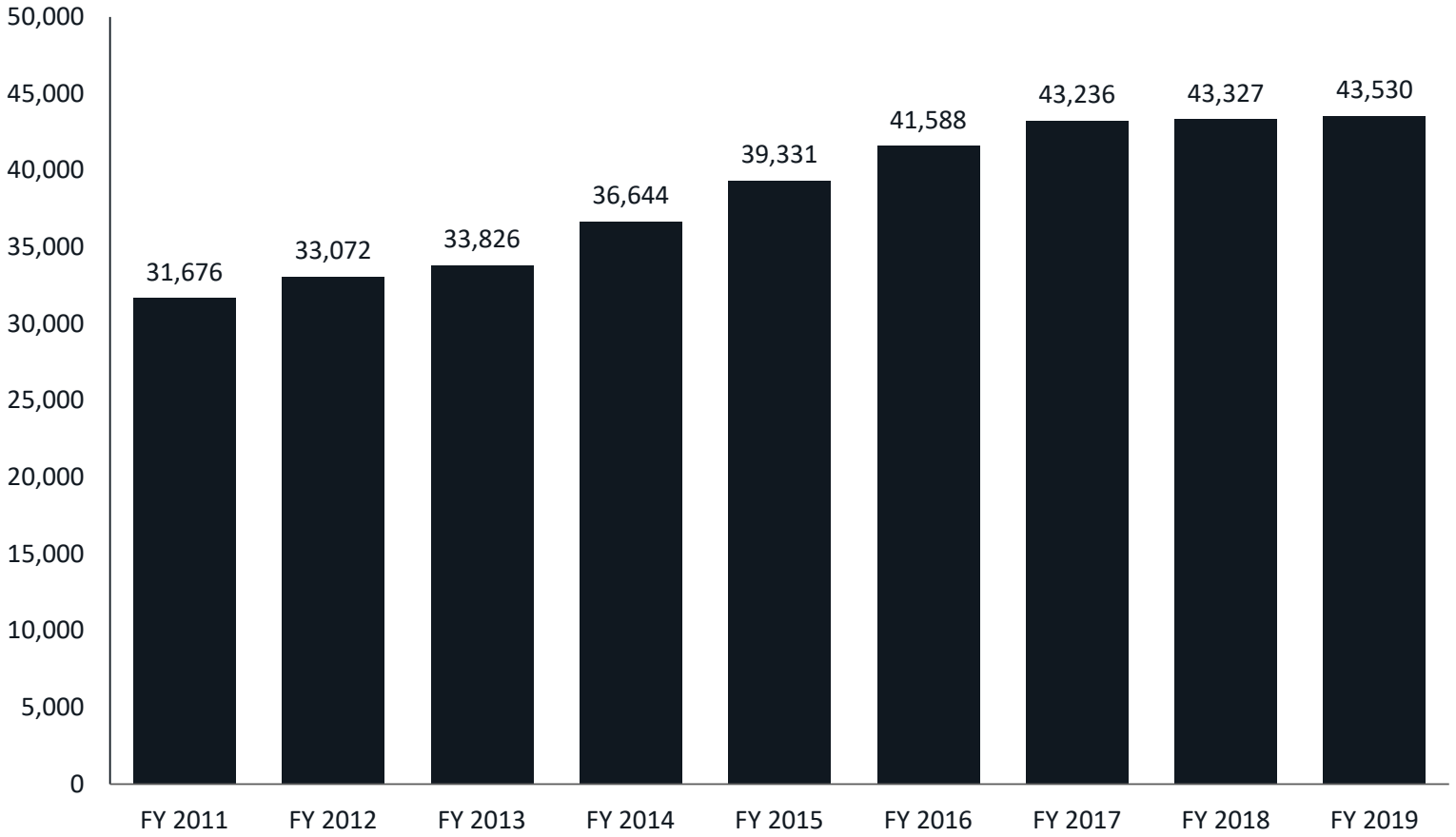
Total New Fiscal Year Undergraduate Degree-Seeking Enrollment

Fiscal Years 2011 to 2019



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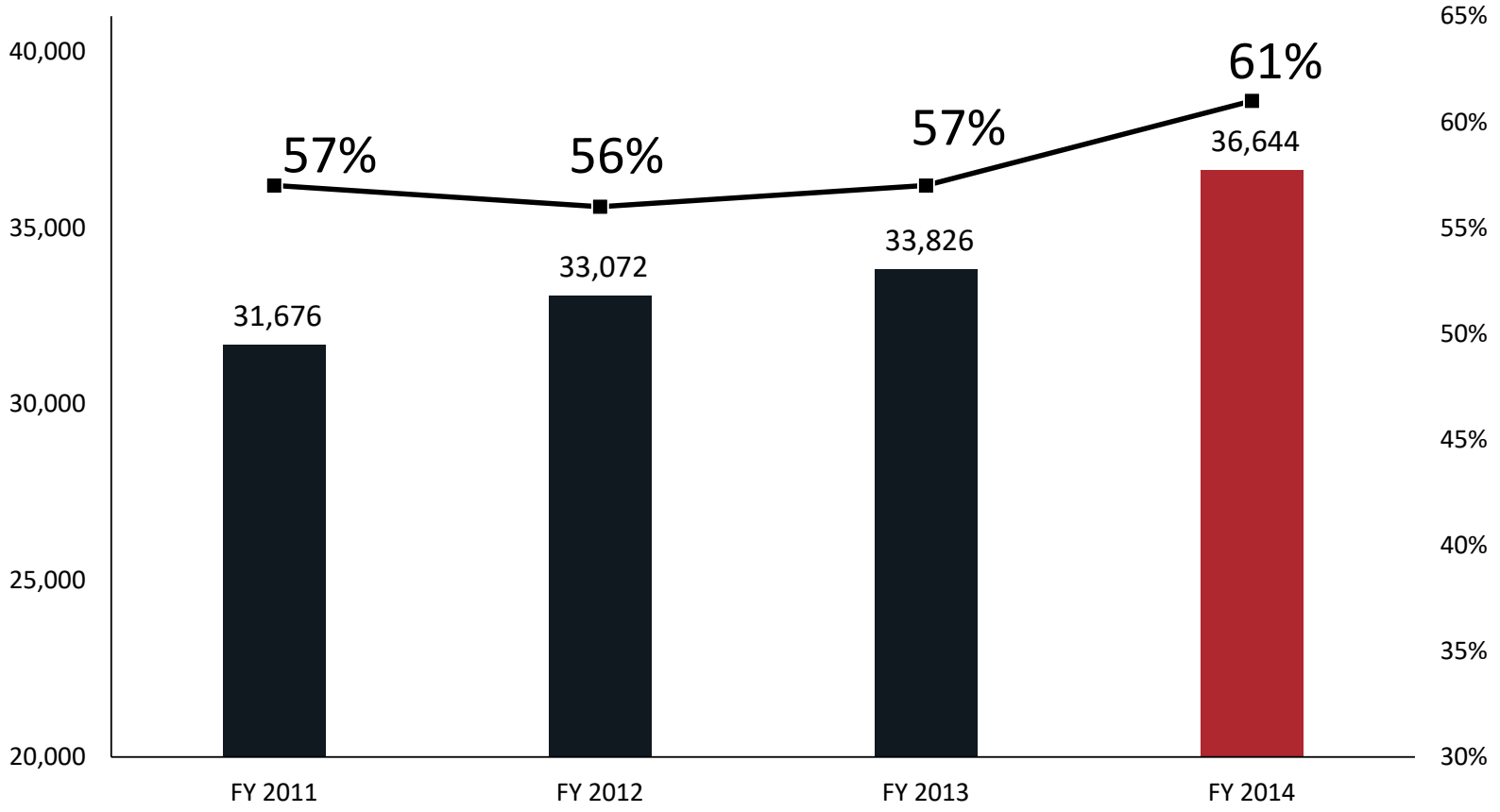
Graduation Rates Increased while Undergraduate Degree-Seeking Enrollment Increased

Fiscal Years 2011 to 2014



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* Graduated within six fiscal years of entry; For example, FY 2014 included six fiscal years of graduation FY 2014 through FY 2019

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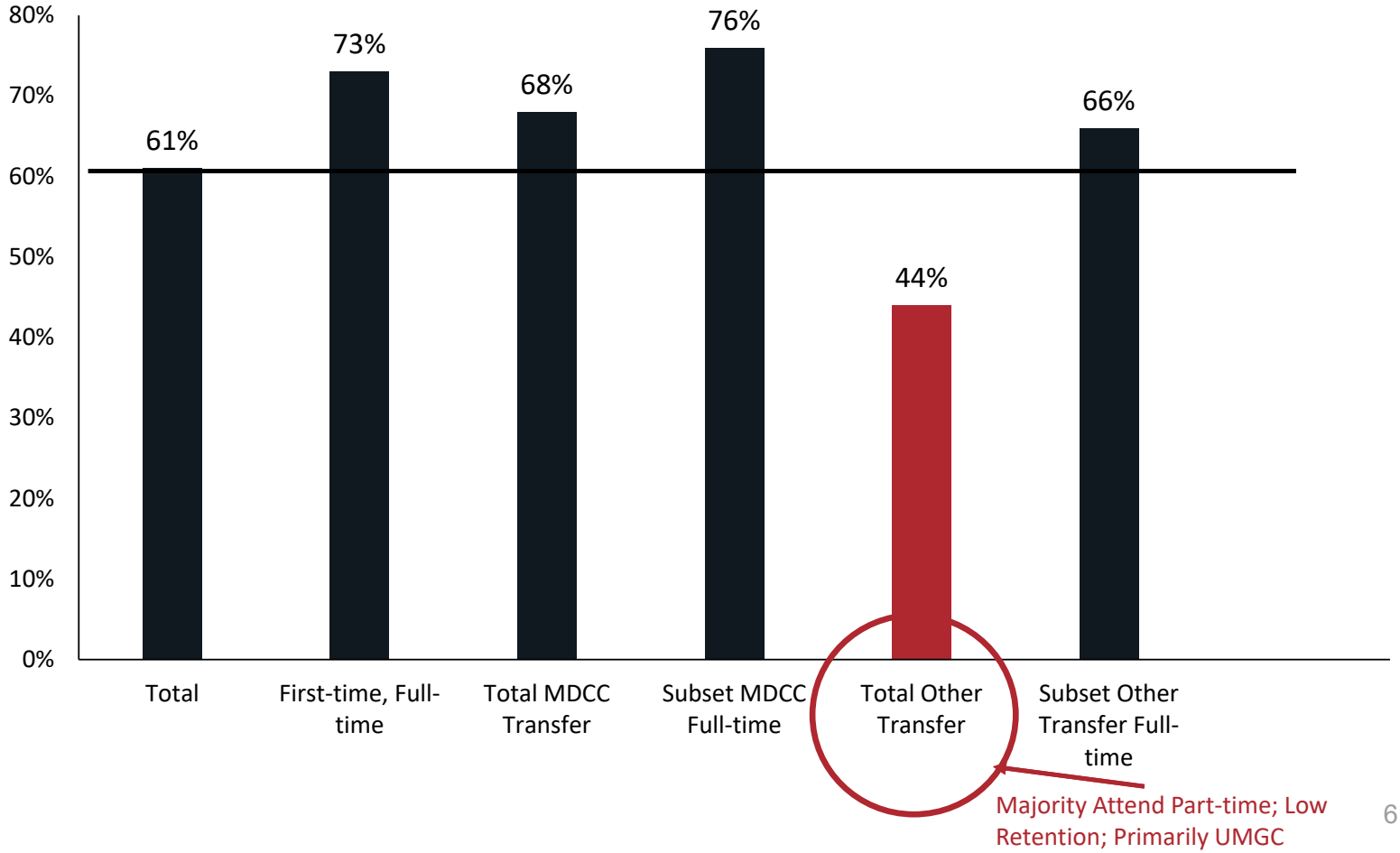
FY 2014 Six-Year Graduation Rates

By Entry Type of New Undergraduate Degree-Seeking Students



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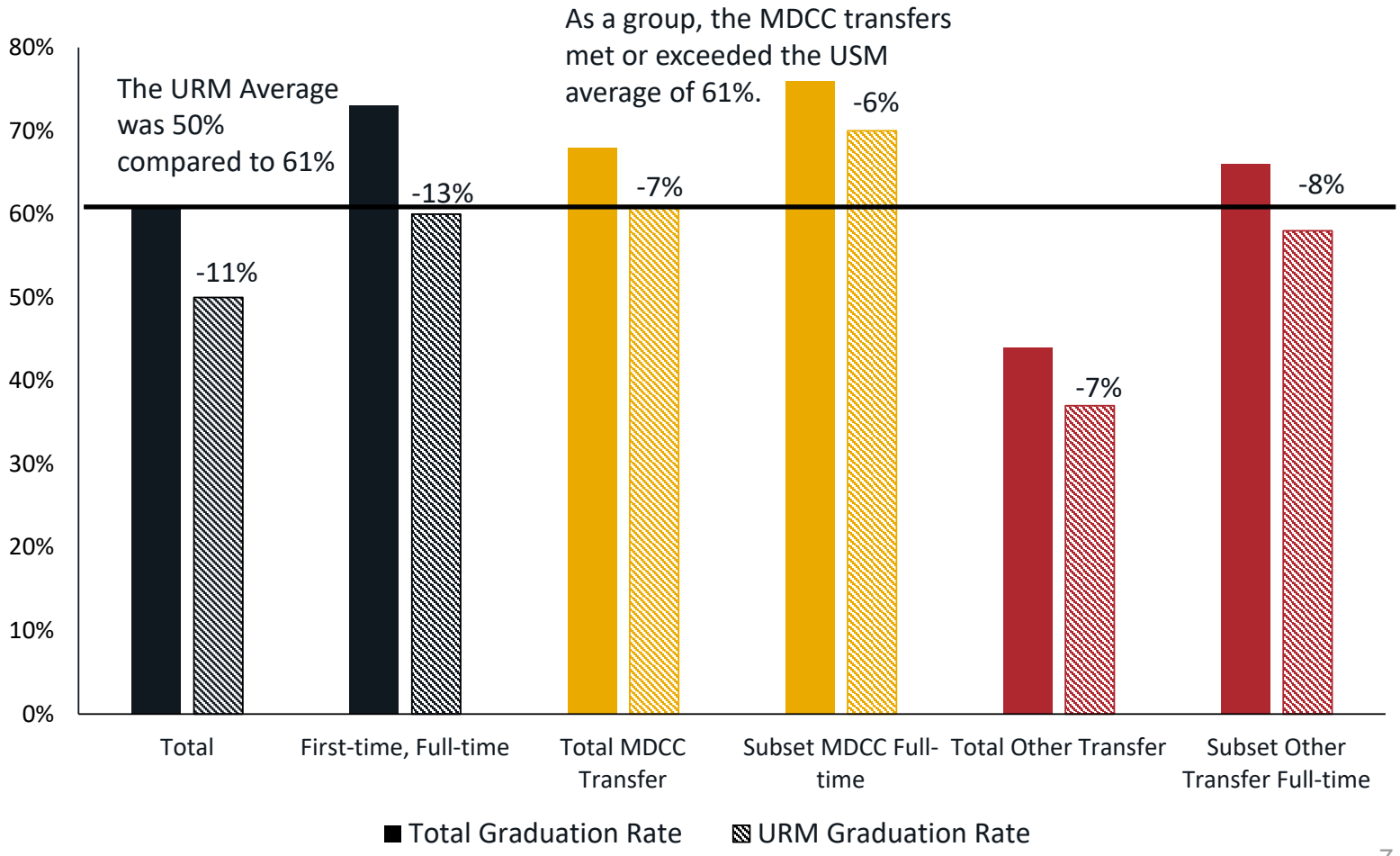
FY 2014 Six-Year Graduation Rates

Achievement Gaps for Underrepresented Minorities (URM)



Undergraduate Pipeline, Retention & Future Enrollment

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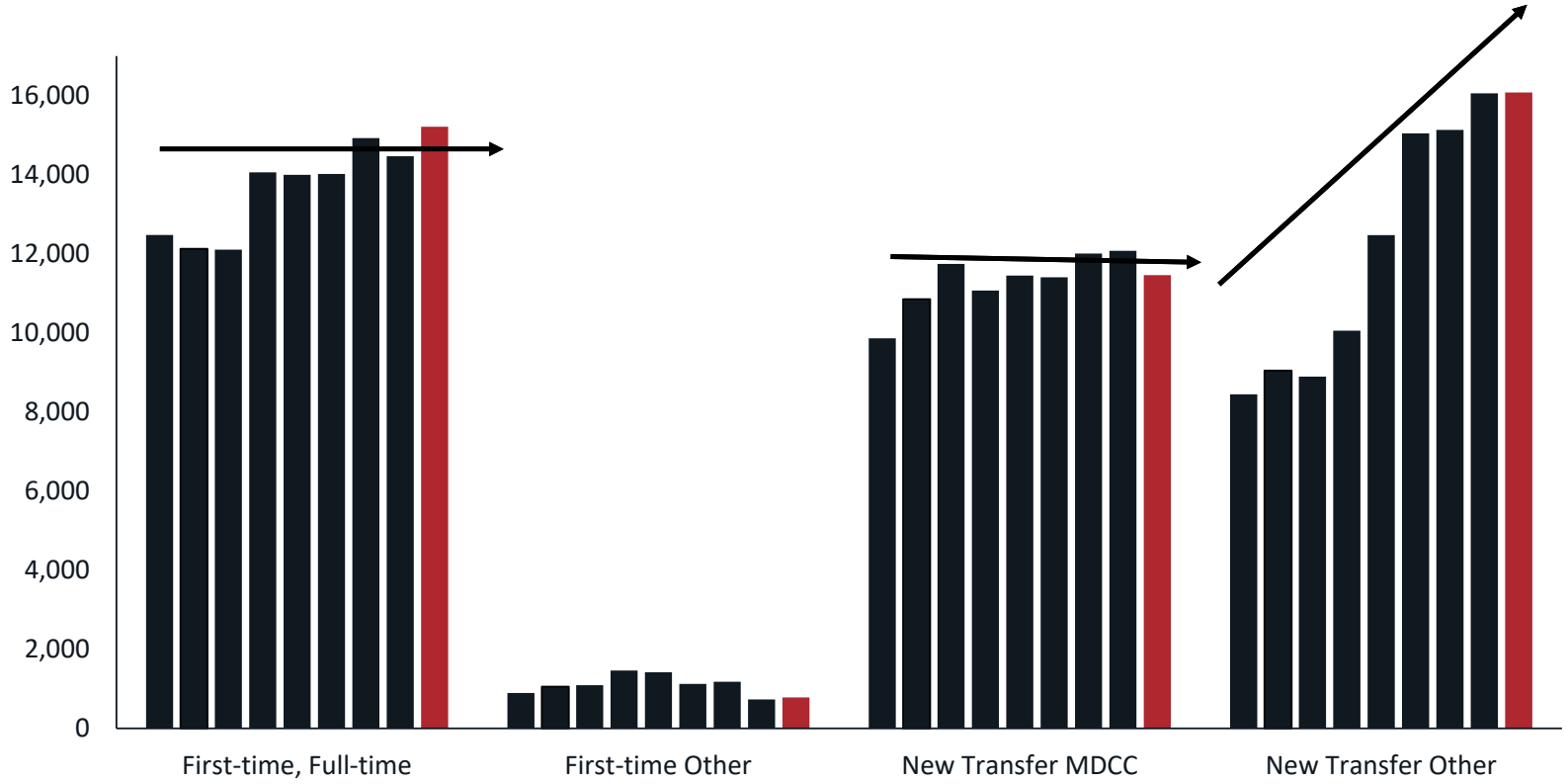
New Undergraduate Degree-Seeking Enrollment by Entry Type

Fiscal Years 2011 to 2019



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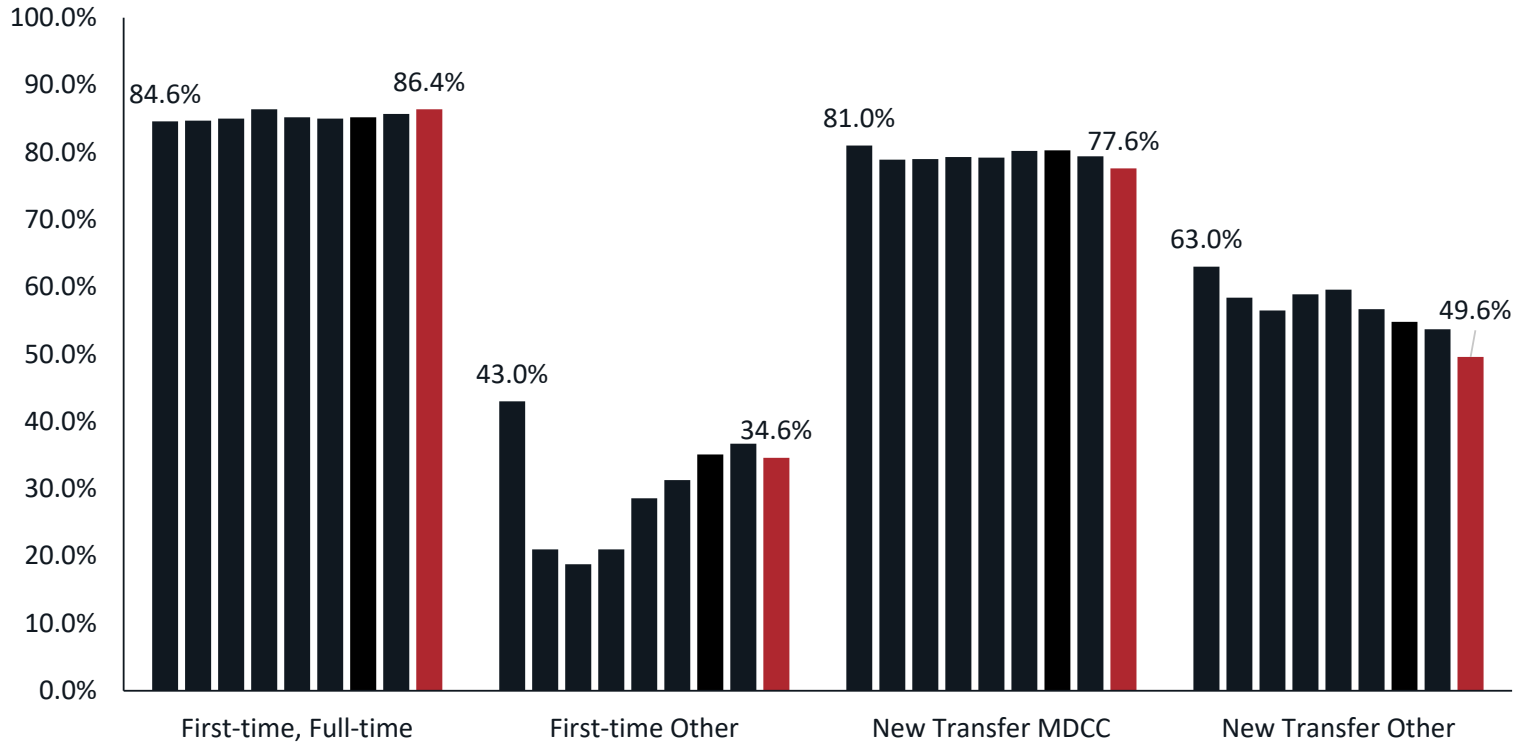
Retention Varies by Entry Type

Fiscal Years 2011 to 2019

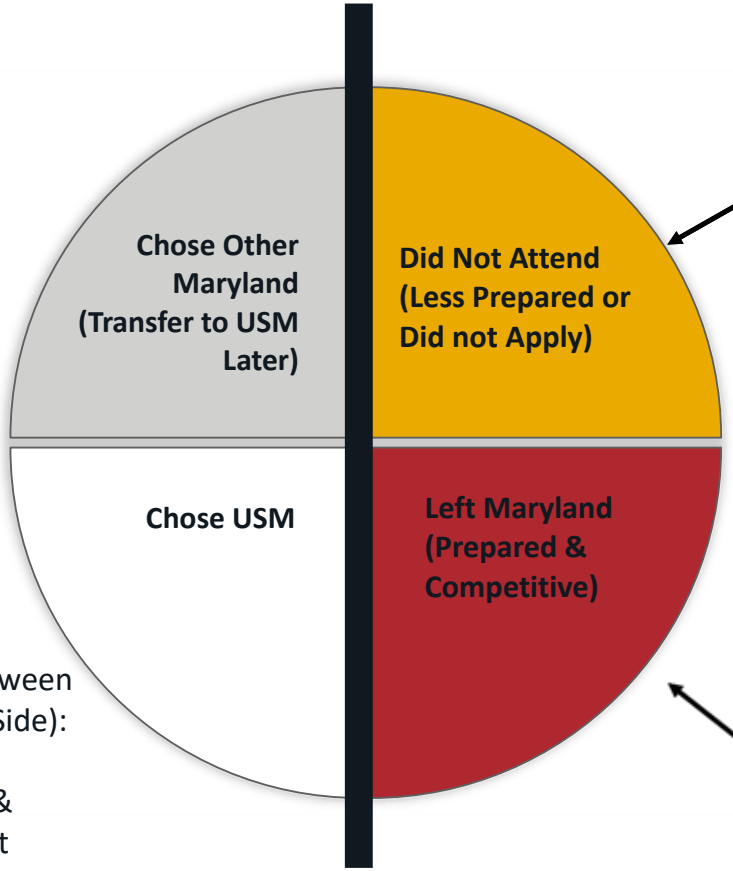


|---- Primarily Maryland High School Graduates ---|

"Swirl" & Adults
Primarily UMGC

University System of Maryland

Recent Maryland High School Graduates > 60,000 per year



Hispanic Population Growing With Low College Participation

Left Side: Enrolled in MD

Right Side: Did not Enroll in MD

Defining competition as between Maryland institutions (Left Side):
-One MD Institution Wins;
-One MD Institution Loses &
-In total, Maryland does not increase enrollment

Maryland is a "Net Exporter" of high school graduates. Choose similar/same programs and institutions out of state at higher costs.

USM Undergraduate Pipeline Summary

- USM institutions enrolled approximately 43,000 new degree-seeking undergraduate students FY 2017- FY 2019
  - First-time, Full-time stable
  - MDCC Transfers are decreasing
  - New Other Transfers increasing

- Graduation rates improved with more students – most recent 61%
  - Highest Rates for well-prepared and full-time students
  - Achievement Gaps remain for underrepresented minorities

- Future enrollment and degrees
  - Depend on volume of new students
  - Retention

- In recent years, new student enrollment was increased by New “Other Transfers, which have lower retention and graduation rates

USM-Wide Student Success Initiatives

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Retention Programs - Access

- Online programs and courses.
- Near-completer programs.
- Flexible course scheduling.
- Degree planners.
- Stackable credentials.

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Retention Programs - Affordability

- Need-based financial aid.
- Dual degree and accelerated degree programs.
- Reducing textbook costs.
- Financial literacy programs.
- Food pantries and “career closets.”
- Finish4Free programs.
- Targeted resources to support first-generation, lower-income and underserved students.

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Retention Programs - Achievement

- Summer bridge programs
- Improving developmental mathematics pathways
- First-year experience programs
- Academic success/resource centers
- Undergraduate learning assistants (ULAs)
- Early alert programs.
- Improved academic and career advising
- Living learning/residential learning communities
- Course redesign initiatives

Transfer Students

- Working to improve articulation system (USM)
- Collaborating with MDCCs to improve existing transfer pathways and on-site advisement/admission
- Pre-transfer advisement
- Scholarships and Outreach
- More intentional orientation programs.
- Transfer student associations, centers, and mentor programs
- Credit for prior learning.

Questions?

University System of Maryland

Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, And Analytics
Office of Administration and Finance
cmuntz@usmd.edu

Dr. M.J. Bishop
Associate Vice Chancellor and Director
William E. Kirwan Center for Academic Innovation
Office of Academic Affairs & Student Life
mjbishop@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

3300 METZEROTT ROAD // ADELPHI, MD 20783
WWW.USMD.EDU // 301.445.1901

OFFICE OF THE CHANCELLOR

August 15, 2019

The Honorable Nancy King
Chair, Senate Budget & Taxation Committee
3 West Miller Senate Office Building
Annapolis, MD 21401

The Honorable Maggie McIntosh
Chair, House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

RE: 2019 Joint Chairmen's Report – Report on Improving Student Completion (R75T00), Page 201

Dear Chair King and Chair McIntosh:

Language in R75T00 on page 201 of the 2019 Joint Chairmen's Report requires that the University System of Maryland Office to report on improving student completion. From p. 201 of the Joint Chairmen's Report:

> *As the number of Maryland high school graduates becomes increasingly diverse and more students follow a more nontraditional college route, e.g., transferring to multiple institutions, changing enrollment status, and entering college later, institutions will need to develop programs and pathways to help all students succeed. The budget committees are interested in the institution's 5- and 10-year goals, strategies, and metrics used to benchmark progress in recruiting, retaining, and graduating students.*

Attached is the University System of Maryland's Report on Improving Student Completion that includes important system-level context to set a foundation for how we are collectively addressing these issues as well as separate responses from each institution regarding their specific goals, strategies, and metrics for recruiting, retaining, and graduating students.

I am happy to address any questions you may have regarding this response.

Sincerely,

Robert L. Caret
Chancellor

Enclosures

cc: Sarah Albert, DLS; Sara J. Baker, DLS; Joann Boughman, USM; Cathy Kramer, DLS; Ellen Herbst, USM; Patrick Hogan, USM; Beth V. McCoy, DBM

UNIVERSITY SYSTEM of MARYLAND

JOINT CHAIR'S REPORT ON IMPROVING STUDENT COMPLETION

The University System of Maryland (USM) is growing and becoming more diverse. Of the 176,423 undergraduate and graduate students across USM, over 100,000 identify with a race or ethnicity or country other than "White, US Citizen." Additionally, the number of "non-traditional" undergraduate students attending USM institutions is also growing. According to the Maryland Higher Education Commission Data Book (2019), 35% of USM undergraduates are 25 and older and, of those older students, about 70% attend college part-time. Further, increasing numbers of students are starting their postsecondary journey with us in different places; having started college later, transferred from another institution, or otherwise changed their enrollment status. These students are typically independent from their parents and need financial support. Almost 30% of students enrolled in USM institutions receive Pell grants.

USM and its institutions are aware of these changes in the characteristics of the students we serve, particularly with respect to their constant, competing tension between life obligations and educational obligations. We are collectively working to address this shift in student needs by developing programs and pathways that increase access, affordability, and achievement in order to help *all* students succeed. This document reports on the University System of Maryland's and its institutions' 5- and 10-year goals and metrics used to benchmark progress, as well as our strategies for recruiting, retaining, and graduating students.

STUDENT RETENTION AND COMPLETION RATES ACROSS THE USM

Over the last 10 years, the USM's undergraduate retention and completion rates have improved for first-time students, largely attributable to the Closing the Achievement Gap initiative, which began in 2008 to focus on closing retention and completion gaps for low-income students and underrepresented minorities. Increases were incremental but are noticeable 10 years later. In 2008, the baseline retention for first-time, full-time new students was 82% and the baseline graduation rate was 62% at the institution of entry. The most recent retention rate was three points higher at 85% and the graduation rate was four points higher at 66% for the cohort that graduated in FY 2018. At the same time, the USM also increased success for Maryland community college students transferring into USM institutions, with graduation rates improving nine points from 48% in FY 2008 to 57% in FY 2018.

At the same time, the USM grew from 137,000 in FY 2008 to over 176,000 students by the fall 2018 semester. This enrollment growth came from increases in student retention as well as increases in new student enrollment. The Managing for Results Report (MFR) tracks the total new degree-seeking student enrollment for a fiscal year cohort, which includes part-time and non-traditional students as well as traditional and full-time students. In FY 2008, the USM enrolled nearly 32,000 new undergraduate, degree-seeking students whereas, by FY 2018, the USM enrolled over 41,000 new undergraduate, degree-seeking students. Retention and graduation rates increased during the past 10 years as well, with the largest increase coming from underrepresented minority students. The underrepresented minority new student growth increased from 9,800 new students, or 31% of the FY 2008 new student cohort, to 16,500, or 40% of the FY 2018 new student cohort. Closing achievement gaps in this way has been necessary to increase USM success rates and benefit more Maryland students.

According to the longitudinal analyses published by the National Student Clearinghouse and the Student Achievement Measure (SAM), USM student completion outcomes also exceed national comparisons.

The percentage of first-time, full-time degree-seeking students who graduate at any USM institution across the USM is 66%, 12 points higher than the national average of 54%. Additionally, the percent of community college transfer students who earn a bachelor's degree across the USM institutions is 57%, 15 points higher than the national average of 42%. Finally, the USM's Fiscal Year graduation rate that combines all new, degree-seeking students was 56% within 6 years of entry, which means that, on average, every new USM student, inclusive of full-time, part-time, first-time, and transfers, graduate from USM at a rate higher than the national rate for the first-time, full-time first-year students. The following table summarizes USM graduation rate improvement and the corresponding national average rate over the previous 10 years.

	FY 2008 Baseline		FY 2018 Current Progress 5-Years		FY 2018 National Averages
Cohort Description	**#**	**Graduation**	**#**	**Graduation**	**Graduation**
Fall First-time, Full-time	12,893	62%	14,672	66%	54%
FY MDCC Transfers	8,993	48%	12,154	57%	42%
FY All Students	26,202	54%	43,315	56%	NA

SYSTEMWIDE GOALS

While the USM's average graduation rates improved over the last ten years and continues to exceed national averages, we are still working to improve student success, particularly with an eye toward addressing the needs of our changing student demographics. Success rates differ by campus and by different entry cohorts. Based on the combined enrollment goals reported by each university (see below), we have calculated the following 5-year and 10-year summary benchmarks for the entire University System of Maryland:

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	**#**	**Retention**	**Graduation**	**#**	**Retention**	**Graduation**	**#**	**Retention**	**Graduation**
Fall First-time, Full-time	14,672	85%	66%	14,000-15,000	86%	67%	14,000-15,000	88%	68%
FY MDCC Transfers	12,154	79%	57%	11,500-12,500	79%	58%	11,500-12,500	80%	59%
FY All Students	43,315	71%	56%	43,000-44,000	71%	56%	43,000-44,000	72%	57%

ACCESS, AFFORDABILITY, AND ACHIEVEMENT INITIATIVES ACROSS THE USM

With an eye toward improving college access, overall affordability, and academic and career achievement for our evolving population of students, the institutions of the University System of Maryland have implemented strategic plans that support increasing enrollment and improving retention and student success. Using the framework of access, affordability, and achievement, the following sections will provide an overall snapshot of the kinds of programs and initiatives offered by USM institutions to support the ever-changing and diverse student populations they serve.

Access

Enrollment Programs

Statewide, college access is a core strategic priority that aligns with the enrollment metrics that each USM institution establishes for the campus. Essentially, across the USM institutions there is a wide range of comprehensive enrollment programs and initiatives dedicated to increasing access for students who enter college following non-traditional pathways, particularly those who transfer and/or enter

later. Further, as mandated in statute, University of Maryland University College (UMUC) functions as the state's open access institution and is primarily focused on serving transfer students, military-affiliated students, veterans, and working adults.

Across the remaining system institutions, students are admitted based on academic preparation and prior academic success. The admissions decision criteria do not include race/ethnicity, family income, age, or any other non-academic demographic factors. Each university manages enrollment in total and does not set benchmarks for the exact number of any specific subgroup of students. All new student numbers are general estimates extrapolated from demographic shifts in Maryland high school graduates and should not be interpreted as set recruitment quotas for institutional demographic goals. After students enroll, the universities monitor students and student subgroups to improve student success and close any achievement gaps.

Selected Recruitment and Pre-Admission Programs:

- Continuous improvement of undergraduate recruitment, marketing and outreach, open house events, and admissions to increase the percentage of diverse students that enroll.
- Advising and student success planning for those that transfer and/or enter college later.
- Improved articulation agreements between institutions.
- Consortiums to continuously promote new student pathways.
- State-wide, on-site Maryland community college recruitment and pre-transfer advising to support students to enroll on-campus or at a regional higher education center (RHEC).
- Rewards and support for community college students seeking to transfer, including admission application waivers, guaranteed admission, early orientation and registration, and guaranteed housing.
- Campus-wide networks of staff who work with students prior to and during the application and admission process.
- Provision of transfer credit services to determine the acceptability and awarding of credits for courses completed at other institutions.
- Focus on Dual Enrollment programs to better prepare students for matriculation.

Online Education

Confronted with changing demographics and the prospect of lower enrollments, the USM institutions are also exploring new delivery models. Many are planning to move courses and programs online in an effort to attract and retain students regionally, nationally, and globally. However, rather than view online education simply as a panacea for enrollment challenges, USM institutions are taking a more strategic approach that capitalizes on the affordances of online to more effectively reach the students we serve in new ways. When implemented well, online education promises to expand access to students unable to come to campus on a regular schedule, reduce the overall cost of attendance, and improve achievement through personalized, modular content and credentials. In other words, online education affords higher education institutions the flexibility to envision new ways to fulfill their student success missions.

USM is also the only state higher education system with a standalone online institution. The University of Maryland University College (UMUC) began offering its first online courses in 1993. By 2007, 80 percent of all stateside undergraduate enrollments at UMUC were for online courses, and 94% of all UMUC students – graduate and undergraduate – took at least one online course each year. Today, all of

UMUC's bachelor's degrees can be completed entirely online. In FY2018, UMUC offered 865 distinct courses online and had more than 285,000 worldwide online course enrollments.

Across the rest of the USM institutions there are nearly 80 degree and certificate programs that can be completed entirely via distance education. Further, a significant proportion of USM students enroll in at least one distance education course during a calendar year. In addition to UMUC's enrollment, over 39,000 undergraduate students and nearly 12,000 graduate students enrolled in at least one distance education course across the other USM institutions.

To help fuel even more growth in online education, the USM Kirwan Center for Academic Innovation's USMx initiative is providing system institutions with access to innovative e-learning technologies (including edX, the non-profit "massive open online course" provider from MIT/Harvard) as well as resources, support, and planning for strategic implementation of online learning to provide anywhere, anytime learning opportunities, giving students the flexibility to interact with content, faculty, and learning communities in the ways that best meet their needs. The USMx team is actively working with eight different USM institutions on developing online courses/programs and is involved in some level of consulting on strategic planning with two more. USMx is working with MarylandOnline on a model for a Seat Bank exchange to fill low-enrollment courses and continues to work with Quality Matters and USM Institutions on online course quality. USMx has been discussing opportunities for more targeted workforce and economic development efforts via edX. The University of Maryland, Baltimore County (UMBC); the University of Maryland University College (UMUC); the University of Maryland, College Park (UMCP), and Towson have expressed interest in exploring economic development possibilities via edX.

Affordability

Financial Support Programs

USM institutions also offer a variety of incentive and scholarship programs to help students afford college, which also improves student completion. Unfortunately, limited funds mean these campus programs continue to fall short of addressing the ever-growing gap between available institutional funds and the number of students with demonstrated financial need to remain enrolled. The many financial support programs provided by USM institutions include:

- Resources to support first-generation, lower-income and underserved students to close the achievement gap.
- Full and partial scholarship awards for in-state transfer students from Maryland community college focused on access, academic success, diversity and student leadership.
- Merit-based scholarships for full-time and parttime transfer and/or late-entry students.
- Partial scholarships awards for limited number of semesters for Maryland in-state residents.
- Financial aid navigation sessions.

Reducing Textbook Costs

Replacing costly textbooks with open educational resources (OER) shows promise to reduce students' cost of college attendance significantly while maintaining, or perhaps even improving, learning outcomes. The USM Kirwan Center's Maryland Open Source Textbook (M.O.S.T) initiative began in 2013 to support faculty across Maryland public higher education institutions in adopting freely available, openly licensed instructional materials for their courses. In part due to $100,000 in support from the legislature in 2017, M.O.S.T. has been able to support OER adoptions in 113 courses at 24 institutions

across Maryland, saving 39,000 students $154 per course on average or approximately $6.3 million cumulatively.

While M.O.S.T. is being led out of the University System of Maryland's William E. Kirwan Center for Academic Innovation, faculty and staff at both 2-year and 4-year institutions across Maryland have participated in M.O.S.T.'s programs. Now in partnership with MarylandOnline, the Maryland Association of Community Colleges (MACC) and the Maryland Independent College and University Association (MICUA), M.O.S.T. is providing participating faculty with the support they need to locate materials and incorporate them effectively into their classes.

At the same time, the University of Maryland University College (UMUC) recently became the first 4-year public higher education institution to move entirely to zero-cost instructional materials, saving their 84,000 students at least $20 million per year and clearly demonstrating how quickly savings to students can add up when these initiatives are taken to scale. Additionally, programs like UMBC's Course Materials Initiative, or CMI, are providing students with reduced pricing for course materials through digital textbooks and ancillaries, such as WebAssign, ALEKs, Connect, MindTap or FlipIt. The course materials are integrated directly into UMBC's learning management system, Blackboard, via a common digital platform (VitalSource). The Bookstore negotiated directly with publishers to obtain special UMBC pricing; currently UMBC has contracts with four publishers: Cengage, MacMillan, McGraw Hill and Norton. Cost savings per course range from 15% to 55%, depending on the textbooks and ancillary materials, with an average savings of 34%.

Achievement

Retention and Completion Programs

Investment in programs and services that support student achievement at USM institutions is paramount. Campus achievement programs provide multiple resources and services, talent development strategies, and curricular and co-curricular pathways to improve retention and completion. In addition, these programs also serve as ongoing strategic initiatives to help close the achievement gap, particularly for low-income, first generation, underrepresented groups and late-entry students at USM institutions. The following list comprises the kinds of advisement, engagement, and mentorship programs that USM institutions provide:

- Courses scheduled to meet the needs of diverse undergraduate students.
- Academic advising initiatives to evaluate, refine and promote effective experiences.
- Pathway programs to provide transfer students with a clear academic plan inclusive of course requirements, number of credits, and GPA.
- Intensive advising for students who demonstrate difficulty maintaining good academic standing.
- Opportunities for mature and non-transfer students to connect with peers through engagement activities and social media.
- Support for the full-time status of incoming transfer students in the first semester to improve completion.
- Retention initiatives for students who have financial difficulties.
- Regional higher education center (RHEC) partnerships with community colleges.
- On-site teaching at community colleges by 4-year faculty.
- Academic and peer support to assist students pursuing science and math degrees.

- Residential hall learning communities established to promote shared learning.
- Community building for students to become academically and socially successful to improve completion.
- Innovative academic programs tailored to address the needs of first generation, low income, underserved and non-traditional students.
- Assessment to help students identify learning deficits and participate in high-quality peer-assisted tutoring, academic coaching, study groups, and workshops.
- Access to campus food pantry, hygiene products, household items, and career clothing closets.
- Support for transfer students to complete associate's degree while finishing bachelor's degree through the state's reverse transfer program.

Continuous Improvement of Teaching and Learning

From 2006-2014, the USM provided support for the redesign of 57 courses across the system. All 11 of the degree-granting institutions at the time participated in the project at some level. When the program ended in AY 2013-14, over 143,000 students had already been served by these redesigned course, cumulatively. Based on net decreases in drop, fail, and withdrawal (DFW) rates, a cumulative 10,200 of those 143,000 students passed these redesigned courses who might not have passed otherwise. For subsequent academic years, the redesigns should help an additional 2200+ pass these courses annually. For 3 more years subsequent to the USM-supported initiative ending, course redesign continued through campus-led initiatives using state enhancement funds. USM institutions met their cumulative goal to redesign a total of 48 additional courses with the support of state enhancement funds during fiscal 2014-2017, reaching a cumulative total of 105 redesigned courses over the 11-year period (2006-2017).

Since 2017, campus-based course redesign initiatives led out of the USM have evolved into exploring the role various technologies (such as openly-licensed instructional materials, adaptive learning tools, and gamification) can and should play in the continuous improvement of teaching and learning as well as curricular redesign of developmental math pathways, general education programs, and the inclusion of high-impact learning experiences such as internships, service-based learning, and undergraduate research opportunities. Looking ahead, USM institutions are now also beginning to explore more modular approaches to curriculum delivery leading to stackable credentials.

GOALS, METRICS, AND STRATEGIES FOR RECRUITING, RETAINING, AND COMPLETING STUDENTS BY INSTITUTION

As discussed, USM institutions have demonstrated continuous improvement and are continuing their work to increase students' success. The rest of this section provides overviews by institution of the goals and metrics each is using to measure success as well as their strategies in the areas of student access, affordability, and achievement.

Bowie State University

Goals and Metrics

Bowie's success rates are below the national average for first-time, full-time new students. However, the transfers and other new students exceed national averages. Bowie's 5-year and 10-year goals will increase first-time, full-time students' success to approach national averages. Some of the subgroups where Bowie will focus to improve student success are with low-income students, male first-time, full-time new students, and non-traditional transfer students. The institutional student success rates are expected to increase as these groups succeed at higher rates.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-time, Full-time	898	73%	43%	950-1050	>76%	>45%	950-1050	>78%	>48%
FY MDCC Transfers	386	74%	59%	400-450	>77%	>63%	400-4505	>79%	>68%
FY All Students	2,001	72%	52%						

Strategies

Access:

- On-site Maryland Community College Recruitment and Advising Program
- Regional Center Partnerships
- Laurel College Center
- New Comprehensive Community College Matriculation Agreements
- Amazon Web Services Partnership

Affordability:

- Transfer Student Scholarships
- Bowie State University continues its commitment to increase institutional need-based financial aid**.** Since FY 2010, need-based institutional aid awarded increased from $1.78M to $3.11M in FY 2018. FY 2018 institutional merit aid, which also supports needy students, totaled $2.27M.

Achievement:

- *Classroom Renovation Committee*: The office of the Provost and the Vice President for Administration and Finance began a process of assessing classroom space this past fall. This past spring, we continued our renovation work by creating a committee comprising one faculty member from each College, undergraduate and graduate students, DIT, Media Operations, OSRP and Title III. We have allocated $250,000 for classroom renovations this summer. Our goal is to provide for the design and construction of campus classrooms, computer labs, and testing labs that incorporate 21st century learning styles and methods in teaching. The new classrooms will accommodate current teaching styles and encourage collaborative learning using Eye2Eye, Tiered-Collaborative, 6Round, and flipped classroom style layouts. Six classrooms have been identified and are currently undergoing renovation and are expected to be available this fall. The design includes a research model for accessing learning.

- *Racecourses, Capacity Building Initiatives*: Bowie State has four racecourses that are aligned with our institutional strategic vision, "Racing to Excellence" (Advising and Retention, Assessment and Accreditation, Student Success and Curriculum). Each Race course team included faculty, staff and students to ensure full community engaged as they were charged with assessing the specify area and presenting recommendations. In April, the committees completed their reports and presenting the findings and recommendations during an open forum. Implementation of various recommendations will take place this fall.
- *Building Competencies*: The Office of the Provost instituted a collaborative-learning partnership with faculty and staff to facilitate a better understanding of curriculum redesign, High Impact Practices, Teaching and Learning Assessment, Entrepreneurship Curriculum Integration and Living Learning Community Development. Teams of faculty and staff participated in national trainings (AASCU, Washington Center Institutes and Price-Babson) that provided tools for making the necessary changes to improve student engagement and success. These teams are now taking the lead to integrate and support faculty with institutionalizing best practices.
- *Student Success Partnership*: Through the leadership of the President and Provost, Bowie State University is one of six institutions participating in the American Association of State Colleges and Universities (AASCU) Center for Student Success (CSS) pilot program over the next 18 months. The Bowie State University Team members include the President, Provost, Special Assistant to the Provost, Assistant Vice President for Institutional Effectiveness, Director for the Center for Excellence in Teaching and Learning, Director for Engaged Learning and Student Support and senior professor leading faculty online learning. The program is anchored in AASCU's definition of student success and is oriented by the experience-based assumption that large-scale institutional transformation is imperative for sustainable student success. The pilot includes a thorough assessment of these institutional aspects: leadership and culture; information technology; strategic finance; policy; advising and student services; academic readiness/development education; digital learning and culture of evidence. We have reviewed very specific institutional data and assessed our strengths and weakness with respect to all of the aforementioned aspects. We have also completed KPIs for these aspects. This fall, we will engage the entire university community in a dialogue to define student success in the Bowie State University context.
- *Bulldog Scholars Academy (BSA):* is the University's summer bridge program. The BSA's core mission is to "jump start" freshmen and familiarize them with college life and expectations. The current program includes two general education courses, supplemental instruction and tutoring and co-curricular activities focused on several themes.
- *Integrating New Students*:The Enrollment Management Division has revised the new student experience program for fall 2019 to address an objective in the University's strategic plan. Specific learning outcomes have been developed for new freshmen and transfer students. Transfer student orientation is 1-day with concurrent sessions, resource fair, academic advising and course registration and a social activity. New freshmen orientation is an overnight experience expanding on the transfer session and incorporating additional social activities to help with building friendships between students and interactions with University services. Parents will be joining their students for lunch on the second day and participate in a closing ceremony.
- *Academic Advising Center Freshmen Course Clusters:* encourages opportunities for friendships and natural study groups that help students remain focused on academics while making connections that lead to commitment to the institution and greater student engagement and better grades. The freshmen course clusters are based on academic major and are anchored by the Freshmen Seminar Courses most often taught by a seasoned departmental faculty thus connecting students

early on with the academic department, its faculty, expectations of the program and co-curricular activities.

- *Tutoring Services*:The University maintains three tutoring centers as well as online tutoring to support student success. Bowie State University's English/Writing and Mathematics laboratories are focused primarily on students taking developmental mathematics, English and reading courses but also assist others in college-level classes. The Tutoring and Supplemental Instruction Program offers both individual and group tutoring sessions in the following content areas: biology, chemistry, computer science and technology, English, French, mathematics, physics, physical sciences and Spanish. SMARTHINKING is available 24/7/365 providing assistance in English, writing, mathematics and STEM disciplines.
- *Upper division College Retention Coordinators:* The four college-based retention coordinators assist students in resolving academic, financial and personal barriers to academic success by monitoring student achievement, infusing student success strategies into courses, and serving as a student advocate.
- *Bowie's Career Development Center* is now in the Academic Affairs Division to allow for greater integration between student career planning and academic programming. In addition to student career planning, the Center is working with academic departments to ensure that business and industry expectations are aligned with the curriculum to ensure our graduates are prepared for the workforce.

Coppin State University

Goals and Metrics

Coppin State University's student population is comprised primarily of non-traditional, African American, with family responsibilities, and an average age of 26 years. CSU, on average, graduates 450 students annually. While there is room for growth in the retention and graduation rates reported by the University, there is an upward trend in the data. There is an increase in both four-year and six-year graduation rates – currently 17% and 24% respectively, which is below the national trend. The graduation rate for transfer students is 52% four-year and 60% six-year. Coppin's focus is to increase enrollment numbers and improve retention and graduation rates for the students it serves, who are non-tradition, first generation, inner-city, and African American.

	Current Benchmarks		FY 2024 Goals		FY 2029 Goals	
Student Population Description	**#**	**Retention**	**#**	**Retention**	**#**	**Retention**
FTFT Fall New Students	383	63%	450-500	68%-75%	501-570	76%-85%
Pell Recipients FTFT Fall New Students	294	65%	345-384	68%-75%	385-438	76%-85%
Fiscal Year MDCC Transfers	192	73%	225-251	75%-82%	251-285	83%-88%
Pell Recipients Fiscal Year MDCC Transfers	88	76%	103-114	78%-85%	115-130	86%-89%
Non-Traditional Students	1122	69%	1149-1170	73%-75%	1172-1199	76%-85%

Strategies

Across the country, colleges and universities are responding to challenges in recruiting and retaining students. Predictions of declining numbers of high school graduates are proving true and colleges are scrambling to maintain numbers. Historically Black Colleges and Universities (HBCU) suffer more acutely from declining demographic shifts. Schools like Coppin must compete more vigorously against larger, better-resourced institutions, who admit students at greater rates, including students they would not have admitted previously. Added to the challenge of competition, higher education influencers now support a shift in emphasis - from access to completion.

The University is committed to a culture of data-driven decision-making, sustained evaluation and data democratization. Every desktop user on campus has access to live data dashboards that displays statuses in recruiting, registration and retention. The goal of data democratization is to encourage all members of the Coppin community to focus on increasing enrollment, retention and student success. Through data democratization, students, faculty, staff, and administrators have the potential for input on the planning process. Access to data analytics allows for effective and efficient use of resources for advancement of the University.

Coppin offers a rigorous curriculum supported by all areas of the campus. These programs support enrollment, retention, and graduation initiatives and continue to yield positive results. Such programs and interventions include:

- **Coppin State University Academic Advisement Center** is a centralized academic advising center available to students during the weekdays with extended hours. The Center is designed to meet the academic advising needs of students and to support the institution's student retention and enrollment goals. The Center provides a centralized location for Coppin students to seek

academic advising services and serves as a center-point for all of the advising outlets on campus, i.e. departmental faculty advisors, First Year Experience, athletics, honors programs and mentoring initiatives. In addition to academic advisors being available in the Center to work directly with students, faculty with strong expertise to connect with students give time to the Center. The inclusion of faculty in the Center offers students an array of academic advisement resources to be a success at Coppin State University.

- **Coppin Student Parent Organization (CSPO) –** CSPO addresses the unique needs of the university's student-parent population. The organization serves as a resource for students' academic and personal needs and as a system support for their social needs as they progress towards degree attainment. The organization assists student-parents with managing their academic and parenting responsibilities in order to take full advantage of the college experience and provide a supportive network to encourage student engagement and persistence.
- **Career Services Center** - Delivering programs that enable students to develop lifelong skills in career planning, the Career Services Center serves to enhance the student's ability to make informed career decisions. Students are encouraged to visit the Career Services Center for further exploration of companies and other organizations that provide internships, practicum experiences, and career opportunities to Coppin students.
- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Commencing as a pilot program in AY2014, the program results indicate a higher freshman to sophomore retention rate and academic achievement when compared to students who do not take part in the program. Second year retention rate for 2016 Our House cohort was 77%, with 90% second year retention rate for the 2017 cohort. The fall 2018 cohort contained 60 students with a 98% retention rate to the spring 2019 semester.

Access

- **Recruitment** Three years ago, Coppin partnered with EAB to expand its recruiting footprint beyond Baltimore and the state of Maryland. The partnership has been largely effective utilizing an online interface with our IT infrastructure. Working with EAB to identify new recruiting markets, our first-time full-time student enrollments have stabilized after a 55% increase. EAB accounts for approximately one-third of generated applications to Coppin and about 25% of its first-time full-time enrollees.
- **Transfer Programs:** The Office of Admissions at Coppin State University recognizes the importance of enrolling transfer students.
    - In September 2017, Coppin State University initiated a major marketing campaign called "Transfermation". The campaign included billboards, posters at MDOT bus stops, print collateral and CSU's website to elevate the public's awareness of our new transfer initiative. 'Transfermation" has maintained a constant presence on CSU's website and advocated at recruitment staff visits to community colleges across the state of Maryland.
    - A major part of the "Transfermation" campaign is to introduce our **Transfer Thursday** sessions. Over the academic year, the Office of Admissions hosts five on campus sessions to provide more in-depth information to interested students about transferring to Coppin State University. The public is given the opportunity to register for the session of their choice.

- **"Finish 4 Free"** Coppin State University (CSU) has partnered with Baltimore City Community College (BCCC) to offer two years of tuition-free (last dollar money) enrollment at CSU to graduates of BCCC.

- **Financial Aid verification Outsourcing -** Last year Coppin State University outsourced financial aid verification which allowed financial aid counselors more time to work directly with students in the office. Financial aid verification is a tedious, time-consuming process and for HBCUs a significant proportion of students are selected for verification. Students and families are often reluctant to provide additional information and, as a result, financial aid is often delayed if proper documentation is not received. Using the outside verification program has worked extremely well because it has removed Coppin as the asking agency, thereby reducing the tensions between the university and the students. This service serves a dual role of supporting affordability.

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week residential and campus-based program designed to prepare students for the transition from high school to college. Baltimore City high school graduates can develop confidence and earn college credit, prior to the start of the fall semester. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. The impact of this program is reflected in retention numbers: 96% of Summer 2016 SASA enrolled students were retained for the fall semester; 93% of Summer 2017 for fall (with a 90% second year retention rate); and 97% of summer enrolled students for fall 2018 semester. Retention across the semesters continue.

Affordability

- **Actively engaged in Open Education Resource (OER) adoption –** OER support 5 General Education Requirements (GER) gateway courses to reduce textbook costs for students to ensure that they are ready with course materials on Day 1. These courses are sometimes bottleneck courses, and so attaching these courses are geared towards achieving success for students who may not have success in these courses. The CSU OER program is *Eagles Soar*.

- **Reverse Transfer Agreement -** Coppin State University (CSU) has a signed Reverse Transfer MOU with Baltimore City Community College (BCCC) to promote and facilitate the awarding of the associate degree for eligible students who transferred from BCCC to CSU prior to earning the associate degree. MOUs with other community colleges are under development.

Achievement

- **New Student Orientation -** The program has been completely revised to welcome new students and family members to Coppin State University. Renamed “Welcome to Nest”, new student orientation provides academic advising, registration, state-mandated education programs, a parent’s orientation program, and business access to resolve financial or housing matters. The program helps to set students on a course for success by aligning the activities of Summer Academic Success Academy, First Year Experience Program, and Enroll Now, which is offered by the Office of Admissions.

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Summer 2016 SASA enrolled students were retained for the fall semester; 93% of Summer 2017 for fall (with a 90% second year retention rate); and 97% of summer enrolled students for fall 2018 semester. Retention across the semesters continue.

- **First-Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first year students. Students receive extensive advisement and guidance through the completion of the first 30 credits of their General Education curriculum.
- **Academic Success Centers (ASC)** - The Academic Success Centers include at least a retention coordinator housed within each of the four colleges, who monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **Academic Resource Centers for Basic Skills -** The University maintains a Writing Center, Mathematics Center, and Science Academic Support Center. These centers, which are coordinated by academic departments, are staffed by professional and student tutors and guided by experienced Math and Writing Coordinators are open to all students throughout the calendar year. Students are encouraged to bring course-related assignments, which guide the focus and level of support needed and/or requested by students.

Frostburg State University

Goals and Metrics

Frostburg State University's success rates are near national averages for its first-time, full-time students and exceed the same measures for its transfer students. Five- and ten-year goals include improving retention and graduation rates for underrepresented minorities and closing the gap for low-income students.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-time, Full-time	777	77%	53%	750-850	80%	57%	750-850	82%	60%
FY MDCC Transfers	550	80%	66%	525-575	82%	69%	525-575	85%	72%
FY All Students	1,399	80%	60%						

Strategies

Access

The University has several initiatives – both currently in place and planned - that are specifically geared toward increasing enrollment and maintaining or increasing the retention and graduation rates of transfer students, including:

- *Evaluating and improving upon existing transfer and articulation agreements with feeder community colleges, as well as assessing the feasibility of establishing and promoting new pathways specifically in support of transfer students.*

  Frostburg currently has articulation agreements with 18 institutions, as well as several dual admission and reverse transfer agreements with various regional community colleges. Both pre-established agreements and several more in the planning stage help to increase access for transfer, diverse, and non-traditional student populations.

  Two agreements – one with Arundel Mills and the other with Cecil College – are designed specifically for students seeking to earn an FSU Bachelor's degree in Engineering with a concentration in either Electrical Engineering or Materials Engineering. Both programs are open to community-college graduates who have earned an associate's degree in Engineering and are designed to allow for flexibility in class scheduling (i.e., many courses are offered on-site, online, in the evenings, or as part of a condensed course schedule). Beginning in the fall 2019, there will be a dedicated admissions counselor at the Arundel Mills site. This FSU employee will be responsible for the recruitment of students who attend community college in the northeastern corridor of Maryland.

- *Working closely with community college vice presidents of academic affairs to establish a consortium and promote transfer student pathways.*

  The FSU Office of the Provost is collaborating with Academic Affairs divisions at several regional community colleges to develop a consortium that will be tasked with increasing the number of transfer students enrolled at Frostburg and other institutions in the region. Also, the Office of the Provost and Registrar will initiate contact with Maryland Community College transfer students who are eligible for the reverse transfer agreement program to encourage and assist with their application.

Affordability

- *Ensuring that Open Educational Resources (OERs) are a central part of the institution's strategic plan.*

  Strategic Planning Action Item #8 stresses the importance of ensuring that "technology is seamlessly integrated into the learning and campus experience." Open Educational Resources and Learning Management Systems are integrated into most FSU courses, and data are available and shared across all university software platforms to facilitate student success and university support operations. The Information Technology Master Plan is the critical component of this action item in that coordination and communication among faculty, staff, students, and IT staff is critical to enhancing the ease of use and seamless integration of data of on-campus IT products.

Achievement

The initiatives outlined below serve to make the transfer process increasingly effective and efficient, while also encouraging a higher level of involvement between the University community and its transfer student population. Specific initiatives include:

- *Using FSU's participation in the Excellence in Academic Advising (EAA) Initiative to evaluate, refine, and promote effective advising experiences for transfer students, as well as continuing the advising practice of encouraging all students to enroll in a minimum of 15 credits per semester, thereby reducing time to degree.*

  Strategic Planning Action Item #3 states that Frostburg "supports student success through comprehensive academic and career services that focus on the needs of students from admission through their years as alumni." In support of this goal, FSU has been selected to participate in the first national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by the National Academic Advising Association (NACADA, a global association dedicated to enhancing the educational development of students in higher education) and the non-profit Gardner Institute. Of 100 applicants for this program, only 12 institutions were chosen, including FSU.

  The EAA process will establish standards for the institution to evaluate and improve upon academic advising and will acknowledge the central role of advising in promoting student learning, success, and completion. A task force of almost 100 faculty and staff members have drafted an Advising Mission Statement and Goals and are currently completing their analysis of institutional data and evidence. This task force will gather for a two-day retreat in August 2019 led by an EAA Fellow to synthesize cross-conditional findings and begin drafting recommendations for an action plan to be implemented during the academic year. The EAA project will be the major driving force for improving and enhancing academic advising over the next five years.

- *Further developing retention and graduation initiatives for transfer students who are having financial difficulties*.

  As evidenced above, efforts to increasing transfer student enrollment serve as important components of FSU's strategic goals. However, as these initiatives help to increase transfer student enrollment at the University, there will also be an increasing need to provide additional support (both financial and academic) to this growing student population to maintain or increase its persistence and completion rates.

Frostburg has several programs that support transfer student enrollment, retention, and completion, including:

- The *Associate's Degree Scholarship*, which is awarded to transfer students who have earned an associate's degree from a Maryland Community College, have maintained a cumulative GPA of 3.0, and are transferring to FSU. This scholarship, which provides $2,500 per year for up to two years, has been awarded to 374 new transfer students over the last three years.
- The *RN to BSN program* has curricula based on sound theory and best online practices, while incorporating a multitude of teaching-learning modalities. The program accommodates working nurses, allowing them to further their education while keeping them at the bedside. It continues to grow (a 28.8% enrollment increase over the last five years: from 375 in fall 2014 to 483 in fall 2018) and adapt to evidence-based practices for online learning.
- Over the last five years, transfer student programs have been expanded to include a *mandatory orientation* that not only allows students to meet one-on-one with an academic advisor within their specific program, but also provides valuable information regarding the many campus resources available to them, including the Office of Student Affairs, the Brady Health Center, the Library, and Residence Life.
- *The Academic Success Network* (ASN) is a partnership of programs focusing on student success, including the Center for Academic Advising and Retention, Programs Advancing Student Success, Disability Support Services, and TRIO Student Support Services. Through these offices, students have access to academic advising and enrichment workshops, individualized and group tutoring, academic skills development, academic monitoring, financial literacy, and cultural activities. During AY 2018-2019, 135 transfer students utilized the various services of the Academic Success Network.
- In early 2018, FSU partnered with ReUp Education to re-enroll students who had failed to persist at the university. ReUp provides coaching to students who have neither graduated from FSU nor enrolled at another institution in order to help facilitate paths to graduation at Frostburg. In the spring of 2019 seven students were readmitted through engagement with ReUp Education (five remained enrolled in the summer of 2019). As of May 2019, 646 first-time students near completers have been contacted by ReUp Education.

Salisbury University

Goals and Metrics

National trends suggest that over the next decade, high school graduates will be much more diverse in terms of their race, ethnicity and college preparation. During this timeframe, Salisbury University (SU) is planning for moderate enrollment growth and expects to serve a much more diverse student body. Enrollment of historically underrepresented students, for example, has increased by 12 percent over the past five years and now represents 26% of SU's student body. The University also will seek to increase enrollments at satellite locations and to broaden access to students on the Eastern Shore, where college attainment rates are lower than in other parts of the State.

	Current Baseline Success			Future Goals					
				5 Years			10 Years		
	# (2018 Cohort)	Retention (2017 Cohort)	Graduation (2012 Cohort)	# (2023 Cohort)	Retention (2022 Cohort)	Graduation (2017 Cohort)	# (2028 Cohort)	Retention (2027 Cohort)	Graduation (2022 Cohort)
Fall First-Time Full-Time	1,285	81%	66%	1,435	83%	68%	1,435	85%	70%
FY MDCC Transfers	703	85%	65%	829	85%	66%	1,013	85%	67%
FY All Students	2,456	82%	72%	2,817	83%	72%	3,124	84%	72%

In the near term, SU will seek to increase its retention rate to 83 percent and its graduation rate to 68 percent for first-time students. In ten years, the University intends to reach an 85 percent retention rate and 70 percent graduation rate, while also seeking opportunities to help more students graduate within four years. It is important to note that SU's institutional metrics are already above national averages for all student groups.

Student Success Strategies:

- SU recently transitioned to a professional advising model for new students that allows for more targeted outreach and attention as they plan their academic pathways. Academic Advising Center staff conduct campaigns each semester to encourage non-registered students to re-enroll and meet with students for course registration and degree-planning sessions. These efforts will assist SU in improving retention rates and time-to-degree metrics.
- SU recently launched EAB's Guide, a mobile technology platform that provides students with tips and practices aimed at increasing their academic success. The Guide platform (called "Navigate at SU") allows for notification of important dates, academic program and career exploration and access to services. It also provides a better assessment of student engagement and risk factors. The platform was implemented in pilot form during spring 2019 and will be launched campus-wide in fall 2019.
- SU's Retention Think Tank and Four-Year Group are analyzing risk factors in student persistence. These administrative working groups identify and eliminate barriers to student success, launch outreach campaigns and improve campus processes. They currently are exploring the gaps between four-year, five-year, and six-year graduation rates to identify ways to assist students with improving their time-to-degree. For example, these groups recently examined data on the cost associated with students delaying graduation by an additional year. These data were used

to educate campus constituencies on the impact of time-to- degree on student debt and completion rates.

- The Registrar's Office is leading efforts to reach out to near-completer students who have less than one year's worth of credits remaining to complete a degree. The office is building messaging to assist students in better understanding how they can return and complete their degree through various pathways.
- The Powerful Connections program connects incoming students from diverse ethnic backgrounds with student mentors and diverse SU alumni. It offers a one-week pre-orientation program each year, followed by student-to-student mentoring throughout the first year. Powerful Connections students are typically retained at a higher rate than University averages.
- SU's TRiO Achieve program assists first-generation students, those with financial need and students with disabilities with academic coaching, financial education, learning and study strategies, and mentoring.
- The Center for Student Achievement (CSA) offers supplemental instruction, tutoring and coaching services based on best-practice models from its accredited center. Through its Supplemental Instruction program, the CSA supports the most rigorous classes on campus with peer-to-peer instruction and study groups to reduce the number of students earning grades of D or F or withdrawing from courses (DFW rate).
- SU offers approximately twenty Living Learning Communities (LLCs) each year to connect new students to their peers with similar interests. These students live together and take common courses supported by a faculty mentor. Students in LLCs have been shown to have higher average retention rates than those not engaged in LLCs.
- SU requires all first-time students to live on campus for their first two years, as our data indicates that retention and success rates are higher if they do so.
- Course Scheduler software helps students easily create scenarios to select the best schedules.
- SU has expanded its Parent Program efforts, including the addition of a social media tool for parent communication.

Strategies for Transfers

- The SU Admissions Office offers Transfer Tuesday programs through which prospective transfers may make individual appointments for advising sessions and tours of campus. This initiative has served roughly 700 incoming students.
- Admissions also offered its first transfer-specific open house programs in 2018-19, and broadened its invitation of transfers to Admitted Student Day and Scholars Day programming.
- The Transfer Student Association provides support and a sense of identity to transfer students on campus with activities and guidance.
- Admissions provides regular on-site advising and guidance sessions for transfer students on the campuses of our community college partners and has hosted students and staff from community college including transportation to our campus.
- SU added a program recruiter position to assist its satellite sites with outreach to students at multiple locations.

- SU offers transfer and Phi Theta Kappa community college honors society scholarships for transfer students, has expanded its housing offerings and has partnered with local entities to provide transfer students with more housing options. The University holds housing fairs on campus for transfer students.
- SU has an active reverse transfer program with all major partner community colleges. The University has also initiated special outreach and scholarship opportunities to neighboring Delaware Technical Community College, the key educational institution in an underserved area adjacent to Wicomico County.
- Through the work of its Associate Provost, SU has increased outreach to community colleges throughout the state to increase the number of articulations of two-year programs with SU degree programs. Nearly fifty current articulation agreements are available on the SU website at https://www.salisbury.edu/admissions/transfer-students/articulation-agreements.aspx.

Access and Affordability

- SU has implemented the Academic Works scholarship management system, which allows students to register and be matched to any potential scholarships the University offers. Students create an initial profile and are notified of scholarship opportunities that fit their profile. The software also assists Financial Aid staff in ensuring that SU Foundation-based scholarships are fully used.
- SU launched the Higher Opportunities and Possibility in Education (HOPE) program to provide specialized outreach to potential education majors recommended by local higher education leaders. The HOPE program is exclusively for students who are early childhood, elementary, secondary, or P12 teacher education majors and is SU's first effort to recruit specifically for education students as a way to address the teacher shortages on the Eastern Shore. There are three main components to the HOPE program upon admission: 1) the opportunity to live in one of the education-related LLCs, which includes clinical experiences during the first year; 2) an orientation to the profession with a dedicated faculty advisor and connections with upper-class education students as mentors; and 3) additional academic support to promote successful entry into the professional program, including Praxis exam study sessions.
- SU's Henson School of Science and Technology partners with a local school district to provide on-site dual enrollment courses in the sciences through Project Lead the Way.
- SU has increased its focus on students who have not decided on a major, providing more targeted advising, a Living Learning Community, and other resources for 'Still Deciding' students.
- In 2018, SU launched the Food for the Flock food pantry and Career Closet to support a professional clothing lending program to students with financial hardship. The University also offers emergency grants for students who are academically successful but encounter unexpected financial crises.
- SU is pursuing approval for a new integrated science track that will specifically support students who want to return and complete their education but may be missing certain course sequences; or those who are unable to complete a course sequence within a specific discipline (e.g., Physics) but are highly motivated to work in an applied science field and/or to fields that bridge academic disciplines.

Towson University

Goals and Metrics

Towson is an institution where students generally graduate at the same rate regardless of how the cohort is split into subgroups. For Towson to meet the 5-year and 10-year retention and graduation rate goals, the institution will continue to focus student-success initiatives and strategies on underrepresented minorities and low-income students.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-time, Full-time	2,735	85%	73%	3,100-3,150	85-87%	73-74%	3,200-3,250	88-90%	74-75%
FY MDCC Transfers	3,064	87%	76%	2,950-3,000	87-88%	76-78%	3,000-3,050	88-90%	78-80%
FY All Students	6,460	86%	73%						

Strategies

Towson University has a number of initiatives for maintaining and increasing the enrollment, retention, and graduation rates of incoming transfer students. The initiatives aim to make the transfer process more efficient and painless, while fostering more involvement among TU's population of transfer students. Specific initiatives and high-level overviews are described below.

- *Transfer Student Center (TSC):* TU opened the TSC in January 2019. TSC provides comprehensive services to prospective, newly admitted, and currently enrolled transfer students. This one-stop experience provides: Pre-transfer advising, Major exploration, Transfer credit evaluations.
- *TSC on the Road:* TSC travels to partnering community colleges and provides services
- *Transfer Warning Program:* TU's Office of Academic Advising provides additional support and intensive advising for students who demonstrate difficulty in maintaining good academic standing
- *Transfer Student Mentor Program:* TU staff members mentor newly admitted transfer students. TU staff members who participated in the 2012 session of the President's Leadership Institute, developed this program, and TU's Division of Student Affairs currently administers it.
- *Mature / Non-Traditional Student Program:* TU's Center for Student Diversity fosters opportunities, both in-person and online, for mature/non-traditional students to connect with their peers. In addition to monthly lunches and peer support groups, students connect through social media groups.
- *Encouragement of Full-Time Attendance:* While causality cannot be inferred, there is a strong and positive relationship between the first-semester / full-time status of incoming transfer students and their retention and graduation rates. TU advisors will advise incoming transfer students of this relationship and encourage students, who are able to do so, to enroll full-time at Towson.

Towson University also has a number of initiatives for maintaining and increasing the enrollment, retention, and graduation rates of incoming transfer students. The initiatives largely aim to actively engage students from traditionally under-represented backgrounds and are described below.

- *The Community Enrichment and Enhancement Partnership Award (CEEP)* fosters an environment that appreciates and values an increasingly diverse student body; helps increase the recruitment, retention, and graduation of a diverse student body; and helps develop student interest,

involvement, and leadership in community-building initiatives. The standard CEEP Award amount is $2,500 per year ($1,250 per semester), and may be renewed for up to four years.

- *The Students Achieve Goals through Education (SAGE) Program* offers social activities, academic workshops, career development, and financial planning workshops. SAGE mentors assist students with career choice, major and minor selection, course registration, identifying campus activities, employment, roommate relationships, financial aid, navigating campus and other issues as they occur. Mentors and mentees meet weekly and develop lasting relationships.
- ***T****owson* ***OP****portunities in* ***S****TEM (Science, Technology, Engineering, and Mathematics)* program was founded by a grant from the National Science Foundation in 2007. It is dedicated to increasing the number of students from the Baltimore area successfully completing a B.S. degree in science or mathematics from Towson University. TOPS provides a suite of services that assist students to achieve academically. Individuals who are selected to participate in the TOPS program join a community of peers committed to the success of all participants in the program. TOPS participants are further encouraged to become peer tutors and mentors who assist other TOPS students as they pursue their degrees in the sciences or mathematics.
- *Residential Learning Communities* are intentional communities within the residence halls that enhance a student's Towson experience in a variety of ways. The learning and academic activities within the community are structured around an assortment of themes and student interests. Additionally, the specialized Residence Life Staff in these communities work continuously with campus partners to create a meaningful and unique learning environment. A benefit of being a member of one of these communities is that there is a direct connection with another University department and resources. Furthermore, these communities allow students to pursue common interests and form connections through those commonalities. TU residential learning communities are based on diverse themes that appeal to a wide range of student interests.
- *Undergraduate Admissions* has improved recruitment, marketing, and outreach to make Towson University a first-choice institution for an increasing percentage of diverse students. Undergraduate Admissions also runs **TU4U admitted student days**. These full-day events invite admitted students to meet other admitted students, current TU students and learn more about our academic programs and student life. They get to experience TU spirit, culture and campus as they attend information sessions, tour the campus, and talk to students, faculty and staff.
- *New Student Programs:* during New Student Orientation and Welcome to TU, we inform all students about the various campus supports and resources to help them become academically and socially successful. Students participate in a “Building Community” program where they discuss issues around diversity and inclusion and the responsibilities of a TU student.
- *Office of Financial Aid:* identify financial resources to support first-generation, low- income, and underserved students in an ongoing effort to close the achievement gap.
- *Office of Academic Advising:* identify and address needs of first-generation, low- income, and underserved students and develop innovative approaches to provide student support to non-traditional students.
- *Academic Achievement Center:* administer informal assessments to help students identify learning skills. They help coordinate high quality tutoring, peer-assisted learning sessions, academic coaching, study groups, study skills workshops, and reading placement testing.

University of Baltimore

Goals and Metrics

The University of Baltimore has a proud legacy of serving a diverse undergraduate student body. Fifty percent are first-generation college students, 52% are under-represented minorities, and 43% are Pell recipients. The population of first-time, full-time students is relatively low with over 80 percent of our students transferring in from other colleges and universities. UB's current graduation rate of 37% for first-time, full-time students is below USM and composite national averages but at a rate similar to or slightly higher than students at institutions with similar entering student profiles. Transfer graduation rates exceed USM and national averages. The current graduation rate is 62% for the full-time upper division transfers. Part time students at all levels have lower graduation rates. Given that approximately half of UB's students are part time, the focus for UB to improve overall success rates will be to improve the outcomes for lower-income, first-generation, and working adults with a special focus on part time students.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-time, Full-time	107	77%	37%	120-140	80%	41%	140-160	82%	46%
Full-time Low. Div. Transf	155	74%	59%	120-140	79%	61%	140-160	84%	64%
Full-time Up. Div. Transfe	152	80%	62%	150-170	82%	64%	170-190	85%	69%
FY All Students	860	74%	55%						

Strategies: Over the past two years, UB has evaluated its organizational structure, programs and services to ensure alignment with the strategic priorities of the University, the University System of Maryland (USM) and the state of Maryland. As articulated in UB's new strategic plan, UB has a long-standing commitment to '*affordable excellence'*, fostering student success, and providing students with unparalleled access to low-cost pathways to professional careers in high-demand jobs.

Access:

- ***Pre-College Initiative***
    - *Summer Achievement Institute (SAI):* The SAI is the University's summer bridge program to support freshmen students who have been conditionally admitted. Since 2012, SAI had an average cohort of 26 students, with 84% completing the program. Of these completers, 93% enrolled at UB for the fall semester with 70% being retained in the second year.
    - *B-Power / Dual Enrollment Program:* B-Power is a UB-led initiative of the USM for increasing college and career readiness in Baltimore City students. Since fall 2016, B-Power has enrolled nearly 700 students in Dual Enrollment courses and 1,000 in pre-credit College Readiness coursework. Historically, 80% of students in B-Power Dual Enrollment have earned college credit, with 65% entering college upon high school graduation.
- ***Second Chance College Program:*** In 2016, UB was selected to participate in the U.S. Dept. of Educations' Second Chance Pell Grant initiative to offer a post-secondary education to incarcerated students prior to release. UB's program is being offered at Jessup Correction Institution. Approximately 50 students are enrolled in our B.A. in Human Services Administration.
- ***Flexible Course Scheduling:*** To meet the needs of our diverse undergraduate students, UB offers many of its courses – and even entire degree programs – in a variety of formats, including day-

time and evening formats, online, at the Universities at Shady Grove, in hybrid and/or in accelerated options. This flexibility allows students to pursue a degree at a time, and in a speed, that works for them, which leads to improved retention and completion.

Affordability:

- ***Institutional Need-Based Financial Aid:*** UB serves a large population of students who demonstrate financial need and we are committed to helping make education financially viable to academically eligible students. UB is developing a new, need-based aid strategy to support recruitment and retention efforts for Undergraduate students.
- ***Transfer Scholarships:*** Full- and part-time transfer students are eligible to receive merit-based scholarships. Students with the required cumulative GPAs and a minimum 30 transferable credits are awarded scholarships. Students who have completed an associate's degree are eligible for an additional scholarship. Merit scholarships are incremental to need-based aid.
- ***Near Completers Grant:*** Micro-grants awarded to undergraduates within 30 credits of graduation whose ability to graduate is affected by either no remaining financial aid or a financial hardship.
- ***Financial Literacy:*** faTV [https://ubalt.financialaidtv.com/] is an online library of video clips, which address popular financial aid questions. This simple and easy to understand tool provides information on important money management topics from savings, investing, managing credit, funding their education and protecting their financial information.
- ***Financial Clearance Initiative:*** An initiative is being implemented to ensure students can cover their tuition (via direct payment, financial aid or third-party support) each semester. Longer term, the initiative will encourage students to actively plan how to cover the cost of education.
- ***Reducing Textbook Costs:*** UB participated in the Open Educational Resources (OER) initiative which impacted 717 lower-division students and 900 upper-division students reducing the cost of General Education and Graduation Requirement course books. Projected savings to students of $678,000.
- **Accelerated Pathways to Graduate Studies:** UB is expanding our accelerated undergraduate/ graduate pathways, which allow students to use nine credits of their undergraduate degree towards their graduate degree, thus reducing the cost of their graduate education.
- ***Meeting the Non-Financial Needs of Students***: UB is committed to offering a variety of support services to students. Our *Campus Food Pantry* provides students access to food, hygiene products, and household items. The *Career Closet,* which is entirely stocked by donations, provides students with professional clothing and accessories at no cost to the student.

Achievement:

- ***Academic Momentum Campaign:*** UB has launched a number of new initiatives designed to help more students persist, graduate faster and with less debt. Details are provided below:
    - *Student Success Team:* Designed to support students, each student is assigned a personal academic advisor, career coach and, planned for fall 2020, a financial aid specialist.
    - *Mandatory Milestone Advising:* All undergraduate students are required to meet with an academic advisor upon entry into the university and at 45, 60 and 90 credits. Distinct advising syllabi are used at each touch point and include such topics as academic

progression; support services; career and internship opportunities; financial aid; and graduation school preparation.

- *Early Alert Program (EAP):* Designed to identity the 'early warning' signs of students who may be at risk, this initiative facilitates communications among faculty, advisors, and academic support staff to report attendance and to message advisors when students may be struggling. Students are then immediately engaged in more intensive advising and are often referred for tutoring services, other supplemental instruction, or specialized support for personal issues that may affect their academic progress. By fall 2020, Early Alert will be available in all UB's undergraduate and graduate courses.
- *Student Assistance Program (SAP):* This new program is designed to provide students with an easily accessible, safe and confidential means to assist with issues that may interfere with school, work or family responsibilities 24/7 365 days a year. UB's Clinical Case Manager provides on-campus threat monitoring, assessment and response when needed and serves as the on-campus triage resource.
- *Gateway Course Redesign:* In summer 2018 the Center for Excellence in Learning, Teaching, & Technology began working with faculty teaching gateway courses with higher-than-average DFW grade ratios to improve student success and reduce DFW grades.
- *15 to Finish Campaign (Step it UP Campaign)*: Launched in fall 2019, the goal is to educate students about the strong and positive correlation between full-time attendance and retention and on-time graduation. Advisors encourage students, who are able to do so, to enroll full-time (30 credits per year); part-time students will be encouraged to complete a minimum of 15 credit hours each year.

- ***Student Success & Support Services:*** In fall 2018, UB changed the name of Student Affairs to Student Success & Support Services and broadened its responsibilities to include traditional student affairs units, oversight of academic advising initiatives, and responsibility for student success analytics. This newly realigned division in combination with tutoring and other academic support services provided in the Bogomolny Library focus on student success from a multi-faceted and proactive perspective with the goal of increased retention, more timely degree completion, and a more robust student experience.
  - *Career and Internship Center (CIC):* The CIC's mission is to empower students to be intentionally engaged in their career development. Students participate in career coaching sessions; attend career fairs; and engage in classroom presentations under the guidance of a major-specific career specialist.
  - *Community Engagement and Enrichment:* The Rosenberg Center for Student Involvement fosters student's life-long learning and personal development, provides enriching co-curricular education, and creates purposeful connections built through their experiences in student programming and professional experiences.
  - *Tutoring and Academic Support Programs:* Nationally certified peer support programs provide tutoring, academic coaching, writing consultations, computer skills workshops, and study group facilitation to all students. Initiatives for FY20 include a newly dedicated space in the Library with drop-in services for writing, math, accounting, and business; increased synchronous and asynchronous online support; and expanded course-embedded support for writing across disciplines, academic coaching in pathways, and quantitative courses.

- ***Commitment to Transfer Students [Non-Traditional / Working Adults]:*** UB has long been an adult-serving, transfer-focused institution. In recent years, changing undergraduate student demographics and shifting enrollment trends at the community colleges have influenced the way we recruit and retain undergraduate students. As indicated, many of our students, particularly our transfer and non-traditional working adults are part time. As such, programs and services have been adapted to compliment many of the experiences students have at their previous institutions and their enrollment status.
    - *Reverse Transfer Initiative:* UB supports the completion of the associate's degree by actively promoting and facilitating the reverse awarding of the associate degree. Each semester, UB identifies community college transfer students who might be eligible for an associate's degree and sends a personal email inviting them to apply for consideration. Upon receipt of a student's application and consent form, UB – at no charge to the student – forwards the student's official transcript to the community college for consideration in awarding of the associate's degree.
    - *Transfer Student Mentor Program:* UB will launch its new mentoring program focused on lower division transfer students in fall 2019. A pilot group of 50 mentees will be assigned a mentor who will meet with them throughout the academic year to complement UB's intrusive academic advising approach and to ensure students stay on track for timely degree completion.
    - *Pre-Transfer Advising Program -- On-site Maryland Community College Recruitment and Advising (fall 2020):* UB conducts more than 100 visits a year to community colleges. Effective fall 2019, we will be expanding our engagement strategy to offer more events focused on unique populations (e.g., military, veterans, LatinX). We expect to expand pre-transfer advising and will be piloting a pre-admission transcript evaluation initiative.
    - *Transfer Student Center:* With a proposed launch in fall 2020, the goal is to provide comprehensive services to prospective, newly admitted and current enrolled transfer students. This one-stop experience will provide pre-transfer advising, major exploration, and transfer credit evaluations.
    - *Credit for Prior Learning:* By 2020, UB will have a plan to increase the amount of prior learning awarded, including a roadmap for evaluating industry and military credentials.
- ***Freshmen: Re-Aligned First-Year Curriculum and Experience***
    - *Professional Pathway Model:* Launched in fall 2019, the first-year curriculum is designed to explore career interests in one of five professional pathways: Law, Justice and Public Affairs; Business and Entrepreneurship; Psychology, Health and Human Services; Communication and Design; and Cybersecurity, Gaming and Technology. Students are partnered with leaders in their chosen field, senior faculty and career coaches.
    - *Accelerated Math and Writing Program:* Working with USM's Kirwan Center for Academic Innovation, UB has instituted improvements to foundational math by offering math pathways in statistics, algebra, and math for liberal arts. Effective fall 2019, we are partnering with the Community College of Baltimore County (CCBC) to offer an accelerated math program (AMP).
    - *Finish4Free:* Designed to motivate first-time freshmen to stay on track to graduate within four years, UB covers tuition for a student's final semester if they graduate after eight full-time consecutive semesters (or within four years).

University of Maryland Baltimore

Goals and Metrics

The University of Maryland, Baltimore (UMB) has three undergraduate programs: BS in Nursing (BSN), BS in Dental Hygiene, and BS in Medical and Research Technology. The graduation rates for FY MDCC transfer students and FY All Students exceeds the national average. Five-year and ten-year goals are established at a School and Program level. Undergraduate program details are provided below.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
FY MDCC Transfers	293	88%	87%	300	85-90%	85-90%	302	87-90%	87-90%
FY All Students	451	90%	81%	460	85-90%	85-90%	462	87-90%	87-90%

The **BS Dental Hygiene Programs** at the UM School of Dentistry (UMSOD) are the only Baccalaureate dental hygiene programs in the state. The BS Dental Hygiene Program enrolls 14 students annually; all are full-time students while at the UMSOD. This program is a 2 + 2 format whereby students enroll as a junior after completing 57 credits of prerequisite coursework. The majority of students complete their transfer credits at a community college while on average, four students enter the program annually having a prior bachelor's degree in another field. Dental hygiene is an attractive profession for career changers desiring high employability upon graduation from UMSOD's baccalaureate program. The RDH to BS Completion Program enrolls up to 6 students annually and are typically part-time students and are working registered dental hygienists. Students enter this program having obtained their AAS degree in dental hygiene from any one of the 5 regionally accredited community college dental hygiene programs in MD or other states' associate degree programs.

- 5-year Future Goals: Admit 14 Baltimore traditional DH-BS students, 4 RDH to BS degree completion students, and 6 students for our new Dual Degree BS/MS CDHL Program at USG each year. Total=24
- 10-year Future Goals: Plan to admit 14 Baltimore traditional DH-BS students, 6 RDH to BS degree completion students, and 6 students for our new Dual Degree BS/MS CDHL Program at USG each year. Total=26

The Department of Medical and Research Technology offers a **Bachelor of Science in Medical and Research Technology**. The degree program is a 2+2 format meaning that students enter DMRT in their junior year following the completion of 60 hours of prerequisite coursework. The largest percentage of our student body transfer from MDCC's. A small cohort enroll in our program to obtain their second baccalaureate degree or students who have completed a four-year degree, usually in biology or chemistry, may elect to enroll in our Medical Laboratory Science Certificate Program. The Certificate program permits those students to complete requisite coursework and to sit for the ASCP Certification Examination in one or two specific laboratory disciplines. DMRT students include the following: Transfer students seeking a Bachelor of Science Degree, students seeking a second Bachelor Degree, students with Bachelor Degrees seeking Certificate in Medical Laboratory Science.

- Current DMRT graduation rate for 2019 is 100%. Five-year average graduation rate is 98.8%.

With over 800 students, the UM School of Nursing (UMSON) enrolls the largest number of undergraduate students at UMB. Students can earn a **BSN or Registered Nurse to Bachelor of Science in Nursing (RN-to-BSN)** through programs offered at UMB and the Universities at Shady Grove (USG). The UMSON is the first in the state to offer an online RN-to-BSN. We developed 2+2 programs with both the University of Maryland, College Park and the University of Maryland Baltimore County for our traditional Bachelor of Science in Nursing programs. These students are highly academically qualified and enjoy a top-notch

education at both institutions, while benefiting from a seamless transition between the liberal arts and sciences during the first two years of their undergraduate education, to completing their entry-level nursing education in the final two years. UMSON developed dual-admission agreements with 13 out of 15 of MDCC's for our Registered Nurse to Bachelor to Science in Nursing programs. As a benefit to the dual admission program, while working towards their associates' degree requirements, students can take courses at UMSON to get a head start on working on the BSN portion of the degree as a non-degree student. This non-degree enrollment has been generously supported by Bill and Joanne Conway (Bedford Falls Foundation) who have funded the tuition for these courses. This opportunity allows RN to BSN students to complete their degree requirements much more quickly than would ordinarily be possible for those following the traditional RN to BSN program of study.

- UMSON enrolls over 300 BSN new students and 180 RN to BSN students annually. We have a very diverse student body, with about half consisting of students of color and a 13% cohort of men, which is very high in nursing programs. As part of UMSON's strategic plan, the School has been gathering, analyzing and prioritizing student, faculty, staff, and external stakeholder's perspectives of student success as a basis for our goal development. We are assessing the effectiveness of our expanded programs through an analysis of outcomes to determine the efficacy of student success initiatives and to ensure continuous improvement.

Enrollments for Medical and Research Technology and Nursing are currently projected to be sustained at levels supported by current resources and demand, but are closely monitored and may be adjusted to reflect fluctuations in the health care work force environment to ensure that forthcoming graduates are afforded equal opportunity for successful employment in their chosen professions. The rates of retention and graduation of UMB undergraduate students from all backgrounds continue to improve, and the strategies detailed below strive to reduce or completely eliminate any remaining differences in achievement for all of our students within the projected timeframes.

Strategies

UMB is engaged in a number of initiatives designed to increase the recruitment, retention, and graduation of undergraduate students. Many strategies are designed to increase the access, affordability, and achievement of non-traditional students, part-time students, and underrepresented minorities. Specific initiatives are described below.

<u>Access</u>

- BS Dental Hygiene and RDH to BS Degree Completion Programs utilize the Artsys Articulation System for Maryland Colleges and Universities.
- BS Dental Hygiene Program marketing and recruitment collaborations with the UMSOD Admissions Office enabled a consortium of medical, healthcare, undergraduate allied healthcare, and graduate program advisors to learn about advanced dental hygiene degree pathways at a UMSOD hosted advisory program.
- BS Dental Hygiene Program partnered with UMSOD Admissions on an American Dental Education Association online student instant messaging question and answer event for students from across the country.
- BS Dental Hygiene Program collaborates with Admissions to promote dental and dental hygiene programs in high schools and institutions of higher education with URM in Baltimore City and surrounding counties.

- BS Dental Hygiene Program collaborates with UMSOD Student Affairs and the UMB Cure Scholars in a pipeline program to promote mentoring, positive peer-to-peer relationships between UMSOD and middle school scholars, and to stimulate interest among 6th to 12th graders in West Baltimore in STEM and health care careers.
- The DMRT student population is highly diverse with respect to race, ethnicity, nationality, and age. Students may enroll as a part-time or full-time student.
- DMRT recruitment activities include attendance at selected on-site Transfer Days events.
- New DMRT recruitment initiatives involve direct contact with transfer advisers at MDCC's and other universities within the USM, targeted recruitment of students enrolled in baccalaureate degree programs in biology, chemistry and IT and updating recruitment materials that are currently undergoing a branding review process.
- Articulation agreements with MDCC's that house Medical Laboratory Technician (A.A.S.) programs which provide for relatively seamless articulation into the DMRT program. Use of ARTSYS to determine acceptability and awarding of transfer credits to all prospective students who do not transfer in from an A.A.S. program.
- The DMRT Pre-Admission Advising Process includes a pre-admission interview designed to ensure prospective students understand the program requirements as well as financial, academic, and personal considerations to ensure student success. Full-time or part-time admission may be recommended based on multiple factors.
- The University of Maryland School of Nursing (UMSON) is proactively engaging with our partners throughout the state to expand access to nursing education.
- UMSON expanded its recruitment presence throughout the State. The UMSON regularly visits all of MDCC's and appropriate four-year institutions to engage with prospective students through the application process and to individually work with students in our partnership programs to ensure a seamless transition to their education.
- The UMSON developed 2+2 programs with the University of Maryland, College Park and the University of Maryland Baltimore County for our traditional Bachelor of Science in Nursing programs.
- UMSON developed dual-admission agreements with 13 out of 15 of MDCC's for our Registered Nurse to Bachelor to Science in Nursing programs. This non-degree enrollment has been generously supported by Bill and Joanne Conway (Bedford Falls Foundation) who have funded the tuition for these courses.

<u>Affordability</u>

- Dual Degree BS Dental Hygiene to CNL MS Program enables BS dental hygiene degree students in year 2 at the UMSOD to take up to 9 credits at the School of Nursing in the Clinical Nurse Leader graduate program that also count towards their BS degree. Students matriculate seamlessly into the CNL MS program immediately following the BS degree. The UMSOD and UMSON leveraged matching prerequisite transfer credits to enable matriculation into the BS dental hygiene and CNL MS programs. Students earn two health professional degrees becoming a registered baccalaureate degreed dental hygienist and a registered nurse with MS degree.
- Accelerated UMSOD BS Dental Hygiene to MPH UMSOM program enables BS Dental Hygiene to take up to 9 credits of MPH courses that count towards both the BS and MPH degrees. Students

matriculate seamlessly from the BS dental hygiene to MPH program having 9 credits completed that count towards both degrees.

- New UMSOD Dual Degree BS/MS Clinical Dental Hygiene Leader Program enables students entering with a prior baccalaureate degree to earn both a BS and MS in dental hygiene in 2 years. Enrollment will start at 4 new students in 2020, then 6 new students enrolled each year thereafter. The UMSOD students will complete didactic curricula online and the clinical coursework at a new UMSOD educational facility housed at USG. UMSOD facility at USG reduces commuting and increases access to advanced degrees in dental hygiene.
- In addition to having the only baccalaureate dental hygiene programs in MD; neighboring states and regions such as Delaware and Washington, DC do not have any baccalaureate dental hygiene programs. Through the Academic Common Market (ACM), Delaware residents have successfully applied for in-state tuition through the ACM consisting of 16 Southern states that participate in a higher education consortium.
- The DC Tuition Assistance Grant allows students to attend any public institution in the nation as if they are a resident of the school's state. Students pay the low in-state tuition and the grant pays the difference between in-state and out-of-state tuition up to $10,000 a year. With a maximum of five award years that can amount to a lifetime of $50,000, this grant makes affordable college tuition a reality. This program has been successfully utilized by eligible Degree Completion students from UMSOD residing in Washington, DC.
- For students experiencing an occasional financial aid shortage, the UMSOD Office of Student Affairs can extend a short-term $1,000 loan (usually for a month) through the UMB Student Financial Aid Office with no interest.
- DMRT places copies of all textbooks used in the program on reserve at the Library, for student use. Faculty do not automatically require the purchase of new editions of textbooks in their classrooms unless the latest revised edition has added substantive new information that may be reflected on the ASCP Certification Examination.
- DMRT ensures students are aware of career-specific scholarship and work-commitment tuition subsidy programs available to assist with the costs of financing their education. DMRT faculty assist students in completing the components of the application packets for several scholarship and tuition subsidy programs.
- DMRT solicits and obtains from hospital-based clinical affiliates donated media and other supplies/equipment essential to the student teaching laboratories which help to contain the cost of DMRT-specific student fees.
- In addition to the substantive merit and need based support from our donors, the philanthropy from Bill and Joanne Conway has been transformative for our UMSON undergraduate students. The Conway Scholarship program covers in-state tuition, textbooks, and fees for 30 incoming traditional BSN’s annually who demonstrate financial need for the entirety of their academic program. The Conway Scholarship is awarded to 30 incoming RN to BSN students annually. The program includes assigned mentorship and required participation in events. This premier scholarship provides an unprecedented level of financial support and access to nursing education.
- In 2018-2019, UMSON provided structured financial support to students who were experiencing a crisis and to individuals who needed modest assistance so that they could continue their education.

- UMSON funds lending libraries of all textbooks at our Baltimore and USG locations at no charge for students. UMSON lends graduation regalia to students who cannot afford their own so that they can attend commencement and convocation ceremonies.
- The UMSON employs significant numbers of undergraduate students who serve as student assistants and tutors.

Achievement:

- SAS advisors (Student Advisors) in UMSOD monitor clinical progression; small dental hygiene advisory teams identify students needing educational and personal support and consult with UMSOD Student Affairs regarding students with concerns (e.g., career, health, well-being, other problems). Referrals are made to UMB Student Services (e.g., Writing Center, Education Support & Disability Services, Counseling Center).
- BS Dental Hygiene students are assigned senior siblings prior to new student orientation and upper class members mentor other students through formal and informal events held throughout the year to promote effective peer to peer social and academic role modeling and intraprofessional relationship building.
- 60% of the dental hygiene Class of 2019 were recognized in the UMSOD Dean's Community Service Award Program for their civic engagement and student leadership in the community and across MD in outreach above and beyond community service requirements in the dental hygiene program.
- Time to degree, graduation rates, retention, and student success on professional preparatory clinical and didactic board examinations are all successful hallmarks of the UMSOD dental hygiene program
- In UMSOD: 1:15 didactic course faculty to student ratios; 1:5 clinical and laboratory faculty to student ratios.
- Five-year average graduation rates for DMRT is 98.8% and the five-year average for DMRT graduating student pass rate on the American Society for Clinical Pathology Board of Certification Examination is 100%. Five-year average of job placement rates for DMRT graduates is 100%.
- Junior DMRT students must maintain a 70% average in all lecture and laboratory courses and senior students must maintain a 75% minimum average in all lecture and laboratory courses.
- DMRT students receive immediate notification when any course assessment falls below the required benchmarks. A corrective action plan may be implemented, which could include: Faculty tutoring, peer tutoring, or participation in a student-led study group. If relevant, a review of nonacademic issues is conducted to ensure that the student is able to perform effectively and to complete their degree program.
- Senior DMRT students spend their spring semester engaged in four clinical rotations among hospitals in the Baltimore/Washington Metro area. During each of the four clinical rotations, students return to campus for extensive didactic review sessions. At the end of each rotation experience, students must pass an examination in a laboratory specific discipline. Practice examinations are available to students on Blackboard.

- At the completion of all didactic and clinical rotation instruction, DMRT students must sit for a simulated certification examination, which approximates the on-line format and content of the ASCP certification exam.
- The UMSON Student Success Center provides academic support, career services, student organization management, and academic advising. Traditional BSN students receive academic advising from advisors in the Center. Faculty advise RN to BSN students. Academic support services include tutoring, supplemental instruction as well as writing and research support. Comparable academic support services are available at USG.
- UMSON utilizes a professional academic advising model for traditional BSN students. Advisors work closely with students to not only monitor academic progress but to regularly monitor performance in courses in Blackboard and provide resources to proactively manage students who may be at-risk. UMSON recently implemented DegreeWorks, our tool to monitor academic requirements and develop plans of study.
- Our advisors in the UMSON Center collaborate closely with faculty to work holistically in the interest of student success. This could include collaborative case management work on individual students or to relay student concerns to faculty to improve pedagogy with the ultimate goal of ensuring our students are successful.
- The UMSON Student Success Center developed a purposeful collaboration with the University of Maryland Medical System to help streamline the recruitment process for students.
- The UMSON Office for Diversity and Inclusion offers initiatives to advance faculty and staff understanding and support of a learning and work environment grounded in civility, inclusion, and diversity. In 2018-2019, faculty and staff participated in unconscious bias and restorative justice professional development experiences.

University of Maryland, Baltimore County

Goals and Metrics

UMBC's enrollment plan is to moderately increase the number of new student enrollment over the next ten years. Most of the planned enrollment increase will occur by maintaining or increasing student retention. UMBC plans to address the needs of the changing student demographics and the institution will work to increase access, retention and graduation.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-time, Full-time	1,777	90%	70%	1750-1800	90-92%	70-72%	1750-1800	93-95%	72-75%
FY MDCC Transfers	1,305	84%	54%	1350-1450	84-86%	68-70%	1425-1475	86-88%	70-72%
FY All Students	3,505	84%	66%						

Strategies

As noted in *Our UMBC: A Strategic Plan for Advancing Excellence*, the student experience is one of four fundamental elements of academic excellence identified as critical to advancing UMBC's evolution as a nationally and internationally recognized public research university. The primary goal with respect to the student experience is to "create vibrant, exceptional and comprehensive undergraduate and graduate student experiences that integrate in- and out-of-classroom learning to prepare graduates for meaningful careers and civic and personal lives". To this end, the university has identified the following strategic goals: 1) Increase degree completion and shorten students' time to degree; 2) Systematically improve the quality and consistency of academic advising and mentoring of undergraduate and graduate students; 3) Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students; 4) Continue to build a campus culture that creates, supports, and expects applied learning experiences that present a wide variety of options for all students (e.g., study abroad, internships, cooperative education, service learning, engaged scholarship, artistic performance, and teaching and graduate assistantships); 5) Promote the health and well-being of students as a foundation for academic and life success.

As part of its continuing efforts to advance the Strategic Plan and recognizing the importance of long-term enrollment planning in supporting its implementation, UMBC has recently engaged in a comprehensive strategic enrollment planning process. As specified in the scope of work, "the Strategic Enrollment Plan (SEP) will be data-informed and comprehensive to cover the life cycle of the student from exploratory to alumni with particular focus on recruitment, and retention goals and strategies including student relationship management, communication matrices, student onboarding and yield approaches. The plan will outline UMBC's strengths, weaknesses, opportunities and threats related to attracting, enrolling and retaining quality students in undergraduate and graduate programs. The plan will detail recommendations and enrollment goals and targets based on demographics and market trends related to public doctoral research universities similar to UMBC and include an action plan with performance metrics." UMBC anticipates completion of the strategic enrollment planning process by April 2020. The SEP will build on the following existing strategies and efforts for recruiting, enrolling and retaining a diverse student population:

Access

Enrollment programs

UMBC enrollment plan is to moderately increase the number of new student enrollment over the next ten years. Most of the planned enrollment increases occur by maintaining or increasing student

retention. UMBC expects more first-generation students will enroll, and the institutional will work to increase retention and graduation rates. The institution will also specifically improve male student retention and graduation rates.

Selected Recruitment and Pre-Admissions Programs:

The Golden Ticket Program Pre-Orientation Advising is a pre-orientation advising initiative that provides first generation students and their families the opportunity to meet with an academic advisor *before* their scheduled orientation for an overview of academic requirements, academic planning tools, to have questions and concerns addressed.

First Generation Network is a group of first-generation Faculty and Staff who are dedicated to supporting first-generation students. Through a MyUMBC Group, students are able to connect to UMBC staff and each other. They also receive updates about campus resources and events.

The Transfer Portal is a student facing technology that engages prospective transfer students early in their academic planning and transfer process. Leveraging transfer credit and articulation rules and degree audit data, the Portal offers prospects real-time credit estimates, best-fit major recommendations, and customized application support to answer questions and guide the students to apply.

The (Registration) Guide is a new myUMBC feature that provides a step-by-step guide to advising and registration at UMBC. Students are able to verify declared major, address administrative holds, updating their degree plan and build a proposed schedule to register for classes.

Affordability

Financial Support Programs

To assist students with the financial commitments of college, UMBC has the following initiative to help our students both afford college and improve their time to degree.

Transfer Student Alliance (TSA) Program supports and rewards community college students who intend to transfer to UMBC to pursue the baccalaureate degree upon completion of the associate's degree. Program participants benefit from joint programmatic efforts, access to UMBC resources and activities, and discounted tuition for concurrent enrollment. Upon transfer participants benefit from admission application fee waiver, guaranteed admission, early orientation and registration, guaranteed housing and, for eligible students, merit scholarships.

FinancialSmarts - provides students with the tools necessary to make informed decisions about their finances. Managing money is an important part of students' daily life. FinancialSmarts aims to provide students with timely and relevant resources so that they are as well-prepared to manage budgets, bank accounts, assets and debt as they are to master their academic pursuits.

Retriever Jump Start Scholarship – provides financial support (tuition, room and board) to first generation, Pell-eligible students from Baltimore City and Prince George's County to participate in a six-week summer bridge academic program to support their transition to college.

CEO/Superintendent Awards – UMBC's top merit scholarship awarded to academically talented students in targeted MD public school systems including Baltimore City Public Schools and Prince George's County Public Schools. Four-year scholarships are awarded to one eligible student per public high school.

Senior Degree Completion Micro-grants are awarded to seniors who are ineligible to register due to a financial hold and who have exhausted all other aid funding including federal loans.

Finish 15 Campaign was created to increase students' awareness of the importance of enrolling in and successfully completing at least 15 credits per semester (or on average 30 credits a year).

Retriever Essentials' is an initiative to alleviate food hunger on campus in order to foster a safer and more productive environment. Retriever Essentials provides free food to UMBC students through Food Zones and the Save-A-Swipe Program.

Reducing Textbook Costs

The Course Materials Initiative, or CMI, is a program developed to provide students with reduced pricing for course materials through digital textbooks and ancillaries, such as WebAssign, ALEKs, Connect, MindTap or FlipIt. The course materials are integrated directly into Blackboard via a common digital platform (VitalSource). The Bookstore negotiated directly with publishers to obtain special UMBC pricing; currently UMBC has contracts with four publishers: Cengage, MacMillan, McGraw Hill and Norton. Cost savings range from 15% to 55%, depending on the textbooks and ancillary materials, with an average savings of 34%.

Achievement:

Retention and completion programs

UMBC is currently investing resources in both curricular and co-curricular initiatives to improve retention, student engagement, academic progression and graduation. The following list provides details about each of the current initiatives.

Dawg Days Jumpstart is a six-week summer bridge program that offers students the chance to take a math, writing, and/or general education course during the summer along with an interactive transition seminar in the fall to help ease the transition to college.

Reverse Awarding of the Associate's Degree supports the completion of the associate's degree by actively promoting and facilitating the reverse awarding of the associate degree after students transfer to UMBC. UMBC collaborates with the community colleges and provides specialized advising to assist the student in completing both their UMBC bachelor's degree requirements and the community college associate's degree requirements.

Transfer Student Orientation is a mandatory day-long transfer student orientation introducing new transfer students to the academic and social life at UMBC. Students attend sessions on a range of topics including degree requirements, academic resources, faculty expectations, student services, student activities, financial aid, financial literacy, and more.

Introduction to Honors University Seminar (IHU) (First Year Experience) IHU seminars are unique in providing students with academic and social support that assist them with transition to college. Students interact with knowledgeable staff from offices all over campus, interact with peer mentors in class, engage with UMBC academic services.

Transfer Seminar (TRS) is a seminar for entering transfer seminars are one or two-credit courses designed to assist first year transfer students in their transition to UMBC. The course is often attached to an upper level course in the student's major.

Transfer Student Network (TSN) is a student outreach program sponsored by Off-Campus Student Services. Through a series of workshops and activities, TSN helps new transfer students transition to UMBC and its many resources, connects new and returning students with like interests, and provides a network community for building social and career-minded relationships.

First Year Intervention Program is an institutional early alert program designed to identify and help students in their first year at UMBC who are struggling academically.

Senior Degree Completion Initiative was developed to review student records for all students who have applied for graduation and have been denied due to outstanding academic requirements. Staff work with students, academic departments/colleges and others to facilitate degree completion.

Degree Planner is an online tool to allow undergraduate students to develop a customized 4-year degree plan. The tool interacts with the degree audit and the course catalog systems to allow students to accurately and efficiently plan out their course of study.

Degree Donut is an intuitive visual display of students' degree completion status including courses completed, courses in progress, courses planned and courses not yet planned. The tool leverages student's degree audit and degree planner data and emphasizes the importance of academic progression and not just persistence.

McNair Scholars The Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program provides experiences that prepare students for graduate education in all disciplines. The program involves students in research, mentoring, and other scholarly activities. McNair participants are from diverse backgrounds and high academic potential.

The newly established *Office of Academic Advocacy* is dedicated to serving undergraduate students and assisting them in resolving their academic and institutional challenges that may adversely affect their retention, academic progression and timely completion of their degree.

The newly established *Academic Success Center* is created as a one stop shop for undergraduate student to receive tutoring and other academic support courses, academic petition assistance, writing assistance, and academic ombus services.

PRAC 102, Building Skills for Career Success is a zero-credit, pass-fail course in which UMBC students can enroll. PRAC 102 is recorded on the student's permanent transcript to provide a record of their participation in University-sanctioned professional skills development. The UMBC Career Center facilitates nearly 2,000 practicum enrollments in applied learning and Career achievement opportunities each year.

Good Morning Commuters is hosted by Off-Campus Student Services and offers breakfast to primarily commuter students each Tuesday of the week

The Transfer Engagement and Mentoring (T.E.A.M.) program is dedicated to increasing the persistence and retention of underrepresented male students. Faculty and staff from different areas create a comfortable environment in which students of color can have fun, discuss important issues, motivate each other, create community, and find academic and social success.

Living Learning Communities (LLC) are a cornerstone of the residential experience, housing nearly 1/3 of the first-year class. LLC's connect students with shared interests.

New Residential Life Curriculum focuses on intentional interactions, restorative practices, and incorporation of key principles of civic and community engagement.

The INTERACT Program is a four-week, skills-based dialogue program designed for first year students residing in on-campus housing.

The Haven at UMBC will begin in Fall 2019, and will assist and support our students' health and well being. "The Haven at College" is an organization that was created for college-age students struggling with substance use and co-occurring disorders.

Student Athlete initiatives are available to support student athletes including first generation college students, international students with limited educational opportunities in their home country, and students from underprivileged socioeconomic backgrounds.

Continuous improvement of teaching and learning

UMBC's Faculty Development Center (FDC) is dedicated to supporting faculty and staff in their teaching role at the University by providing a comprehensive program of services and resources. The FDC provides exemplary support for faculty to creating state-of-the-art undergraduate and graduate curricula delivered through innovative and effective approaches to teaching and learning, including Individual consultations and classroom observations, help in gathering student feedback, assistance and consultation for course redesign, workshops and book discussions on teaching and learning topics, support for pedagogical innovation and research, learning assessment services, consultations in writing and communication in the disciplines, Support for faculty learning communities (FLCs).

University of Maryland, College Park

Goals and Metrics

UMCP is committed to student success. Focusing on the graduation rates of all students has resulted in these rates being among the highest in the nation. We measure graduation rates through the Student Achievement Measure (SAM), which tracks the success of UMCP students at any higher education institution. Our goal is to maintain or increase our already high graduation rates of 86% for first time, full-time freshmen and 79% for full-time transfer students. According to SAM, our students realize an additional 5-7-point graduation rate increase compared to students who leave UMD and graduate from other institutions. We are the State's Flagship and Land Grant institution. This broad mandate means that enrollment management at College Park is complex. Enrollment targets are determined as a part of the university's overall enrollment strategy to maximize student success and access, to balance the fall and spring (including Freshmen Connection) student numbers as well as first year and transfer student (including Shady Grove) populations, while making the best use of campus resources, especially dormitory and classroom space.

At UMCP, we recognize that non-traditional students have particular needs in order to achieve full potential. We have developed many special programs and services to meet those needs and to make the transition into and through UMCP more supportive, and efficient for all students. Many of the programs and services described below fall into multiple categories, but were placed in the area that seems most relevant.

	Current Baseline Success			Future Goals					
				5-Years			10-Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-time, Full-time	3,893	NA	86%-91%	NA	NA	86%-91%	NA	NA	86%-91%
Full-time Transfers	1,701	NA	79%-86%	NA	NA	79%-86%	NA	NA	79%-86%
FY All Students	8,386	93%	82%						

Note: SAM does not report retention rates

***Access*:**

MTAP Program: A pathway program that sets students up for success by providing them with a clear academic plan including GPA, course and semester credit hour requirements. Once a student satisfies these requirements, including applying by the required deadline, s/he is guaranteed admission to the University of Maryland College Park. The requirements of the program include the Fundamental Math and English courses, which prepare students for a successful transition to UMCP. This program also allows students to take up to 9 credits at UMCP (3 credits per term) during the Winter and Summer terms prior to transfer admission.

Transfer Terp Partnership: A pathway program to prepare prospective students for admission to UMCP at the Universities at Shady Grove location. USG programs are transfer admission only and have program-specific admission requirements, and this partnership provides clear guidance for a timely and successful transfer transition. Since each of the programs offered has different prerequisite and GPA requirements, the Terp Transfer Partnership allows prospective students to work directly with their chosen program to stay on an appropriate transferable degree plan within the best possible timeline. Students are set up for success and are already familiar with the campus and its requirements when they transfer.

Pre-Transfer Advising Program: An advising initiative at the University of Maryland that supports prospective transfer students and connects them to resources that enhance and ease their transition to the College Park campus. Pre-Transfer Advisors assist students with academic planning, including course selection, estimating time to UMCP graduation, and major and career exploration. The program is housed at the University of Maryland, and includes six full time advisors: two housed at the University of Maryland and at four local community colleges (Anne Arundel Community College, College of Southern Maryland, Montgomery College and Prince George's Community College). Students are encouraged to use the service to assess their readiness to transfer.

Upward Bound (UB): UB serves high school students who are either from low-income families or from families in which neither parent holds a bachelor's degree. Participants are from target schools in Prince George's and Montgomery counties, or Washington, D.C. The Upward Bound program provides academic and career counseling to students toward the goals of admission to and graduation from four-year post-secondary institutions. It consists of two components:

1. The six-week summer session provides students opportunities to live in University of Maryland residence halls and attend academic classes in the areas of mathematics, science, composition, reading, foreign languages and study skills.
2. The academic year sessions provide students further academic instruction, tutoring and counseling as a follow-up to summer activities.

***Affordability*:**

Office of Student Financial Aid: Develops and implements financial aid strategies to provide access to students in need and support student success. This office is also developing a financial wellness program to assist students in identifying and managing financial resources, including federal, state, and institutional aid. It seeks to support all students, especially first-generation, low-income, underserved, and non-traditional students.

Frederick Douglass Scholarship is a scholarship for incoming Transfer Students that provides both Full tuition and Partial scholarships for In-State transfer students coming from a Maryland Community College. This scholarship has a focus on access, academic success, diversity, and student leadership. It requires a record of academic success, a student essay, letters of recommendation, and an interview, allowing the University to complete a true holistic review when making awardee selections.

Maryland Promise Program (MPP) is a program to increase the endowment for need-based scholarships by $100 million to support undergraduate students from underserved populations in the state of Maryland and the District of Columbia. The scholarship program is a challenge grant from the Clark Charitable Foundation that will be matched one-to-one to provide funding for the need-based scholarships.

Maryland Transfer Scholarship provides $5,000 per semester for four semesters for Maryland In-State residents that focuses on merit and financial need in recipients. Students selected typically have a 3.2 or above cumulative GPA and have completed their Fundamental Math and English course requirements. The scholarship provides support to transfer-ready students that might not otherwise have the resources to accept an offer of admission.

University of Maryland Incentive Awards Program (IAP) IAP offers full financial, academic and social support to exceptional young people from Baltimore City and Prince George's County who demonstrate academic ability, uncommon persistence and maturity in the face of very difficult circumstances.

University of Maryland Grant (UMDG) The UMDG is the primary need-based grant offered to qualified Maryland residents who have unmet financial need as demonstrated by the Free Application of Federal Student Aid (FAFSA).

***Achievement*:**

The Student Academic Success-Degree Completion Policy (SAS-DCP) Requires all students to develop four-year graduation plans and successfully complete benchmark courses within a certain timetable in order to remain in their major.

Transfer 2 Terp (T2T) A learning community for first semester transfer students at UMCP that is overseen by the office of Transfer and Off Campus Student life. This program assists in successful transition to UMCP and integration into the campus community. Through this program students have the opportunity to join a community of new transfer students and complete an upper level course deigned to assist in a successful start at UMCP. This program also provides access to staff and faculty coaches on the UMCP campus.

Transfer Experience Network (TEN) is a campus-wide network comprised of staff who work with transfer students. TEN members serve as advocates for the transfer students at the University of Maryland and discuss and address issues related to transfer. TEN provides guidance for students prior to application, during the admissions process, and supports the student upon matriculation. Contributing organizations include the Student Union, the Pre-Transfer Advising services, Admissions, Financial Aid, and representatives from the academic colleges. The network identifies trends, challenges, and key issues related to the transfer student experience in order to improve and enhance transfer services and transfer student achievement at UMCP.

Transfer Credit Services (TCS) TCS oversees the transfer of coursework to determine the acceptability and awarding of credit at UMCP, for courses completed at other institutions and for awarding other pre-college credit. TCS assists students with: understanding transfer credit policies, monitoring and maintaining a transfer course database, navigating the transfer evaluation process, and determining how courses are accepted into UMCP.

New Student Orientation every new student is required to attend a new student orientation program prior to enrolling. Orientation offers an introduction to the university, focusing on academic requirements and policies. Additionally, students are introduced to the many programs and services offered across the university, e.g., student life, financing and payment options. These programs are tailored to students based upon their entry status and class standing. Students meet with academic advisors, review results of placement testing, and register for classes in an effort to introduce student services and other resources to the student.

Office of Multi-Ethnic Student Education, Office of Undergraduate Studies: The mission of the Office of Multi-Ethnic Student Education (OMSE) is to provide matriculation, retention, graduation and academic success to multi-ethnic undergraduate students.

Student Success Initiative The Student Success Initiative is a student centered program focused on increasing retention and graduation of Black/African American male students at the University of Maryland.

Business Academy The mission of the Business Academy at the Robert H. Smith School of Business is to develop students professionally, socially and academically. The Academy creates a community in which students are emboldened to challenge themselves and are encouraged to engage in service, leadership and cultural experiences. Participation is open to all African American and Latino men at the University of Maryland who are interested in a career in business.

Women's Empowerment Institute The newly formed Women's Empowerment Institute seeks to empower women from underrepresented populations within the Robert H. Smith School of Business to be successful personally and professionally.

Center for Minorities in Science and Engineering The Center for Minorities in Science and Engineering provides programs and services to support the recruitment, retention and graduation of underrepresented minority engineering students at the pre-college, undergraduate and graduate levels.

Academic Achievement Programs (AAP), Office of the Dean for Undergraduate Studies The mission of the Academic Achievement Programs (AAP) is to facilitate access and to provide an opportunity for a college education to students who, if evaluated on traditional criteria, might not have access to the University of Maryland.

Ronald E. McNair Post-Baccalaureate Achievement Program Ronald E. McNair Post-Baccalaureate Achievement Program is a competitive federal TRIO Program designed to prepare students for research with the goal of increasing the number of doctoral and other terminal degrees earned by underrepresented students.

Educational Opportunity Center (UM-EOC) Educational Opportunity Center (UM-EOC) recruits first generation and low-income adults from Prince George's County, and supports their journey towards postsecondary education.

Talent Search Programs (UM-Talent Search North & Central) Talent Search Programs (UM-Talent Search North & Central) provide services to traditionally underrepresented middle and high school students in Prince George's County Public Schools who show promise, but may still need support in order to successfully graduate from high school and navigate the unfamiliar territory of college.

The Transitional Advising Program (TAP) A retention initiative that provides comprehensive academic advising and academic support services to currently enrolled high credit students (60+) who have been required to change their major.

The Student Success Office (SSO) Assists in the retention and graduation of all students, coordinating the reenrollment process and serves as a clearinghouse for tutoring resources. SSO develops campus-wide initiatives for student success including an online assessment module for students on academic probation.

Nyumburu Cultural Center Nyumburu Cultural Center is dedicated to advancing and augmenting the academic and the multi-cultural missions of the University by presenting a forum for the scholarly exchange and artistic engagement of African Diaspora culture and history. The many programs offered by Nyumburu are open to the university community as well as the public.

Supporting Faculty to Support Students

In addition to strategies that directly support students, UMCP's Teaching and Learning Transformation Center (TLTC) and other offices support professional development for students and faculty to engage in high-impact teaching practices. A few examples follow:

Elevate Course Redesign Fellowship: A year-long, funded fellowship for faculty to learn about evidence-based pedagogy and apply these principles in the redesign of a more student-centered and inclusive course. We have shown that course redesigns are associated with reductions in student DFW rates; pre-and-post assessments show the increased awareness of participating faculty members' awareness of and utilization of these high-impact teaching practices.

Graduate Student Orientations: Coaching sessions for graduate teaching assistants and instructors to provide training in the use of evidence-based pedagogy. Last year we had over 400 graduate student participants.

Academic Peer Mentoring Program (AMP) We prepare undergraduates to work with faculty to facilitate active learning and student engagement during class meetings and train them to help make the classroom climate more inclusive and supportive. In the 2018-2019 academic year, we had over 340 peer mentors and estimate that, in the three years this program has been running, it has enhanced the classroom experience of over 16,000 students.

University of Maryland Eastern Shore

Goals and Metrics

The University of Maryland Eastern Shore's enrollment plan is to gradually increase our undergraduate student enrollment population by approximately 17% over the next ten years. This increase will be created by a new strategic focus on enrollment management, which supports both a robust recruitment plan and enhanced retention goals. Several new initiatives are underway to improve undergraduate recruitment such as joining the Common Application network, implementation of the University's CRM (Radius – Campus Management), the expansion of our digital communication and social media platforms, and implementation of Ruffalo Noel Levitz's Advance FinAid Solutions" package. Lastly, to support our 10-year enrollment plan, the Institution must obtain an annual retention rate of 67% -71%. This will be achieved through a variety of initiatives such as the implementation of the StarFish early alert system, comprehensive degree audit integration, cohort-based advising and retention groups, need and merit-based mini-grants, and reclamation activities. These efforts combined will assist in improving the successful outcomes for our low-income, first-generation students, as evident by the 6-year graduation rate for the 2013 cohort which is currently 41% - the highest 6-year graduation rate in 20 years (1999).

	Current			Future Goals					
				5 - Years			10 -Years		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-Time, Full Time	501	62%	37%	525-568	62-66%	37-42%	568-627	66-73%	37-47%
FYMDCC Transfers	113	77%	43%	113-120	77-82%	43-46%	120-132	77-82%	50-52%
FY All Students	735	67%	49%	735-796	67-71%	49-52%	796-879	67-71%	49-52%

Strategies

Access:

Enrollment 101 (E101) Pre-Orientation Advising – Although all new freshmen attend their week-long New Student Orientation a week before the start of the term, E101 is a pre-orientation initiative designed to provide families and students with a comprehensive day of support. Students can meet 1:1 with faculty and academic advisors, discover the campus' academic support services and build their preliminary academic schedules for the Fall semester. Families are also able to sign up for UMES' family network, as well as have 1:1 consultation with critical departments such as Housing, Student Accounts, and Financial Aid.

On-Site Maryland Community College - Maximizing its articulation agreement and regional partnerships with community colleges during the 2019 -2020 recruitment cycle, UMES will begin to conduct on-site admissions to Maryland Community Colleges. The initiative will allow prospective students to take advantage of established articulation agreements, as well as some of Maryland reverse transfer award initiative. Thus, providing greater access to Maryland Community College residents prior to them transferring to an out of state four-year college.

Dual Enrollment Partnerships – UMES has entered into agreement with several neighboring county school districts to develop dual enrollment agreements. These partnerships will assist Maryland students in making the transition from high school to college smoother as well as expose UMES' unique program mix to a broad base of high school students. These partners include Prince George's County, Dorchester County, Wicomico County, and Worcester County.

Summer Bridge Expansion – UMES offers alternative pathways towards college admissions. Students with standardized test scores and GPA ranging in a lower-tier are offered the university's

Summer Bridge program. A four-week summer immersion program designed to strengthen core college readiness skills and build student partnerships with academic support services.

Affordability:

Ruffalo Noel Levitz (Financial Aid Optimization – As of July 2019 the Institution has engaged with Ruffalo Noel Levitz (RNL) to secure their "Advance FinAid Solutions" package. This contractual consulting service will aid UMES in obtaining financial aid optimization through the use of their four proprietary software platforms: 1. RNL Affordability Predictor; 2. RNL FinAid Simulation Software; 3. RNL True Cost Calculator; and 4. RNL Smartview. This suite of services will assist in leveraging institutional aid to make college more affordable for low-income students as well as enhancing retention and degree completion success.

Degree Completion Mini-Grants – In the Spring of 2019, the institution utilized the creation of institutional mini-grants to target near completers in the 6-year graduation cohort for funding support. Funds were not utilized to eliminate entire financial debts. Instead, the funding was used to ensure the persistence of cohort members towards degree completion. As a result, the 6-year graduation rate for the 2013 cohort is 41% - the highest 6-year graduation rate in 20 years (1999). Moving forward, some institutional aid awards will be tied to criteria such as attending financial literacy workshops, meeting with academic advisors, and meeting with career development counselors. These activities are intended to assist students with understanding the financial cost associated with prolonged enrollment while at the same time encouraging degree completion.

15 to Finish Campaign – Launching in Fall of 2019, UMES will encourage students to enroll and successfully complete at least 15 credits each semester (30 credits/year, including summers) to graduate in four years to support on-time degree completion and debt reduction.

Achievement:

Degree Audit Integration – Launching in Fall of 2019, UMES will fully integrate its degree auditing tool in every aspect of the enrollment process. Working in collaboration with the Center of Access and Academic Success, the Registrar's Office will create Degree Audit themed communications to students.

- Incorporating a Degree Audit message and link into every registration/advising related message
- Degree Audit tutorial video
- Add a dedicated Degree Audit email to the communication inventory
- Degree Audit FAQ page
- Pushed Degree Audits – At the conclusion of each semester, each student will receive an official copy of their degree audit for review.

StarFish (Early Alert) – Launching in the Spring of 2020, UMES will utilize StarFish, a Positive Reinforcement/Early Alert System designed to enhance faculty engagement and student success. When used effectively, StarFish becomes an intervention tool utilized by faculty and advisors to track student progression and reward successful habits while also addressing challenges in academic performance. This tool will be used in conjunction with cohort-based academic advising to provide a comprehensive array of intrusive academic support.

Welcome Home Campaign – A reclamation initiative designed to support students both in and outside of the 6-year graduation cohort who have dropped out of college and connect them with financial and academic support through an annual summer One-Stop event. Students are provided a complimentary degree audit, 1:1 consultation with an academic and financial aid adviser, provided a degree pathway plan, and a financial cost estimate.

University of Maryland University College

Goals and Metrics

UMUC is the State of Maryland's open-access, online university, charged in statute with serving the adult learner and military populations. Thus, UMUC enrolls a distinctly unique population comprising transfer students, military service members, veterans, and working adults. The nature of these student populations and their enrollment patterns in pursuit of higher education is such that the story of their retention and graduation is told through a combination of UMUC's institutional retention and graduation rates as well as the Student Achievement Measures (SAM) that capture retention and completion at other institutions. The student population UMUC serves typically enrolls at multiple institutions over the course of many years to finally achieve degree completion. The subgroups listed below represent specific segments of UMUC's student population and reflect only retention and graduation at UMUC (SAM data is not reported here).

Current Baseline Success*				**Future Goals**					
				5 Year			10 Year		
Cohort Description	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
FY MDCC Transfers	2185	59%	35%	3340	64%	43%	3834	65%	44%
FY Transfer Students (60 credits or more)	4170	50%	33%	5780	59%	41%	6416	61%	42%
FY Military Transfer Students	2051	50%	31%	2490	59%	41%	2706	61%	42%
FY Military Veterans	421	49%	27%	1760	57%	29%	2163	59%	30%

**Baseline data listed in this table is from FY2008 to align with the USM format for this report.*

Strategies

UMUC employs a number of strategies and services in support of student enrollment, retention, and graduation, and is in the midst of developing additional initiatives that leverage enterprise-wide technology to enhance and extend the capacities of our student supporting teams.

Access:

- ***Chatbot -*** UMUC is enhancing student support with the introduction of a new artificial intelligence-enabled chatbot that can answer common questions and provide account information 24 hours a day. The UMUC Help Bot will be accessible beginning July 16, 2019, on the university's website, in the student portal, and via links in email and text messages. It is available on any device and responds to typed text and voice commands. Prospective students and current students who use this functionality can quickly and easily access information that is important to their educational success. Immediate responses to information about an academic program of interest through the chatbot is especially empowering for prospective students who are in the process of choosing a major.
- ***Stackable Credentials -*** UMUC is promoting the opportunity to complete certificates on the way to a bachelor's degree. Stackable credentials provide the opportunity to achieve milestones en route to the degree and have the potential for immediate positive impact for the working adult student in terms of improving employability, building momentum, and positively reinforcing persistence to degree completion. Courses are aligned to industry certifications and requirements where possible.

- ***Maryland Community College Alliances*** - UMUC is the largest recipient of Maryland community college transfer students and has alliance agreements with all 16 Maryland community colleges. These alliances include more than 300 program articulations for bachelor's degrees at UMUC. UMUC also has a unique reverse transfer partnership with Anne Arundel Community College, Frederick Community College, College of Southern Maryland, and the National Student Clearinghouse. UMUC completes outreach to the students who are transferring from one of these community colleges to assist them with the reverse transfer process. The National Student Clearinghouse handles the submission of transcripts on behalf of both institutions.

Affordability:

- ***Tuition and Fees -*** At the undergraduate level, UMUC's in-state tuition and fees are the lowest among system schools, with the exception of University of Maryland Eastern Shore's in-state tuition and fees which are the same as UMUC's. UMUC's out-of-state tuition and fees for undergraduates are the lowest among all system schools.
- ***Adoption of e-Resources in Lieu of Publisher Textbooks –*** Beginning with its undergraduate programs in AY2015-16, and followed by its graduate programs, UMUC moved from requiring costly publisher textbooks to using electronic and open access course materials. This saves UMUC students approximately $20 million per year.
- ***UMUC Completion Scholarship -*** Eligible Maryland community college graduates have the opportunity to earn a bachelor's degree at a significantly reduced cost, completing a bachelor's degree program for a total of $20,000 or less (inclusive of the associate degree cost), well below the typical tuition cost for in-state students. Qualifying students must be a graduate of a Maryland community college with a conferred associate degree and must be eligible within the first 12 UMUC credits. The tuition discount is awarded for up to 60 credits at UMUC.
- ***Prince George's 3D Scholars Program*** - Prince George's County Public Schools, Prince George's Community College (PGCC), and UMUC offer an affordable, definitive pathway to a bachelor's degree for students in Prince George's County, beginning with dual enrollment in high school. Students who are accepted into the program begin taking courses at PGCC while still in high school, earning credits toward an associate degree. Upon graduation from high school, students immediately transition to PGCC to complete the associate degree. Finally, they are awarded a scholarship to UMUC to earn their bachelor's degree for a total cost of less than $10,000.
- ***Other Institutional Aid*** UMUC offers more than $2 million in institutional scholarship programs each fiscal year to various special student groups.

Achievement:

- ***Chatbot –*** The launch of the aforementioned chatbot in July 2019 is expected to greatly reduce the need for current students to request support for common issues. As a result, the university expects advisors and other support staff will have more time to conduct high-value consultations with students about more complex topics related to student success.
- ***JumpStart -*** A Jump Start event is held approximately one week before our largest start dates each term. Our Jump Start event is available for new applicants, newly enrolled students, and readmitted students. This event features a virtual exhibit hall with a variety of booths that attendees can visit to chat live with an advisor, watch pre-recorded videos, and download information.

- ***Applicant Onboarding Badging*** - A new applicant onboarding program is currently in development with a projected launch date in the Fall of 2019. This program is designed to give new UMUC applicants access to an onboarding portal with different badges they can earn for completing activities to familiarize themselves with their UMUC student portal, their online classroom, UMUC Student Success resources (e.g. the Effective Writing Center, online library, time and tuition estimator) and new degree planning worksheets designed to help new applicants map out a path to graduation that best fits their desired degree completion timeline and appropriate course load.
- ***New Student Onboarding -*** UMUC's Admissions team has implemented multiple programs since 2017 to better prepare newly enrolled students to have a successful first course. One week prior to each session start, our Admissions team makes New Student Success calls to all newly enrolled students. Topics covered during these calls include a personalized walk-through of the online classroom to help students better understand how to access and navigate their course environment prior to their class starting, time management and student success tips, and any missing documents or outstanding items that students need to submit to avoid an interruption in their studies.
- ***New Student Welcome Initiative*** - As a bridge between the New Student Onboarding program and the 1st Term Experience described below, the Advising team provides support through its New Student Welcome program. As part of this program, new students are reassigned from Admissions to Student Advising during the second week of class, and advisors begin a series of communication touchpoints that are welcoming, consultative, program and career-focused, information-driven, and supportive in nature. Desired outcomes of the New Student Welcome program include an increase in class participation, improved course completion rates of first-term students, increased re-enrollment and retention rates, and overall improvement in student satisfaction. After the third week of class, the New Student Welcome program transitions into the 1st Term Experience.
- ***1st Term Experience*** - Institutional and external data strongly suggest that retention rates are most impacted by a new student's first term performance. UMUC's Advising team strategically engages new students within a structured 1st Term Experience framework. In Summer 2019, the Advising Team updated this 1st term experience to include a series of advising-specific and general-campaign related touchpoints based on individual student needs and behaviors throughout the first term. The scope of communication includes: consultative advising, degree mapping, one-touch registration messaging, positive nudging, and at-risk interventions. Beginning in Summer 2019, advisors will have access to individual student risk scores and risk factors that are generated by student behaviors and performance. The 1st Term Experience will use this predictive model to help advisors determine which prescriptive responses can increase the likelihood of persistence to the student's next term. Desired outcomes include re-enrollment in the next term, higher course completion rates, and overall improvement in retention rates.
- ***Success Coach Pilot*** - In Summer 2019, the Admissions and Advising teams implemented a Success Coach pilot program as an alternative way to advise its students. Each Success Coach provides personalized and consultative support services and advising for a specific population of students. The Success Coach pilot will examine impacts on student retention provided through dedicated and personalized advising.

- ***2nd Chance Grant*** - Prior to Fall 2018, UMUC reviewed the academic performance of students enrolled in Summer 2018. For those students who withdrew from or failed a course and had not yet completed a required one-credit course focusing on research process and methods, UMUC offered to cover the cost of this introductory course in Fall 2018. Nearly 60% of the students who accepted this grant for Fall 2018 re-enrolled in Spring 2019. UMUC is planning to continue this grant program contingent upon additional funding.
- ***Near Completer Grant*** - In Fall 2018 and Spring 2019, UMUC offered two versions of a Near Completer Grant to undergraduate students within 30 credits of degree completion who had stopped taking classes. These near completers were offered one of these grants to cover the cost of one course to encourage them to continue their progress to degree completion at UMUC. Additionally, support was provided in the form of dedicated advising and updated degree mapping. Students receiving one of these grants tended to reenroll at a higher rate than similar student groups who did not receive either grant. UMUC is planning to continue this grant program contingent upon additional funding.
- **PACE 111 -** This new course for undergraduate students as of Fall 2019 explores how academic programs align to professional goals and helps students understand how to be successful learners. Students will become familiar with the university's culture and expectations, reflect on academic and professional goals, complete assignments relevant to their major, discuss ways to advance progress toward a degree through transfer credit and other prior learning, and explore UMUC's resources for student success.
- ***New Gen Ed Math Option -*** UMUC is changing the list of mathematics courses available to meet the math general education requirement so that students will have the option of taking a new college level math course aligned with the Maryland Mathematics Reform Initiative standards for non-STEM majors. This new course uses adaptive learning technology and may enable students to more quickly complete their math requirement, which often impacts degree completion.
- ***Military Warm Handoff*** - The Global Military Operations Warm Hand Off process was created to guide military students as they move from duty station to duty station or one division to another. A staff member at or near the new location proactively outreaches to the student to provide them a warm welcome to their new location and offer assistance with the transition.
- ***Degree Planning*** – The process of selecting courses can be cumbersome and confusing given the number of choices that students have in general education and major requirements. Currently, students have access to enrollment advisors, online tools, and the catalog to determine what their program requirements are and which courses to take next. UMUC is in the process of developing additional degree planning tools that indicate the quickest and most effective path to finish a program. These degree planning tools may minimize the time and expense needed to reach the point of graduation.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Crisis Management and Enterprise Risk Management in the USM

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 6, 2020

SUMMARY: At the November 2018 Board of Regents retreat, the Board agreed that USM needed to develop a policy that would guide the Chancellor and Presidents in their implementation of enterprise risk management (ERM) and crisis management (CM) processes. Reporting to the Audit Committee of the Board, Regent Louis Pope chaired a workgroup whose objective was to fully understand ERM and CM and the needs of our System and institutions. It was shown that best practice in effective governance, at both an institution and System-wide level, requires that management have a process for responding to events considered to be a crisis and that management periodically assesses potential risks and exposures, evaluates the probability and the impact of each, and, where appropriate, adopts risk mitigation strategies.

On November 22, 2019, the Board of Regents passed the USM Policy on Enterprise Risk Management (VIII-20.00), which formalizes the expectation that each institution, regional higher education center, and the System Office develop processes to periodically identify, review, and assess significant strategic, financial, operational, and reputational risks. Also, on November 22, 2019, the Board passed the USM Policy on Crisis Management (VIII-21.00), which formalizes the expectation that each institution, regional higher education center, and the System Office develop processes and protocols for responding to negative unanticipated events and ensure organization-wide understanding of the response protocol. Furthermore, each entity shall adopt risk prevention and mitigation strategies, and periodically discuss those risks and the prevention or mitigation strategies with the Chancellor as a part of the annual presidential performance evaluation process. Institution presidents have until Spring 2020 to establish a crisis management process and will begin the required reporting under this policy during the performance appraisal process in the Spring of 2021. Additionally, starting in Spring 2021, institution presidents will have to report institutional risks and mitigation or prevention strategies during their performance appraisal process.

The committee will hear about these policies and their importance and significance to USM and our institutions.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: March 6, 2020
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 eherbst@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

VIII-20.00 POLICY ON ENTERPRISE RISK MANAGEMENT

(Approved by the Board of Regents on November 22, 2019)

I. PURPOSE

Best practices in effective governance at an institution and System-wide level, requires that management periodically assesses potential risks and exposures, evaluates the probability and the impact of each and where appropriate, adopts risk mitigation strategies. These processes should inform decisions and strategic planning, both within each institution, as well as at the System level.

This policy formalizes expectations of each University System of Maryland institution to establish an ongoing system of risk management appropriate to the institution's mission and strategic initiatives. The policy also sets periodic reporting expectations and processes for reporting key risk items.

II. ENTERPRISE RISK MANAGEMENT (ERM)

A. Institution-level ERM

Pursuant to this policy, each USM institution and regional higher education center, including the USM Office, is to adopt an enterprise risk management process. The process should be developed to assure that potentially significant and likely risk exposures have been identified and communicated to institutional leadership, and that plans to reduce the risk of occurrence, or mitigate the exposure have been developed.

Under the leadership of each institution's President, an institution-wide body, such as a campus cabinet or president's leadership team, is to identify and quantify risks, determine risk tolerances, and oversee risk mitigation strategies or measures where appropriate.

The enterprise risk management process must include an inventory, or register, of risks and exposures that are potentially significant in terms of both likelihood and impact that strategic interests and goals of the institution could be impacted. Each risk should have identified a responsible official or department which will monitor and adopt mitigation strategies as appropriate, and periodically report to the institution-wide body responsible for overseeing the risk management process. Risks are to be evaluated as to the potential impact, as well as the likelihood of occurrence.

Institutions are expected to adopt risk management practices suitable and appropriate to the institution's activities and goals. Tailoring risk management activities to the institution's focus and goals may result in similar institutions assessing the likelihood, and the impact, of similarly described risks differently, with risk tolerance and mitigation

strategies that reflect those differences. Each risk management process is to include the basic steps of:

Risk identification;
Risk assessment;
Risk tolerance, prevention and mitigation; and
Reporting,

the specific risks, determination as to impact and likelihood, and accordingly, prevention and mitigation strategies, are likely to vary from institution to institution. It is important that each cycle of assessment and evaluation of risks, impact and likelihood, also consider the identification of new and emerging risks.

This policy is not intended to require a specific risk identification, assessment, mitigation or reporting process and acknowledges that institution's may have different approaches and processes to address enterprise risk management.

B. System-wide

The Chancellor is to develop a risk management process for the University System of Maryland appropriate for a comprehensive state-wide university system, that identifies, assesses, mitigates and communicates System-wide risks and exposures, and complements risk management practices at each institution. The risk assessment is to be done in consultation with the Director of Internal Audit, vice chancellors, and institution presidents, and should represent a set of identified System-wide risks and exposures appropriate to System-wide planning and action.

A review and discussion of System-wide risks and exposures, the assessment of impact and likelihood, and strategies and efforts in place to address, prevent or mitigate System-wide risks is to be considered by the Board of Regents Committee on Audits at least annually.

III. REPORTING REQUIREMENTS

Institution Presidents are expected to communicate to the Chancellor that an institutional enterprise risk management process is in place and operationally functional, and review with the Chancellor, as a part of the presidential performance review process, the 3-5 risks assessed to be the most significant concerns to institutional leadership in terms of setting strategic goals and planning.

Institution Presidents, by March 31st annually, are to provide notification to the Chancellor that a review or update of the institution's risk assessment and management plan has been performed, and are to provide a listing of significant events that have occurred in the prior calendar year that were contemplated and planned for in the institution's risk management process.

IV. DEFINITIONS

Strategic risks – an event or activity, whether internal or external, that has the potential to negatively impact the institution's ability to pursue its mission and/or achieve its key strategic goals and objectives. These risks include inadequate strategic planning and goal setting, crisis response and business continuity, reputation and brand, and community relations.

Financial risks – risks and exposures that are associated with inadequate financial planning, management and operational outcomes, including the budgeting and financial reporting processes, financial controls, debt management, endowment investing, and risk management and insurance provision.

Operational risks – risks and exposures that do not have an immediate financial impact but impact the core mission and objectives of the institution. Included here are risks to the academic enterprise such as academic quality, tenure and faculty promotion, accreditation, faculty recruitment, on-line learning, program development (including closures, new programs, and international programs). Weather events, power disruptions, and other potential events impacting availability of facilities, would be another group of operational risks, to the extent that those risks are both likely and significant in impact. Research activities and issues surrounding medical centers would also fall under the category of operational risks.

Reputational risks- risks and exposures that may harm education mission by casting doubt on commitments by campus leadership and negatively affecting the image of the University. Such risks may include claims of harassment and discrimination, waste and abuse, scholarly misconduct. Reputational risks may also be strategic, financial and operational risks depending on the nature and severity.

Risk mitigation-steps taken at the institution and System level to identify, assess and address and report on potential risks. Risk mitigation may include institution level threat and risk assessment team efforts, trainings, coordinated efforts across institutions to identify and mitigate risk.

Risk tolerance –ability or willingness by an institution or the System's leadership to accept a certain level of likelihood that a particular risk exposure materializes. Risk tolerance is important in considering the possibilities for mitigating or eliminating particular risks and exposures, each of which are likely to carry an associated cost or set of requirements.

UNIVERSITY SYSTEM of MARYLAND

VIII-21.00 POLICY ON CRISIS MANAGEMENT

(Approved by the Board of Regents on November 22, 2019)

I. PURPOSE

Best practice in effective governance at both an institution and System-wide level, requires that management have a process for responding to events considered to be a crisis.

This policy formalizes expectations that each University System of Maryland institution and regional higher education center, including the System Office, and the chancellor on behalf of the University System generally, establish a process and set of protocols and steps for use in responding to events that each level considers a crisis, as defined below.

II. CRISIS MANAGEMENT

Each President shall develop protocols for use in responding to and communicating when a crisis arises. Board of Regents Policy VI-10.00 formalizes requirements associated with campus emergency planning, preparedness, and response. An emergency, depending on the impact and exposure, operationally, in terms of public safety, and reputationally, may also be considered a crisis within the meaning of this policy and require additional coordination and consultation, public communication, and response and recovery.

A crisis is defined as:

1. A negative event that was unanticipated and for which plans had not been formulated,
2. A negative event that had been planned for, but happened at a rate or pace unanticipated, or
3. A confluence of events anticipated and planned for individually, but not in combination.

The University System Office will provide guidance to support each President developing a crisis management process for their university appropriate for that university, that, at minimum, includes clear reporting and escalation, response structure and team roles, and crisis communications.

Each institution, and the System as a whole, are to develop crisis communication plans that detail who is responsible for communications in the event of particular events, and a general plan for events not anticipated.

Care should be taken to ensure that crisis communications considers and includes students, faculty, staff, and other identified institution and System interested parties. Once a crisis management process has been developed by an institution, periodic testing of the process in response to a potential crisis should be carried out to ensure that all involved at an institution in

crisis management understand roles, protocols, and processes. The process should be reviewed and refined after any actual crisis event, if appropriate, to improve institutional responses and communications.

In the event of a crisis, immediate notification to the Chancellor and the Vice Chancellor for Communications is to happen as soon as is practical under the circumstances, even if all the facts and considerations are not yet known. The Chancellor will communicate with the Chair of the Board of Regents to provide an understanding of the event or emergency, the current institution or System response, and to consult on the communication strategy as appropriate.

III. REPORTING REQUIREMENTS

Institution Presidents are expected to communicate to the Chancellor that an institution level crisis management process has been established and is understood, and reviewed with the Chancellor, as a part of the presidential performance review process, any negative events and emergencies at the institution level that fall within the definition of crisis above that occurred in the prior calendar year.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
USM Office – Adelphi, MD
February 26, 2020

D R A F T

MINUTES: Public Session

A meeting of the Board of Regents Committee on Advancement was held at the University System of Maryland, Adelphi office on February 26, 2020 at 11:00 a.m. In attendance were Regents Louis Pope, Geoff Gonella, and Elena Langrill from the Office of the Attorney General. Via teleconference: Regents Barry Gossett, James Holzapfel, Drew Needham, D'Ana Johnson and Robert Wallace. From USM institutions: Jayme Block (SU), David Balcom (UMES), Kate Crimmins (UB), Greg Simmons (UMBC), Cathy Sweet (UMGC), Stuart Clarke (UMCES), Jackie Lewis (UMCP), John Short (FSU), Brian DeFilippis (TU), Tom Sullivan (UMB), and Tara Turner (CSU). Via teleconference: Richee Smith Andrews (USG). From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Tom Gilbert, CFO, USM Foundation; Sapna Varghese, Director of Advancement; Ralph Partlow, VP & Associate General Counsel, USM Foundation; Tim McDonough, Vice Chancellor for Communications; and Gina Hossick, Executive Assistant to Leonard Raley.

Chairman Gossett called the meeting to order at 11:05 a.m.

Alumni Panel re engagement (information)
Alumni directors from three of campuses participated in a panel discussion moderated by Vice Chancellor Raley: Amy Eichhorst from UMD; Stanyell Odom from UMBC, and Nikki Sandoval from UMGC. The session focused on how alumni engagement is critical to the long-term success of our advancement programs, and how their work is complex, challenging, and constantly changing.

Among the key takeaways from this session was that the use of data is essential to the success of alumni engagement programs; that seeking ways to engage young alumni in new ways is critical; and that using metrics to measure success is required to inform programmatic and strategic decisions, especially when resources are limited.

Fundraising Updates (information)
The system wide goal for the year is $171 million through the end of January 2020; we are 48% toward our annual goal of $356 million. Vice presidents discussed recent major gifts and updates on campaign launches.

Quasi endowment award summary report (information)
Funds from the quasi-endowment continues to support advancement activities that help to build the endowment. This fund totals $50M: $40M generates spendable income

that goes directly back to campuses, and spendable income from the remaining $10M funds a grant program to help kickstart additional endowment raising efforts. Institution are using these funds to support needs such as planned giving and major gifts officer positions, matching gift campaigns, and communications to alumni, just to name a few.

Board of Regents Policy on the Naming of Facilities and Academic Programs (action)
This is an action item to approve revisions to our naming policy. The key changes are clarifying that non-academic and virtual or online programs may require Board of Regents approval, as these programs carry the same reputational risk as academic programs, and addressing naming requests related to fundraising appeals that honor a specific individual. The vice presidents and the AG's office have had an opportunity to review and comment on the policy. A motion was made, seconded and carried to approve the request as presented.

The meeting adjourned at 12:05 pm.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Amending 144.0 VI-4.00 – Policy on the Naming of Facilities and Academic Programs

COMMITTEE: Advancement Committee

DATE OF MEETING: May 1, 2020

SUMMARY: The USM Policy on the Naming of Facilities and Academic Programs has been updated and clarified. Key changes include clarifying that non-academic and virtual or online programs may require Board of Regents approval, as these programs carry the same reputational risk as academic programs. The policy now addresses naming requests related to fundraising appeals that honor a specific individual. These changes are highlighted in yellow on the draft.

ALTERNATIVE(S):

FISCAL IMPACT:

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE: 5.1.2020
BOARD ACTION:	DATE:

SUBMITTED BY: Leonard Raley, Vice Chancellor for Advancement, raley@usmd.edu
301-445-1941

D R A F T

144.0 VI-4.00 – POLICY ON THE NAMING OF FACILITIES AND ~~ACADEMIC~~ PROGRAMS

(Approved by the Board of Regents on January 11, 1990; amended January 24, 1991; amended April 4, 1997; revised February 15, 2013; revised December 12, 2014; revised February --, 2020

The Board of Regents of the University System of Maryland (USM) wishes to encourage opportunities for significant philanthropy to its member institutions through the naming of major facilities and ~~academic~~ programs. The Board also encourages the naming of major facilities and ~~academic~~ programs that honor scholars and other distinguished individuals who are preeminent in their field of endeavor and/or have contributed meaningfully to the University System of Maryland or to any of its constituent institutions. Any such naming must undergo a high level of consideration and due diligence to ensure that the name comports with the purpose and mission of the USM and its institutions. No naming shall be permitted for any entity or individual whose public image, products, or services may conflict with such purpose and mission.

I. Applicability

This policy shall apply to the following:

A. **Facilities:** planned and existing buildings of all types, major new additions to existing buildings, as well as institution grounds and athletic facilities, all major outdoor areas including streets, entrances, gates, and landscape features such as quadrangles, gardens, lakes, fountains, and fields.

B. **~~Academic~~ Programs**: colleges, schools, departments, centers, institutes, and programs, including those that are online or virtual.

Items not covered: interior space within facilities (laboratories, classrooms, practice rooms, lecture halls, etc.); minor landscape features such as benches or sidewalk bricks; scholarships, fellowships and chairs. Institutions should develop their own naming policy for these items. In cases where there may be some question regarding the need for Regents' approval, the Chancellor will determine which naming opportunities require approval.

II. Philanthropic Naming of Facilities

Requests made to the Board of Regents to name a new facility or renovated existing facility must comply with the following guidelines:

A. The proposed gift should contribute significantly to the realization or completion of a facility or the enhancement of a facility's usefulness to the university.

B. All requests should demonstrate that the institution has maximized the potential of fundraising in association with facility naming. To receive best consideration, the Board recommends the following:

1. For institutions considered research intensive institutions in the Carnegie classification (University of Maryland, Baltimore; and University of Maryland, Baltimore County; and University of Maryland, College Park), the present value of the gift should be an amount equal to or greater than 15 percent of the cost to construct or substantially renovate the building proposed for naming.

2. For all other institutions, the present value of the gift should be an amount equal to or greater than 7.5 percent of the cost to construct or substantially renovate the building proposed for naming.

The naming of existing buildings not targeted for substantial renovation will be considered on a case-by-case basis. The underlying principle of such naming should be to honor a significant gift or history of significant giving to the institution.

C. Gifts made to fund the direct costs of construction or renovation, or to establish an endowment in support of maintenance or program costs, are encouraged and will receive more favorable consideration.

D. Building should be approved for construction or renovation in the Capital Improvement Plan.

E. If a naming opportunity is being considered for a set period of time (naming rights to an athletic field, for example), the cost of installing and removing the name should be a consideration, and plans accounting for those costs should be included in the request to the Board.

F. The gift may be in cash or in the form of a legally binding pledge, provided however, that if in the form of a pledge, it should be paid in full within five years. A portion of the gift may be in the form of an irrevocable trust or bequest, provided that the donor is age 75 or older. If a bequest, there must be a legally binding pledge backing up the bequest. The Board of Regents may consider exceptions to these gift provisions as listed in this item if a strong rationale is provided.

In some cases, an institution may wish to leverage donor funds to help move a building project forward in the capital projects queue. Such gifts must meet different criteria than those required for naming a building. Please refer to Regents Policy VI-4.20 - GUIDELINES REGARDING THE EFFECT OF DONOR FUNDING AND OTHER EXTERNAL FUNDING ON THE PRIORITIZATION OF STATE-FUNDED CAPITAL PROJECTS for details regarding moving a building forward in the capital projects queue.

III. Philanthropic Naming of Programs

Requests made to the Board of Regents to name a program must comply with the following guidelines:

A. The named gift levels for schools, colleges, departments, centers, institutes, and programs will be established on a case-by-case basis. Endowed gifts are strongly encouraged.

B. Generally, the endowment established through the gift should generate 10 to 20 percent of the unit's operating budget on an annual basis, depending on the size of the unit.

C. Gift terms required to name a program are the same as those set forth for facilities, as described above.

IV. Honorific Naming

In those cases where facility and program namings are honorific, they should be named for scholars and other distinguished individuals who are preeminent in their field of endeavor and/or have contributed meaningfully to the University System of Maryland or to any of its constituent institutions. Although significant philanthropy made over a donor's lifetime may constitute a valid rationale for an honorific naming, honorific naming should not be used to circumvent the requirements of gift-related naming policies. The following guidelines apply to honorific naming requests:

A. No campus facility or ~~academic~~ program will be named for individuals employed by or formally affiliated with the USM or the State of Maryland, unless and until one year has passed since the individual's USM or State employment or affiliation has ceased.

B. The Board will consider exceptions to IV.A. under the following circumstances:

1. If an individual has completed 10 years of service to the USM and is currently serving in a position of reduced responsibility (i.e. from institution president to faculty status).

2. If there are health issues or special family circumstances.

V. Naming Resulting from Fundraising Appeals

On occasion, fundraising appeals are organized to honor an individual via the naming of a program or facility. In such cases, the total funds raised should conform with the gift minimums and terms described in Section II or Section III, as applicable.

The guidelines set forth in Section IV, Honorific Naming, shall also apply. Institutions launching such efforts should seek approval from the Board of Regents before launching a public campaign. Institutions should clearly describe in associated fundraising materials any prerequisites that are related to or limit the naming opportunity.

Upon completion of the fundraising appeal, institutions shall report to the Regents that the conditions described in the request were met before the naming is announced to the general public.

VI. Process and Procedures

The USM Vice Chancellor for Advancement should be notified of possible facility or program naming discussions as early in the process as possible. All requests should be approved by, and submitted through, the president of the requesting institution, or, in the case of a naming at the USM level, by the chair of the Board of Regents.

Requests should be submitted six weeks prior to the full board meeting at which the request will be considered. Exceptions to the timeline may be considered by the Chancellor and the Board of Regents. Requests will be reviewed within the USM Office of the Chancellor before being submitted for review by the Board of Regents Committee on Advancement. The Committee on Advancement will then 1) decline the request, 2) request additional information or clarification, or 3) recommend approval by the full Board.

In making requests for naming of facilities or ~~academic~~ programs, the following information is to be submitted:

A. A detailed request in letter or memo form that should provide:

    1. The donor's name and relationship to the USM or institution, if applicable.

    2. The gift amount and terms, including but not limited to any costs associated with the gift, if applicable.

B. For honorific naming, a clear rationale for the request, including a description of the honoree's accomplishments and contributions to the institution or USM, how the naming will reflect positively on the institution and/or the USM, and, if applicable, a justification for an exception to the provisions described in Section IV, Honorific Naming, above.

C. For a naming related to **launching** a fundraising appeal, a letter or memo outlining :

    1. The donor's name and relationship to the USM or institution.

    2. The amount of funds raised in gifts and pledges and expected cash realized, including but not limited to any costs associated with the campaign.

    3. A rationale for the honorific naming, as described in Section IV.

    4. As noted in Section V, institutions shall report to the Regents regarding the completion of the campaign and fulfillment of the conditions of the request before the naming is announced to the general public.

D. As applicable, the overall cost of the facility construction or renovation or the overall budget of the program to be supported. If the gift represents partial or total funding of the construction, remodeling, or renovation, the following information must be included:

1. A timetable for project implementation;

2. Relationship of the project to the institution's long-range plans;

3. Source and status of capital budget funds needed in addition to the gift;

4. Operating budget implications, and sources of funds.

E. The proposed name of the facility or program and, if applicable, the current name of the facility or program.

F. A copy of the gift contract and/or pledge agreement, if applicable.

G. A biographical profile of the prospective donor or recipient of an honorific naming.

All requests will be held in the strictest confidence.

VII. Public Announcement

No public announcement of a philanthropic or honorific naming should be made prior to Regents' approval. Public announcements should be scheduled in coordination with the Chancellor's Office to ensure proper representation from the USM Office and Board of Regents. In cases where a gift is funding new construction or substantial renovation, the Board encourages institutions to consider having 50% of the gift in hand before a public announcement is made. Public announcements regarding honorific naming will include the rationale for the naming, including background regarding the individual and how the naming reflects positively on the institution and the USM.

VIII. Removal of Name from a Facility or Program

As naming authority lies with the Board of Regents, so does the authority and responsibility to remove a name. In the case of a gift-related naming, the Board of Regents reserves the right to remove names from facilities and programs when the gift remains unpaid beyond the five-year limit. Should this occur, the Regents may name an area of the facility or seek another appropriate naming opportunity that would be proportionate to the value of the gift received. The naming of a facility or program follows the facility or program for its useful life unless otherwise determined by the Board of Regents. Other situations may occur that would warrant the removal of a name from a facility or program in the USM.

The institutions will provide an annual report to the Regents on all such gifts and the form of recognition.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Financial Implications of COVID-19 for Spring 2020

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: May 1, 2020

SUMMARY: Vice Chancellor Herbst will provide a brief update on the fiscal impact of the pandemic on the spring semester.

Topics to be covered include:

- Overview of the FY 2020 Operating Budget
- Estimated revenue and cost impacts
- Federal CARES Act Funding

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

https://usmd-my.sharepoint.com/personal/lmcmann_usmd_edu/documents/home/lem/bor/2020 - 050120 - bor/fin implications spr.docx

Presentation to the Board of Regents

COVID-19 Financial Impact Spring Semester

Vice Chancellor for Administration and Finance

Ellen Herbst

University System of Maryland

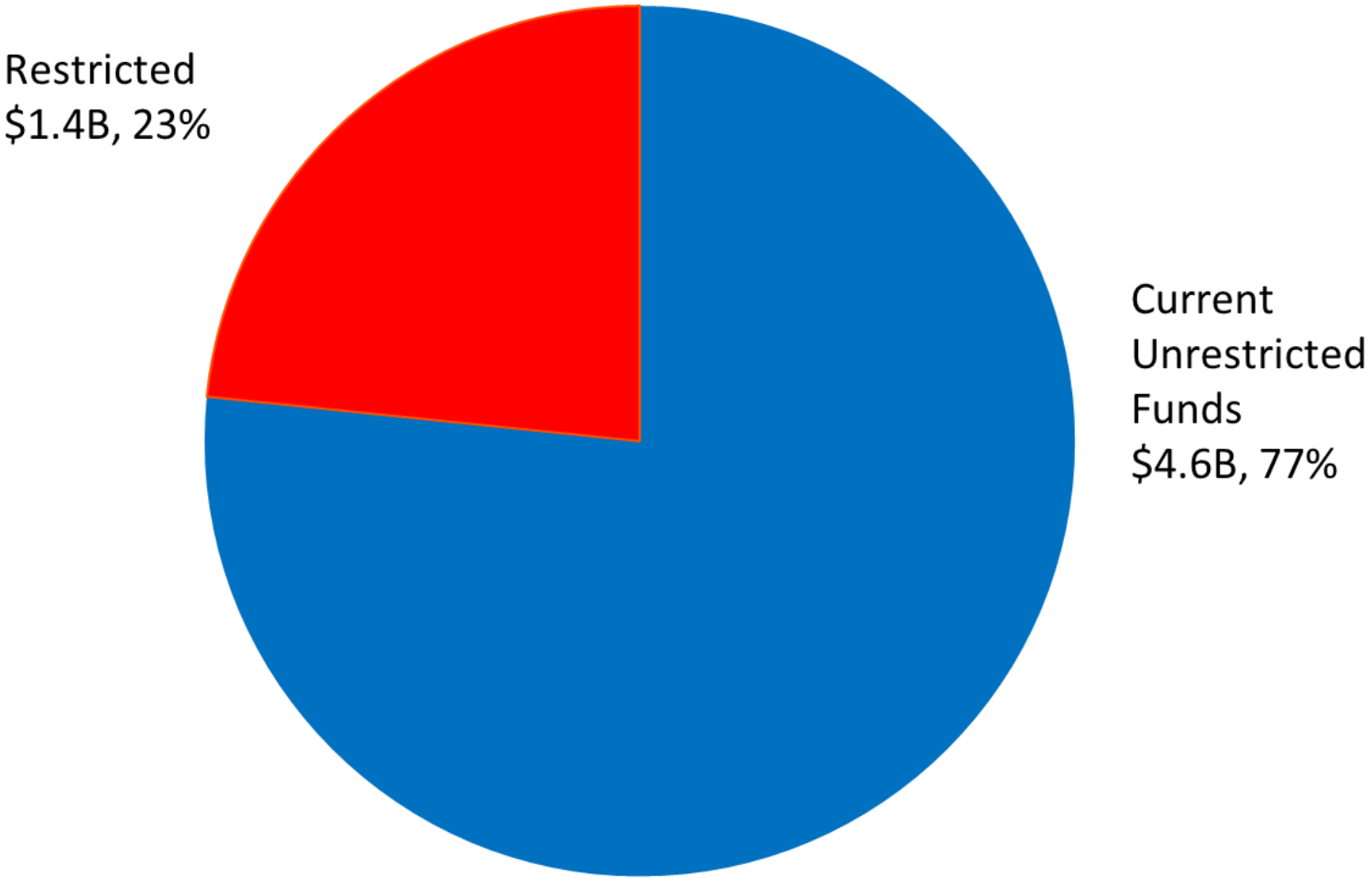
May 01, 2020

University System of Maryland

The Operating Budget

University System of Maryland

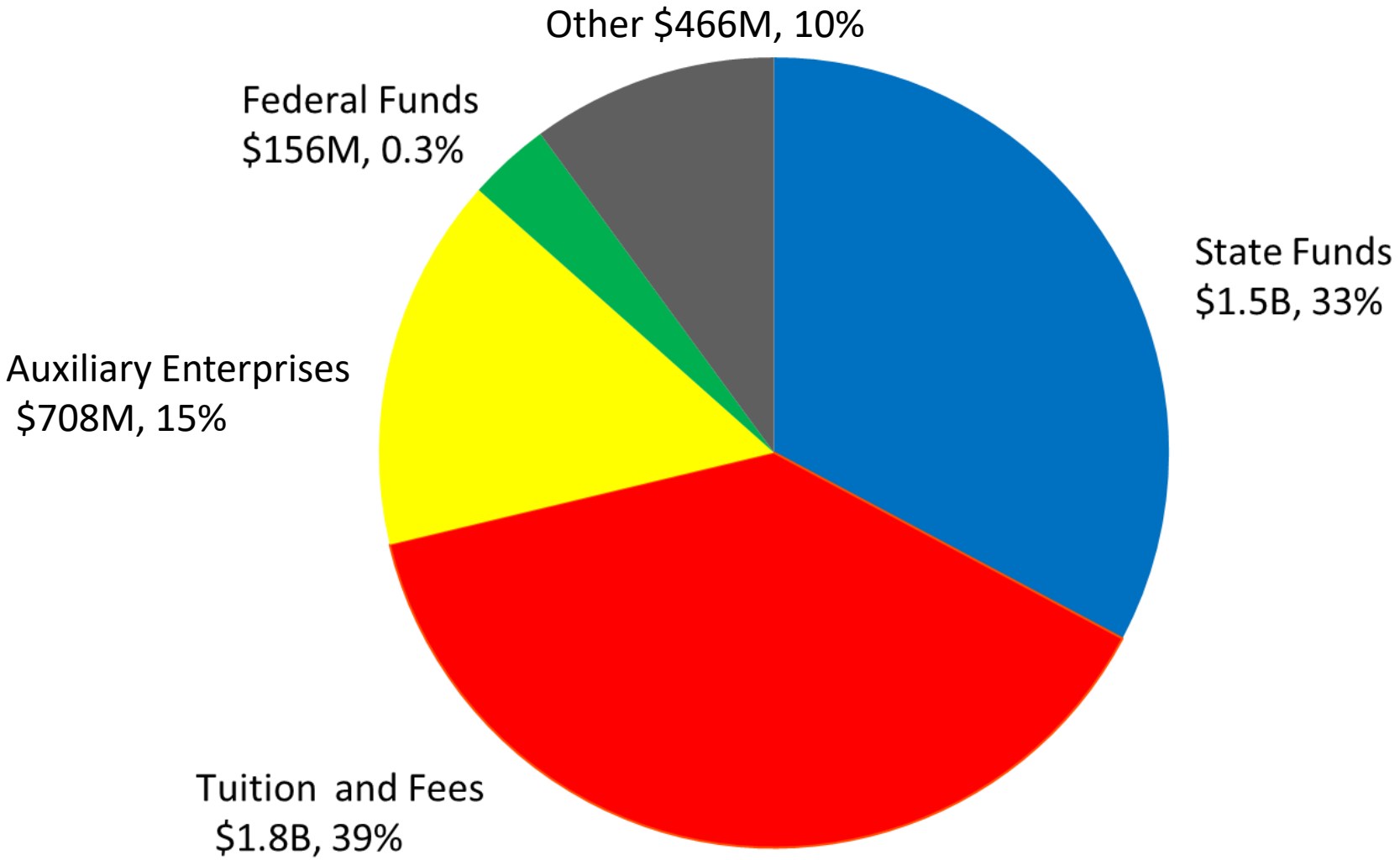
FY 2020 Total Budget



Total Budget $6.0B

University System of Maryland

FY 2020 Current Unrestricted Budget



Total Unrestricted Budget $4.6B

University System of Maryland

Spring 2020 Estimated Operating Budget Impact

- Estimated revenue loss: $223 million
  - Student refunds – room, board, parking, athletics, facilities
  - Auxiliary Operations
  - Contract, Grant & Gift income
  - Patient revenues

University System of Maryland

Spring 2020 Estimated Operating Budget Impact

- Estimated increased costs:
  - Increased student financial aid
  - Medical supplies, equipment & health related
  - Technology equipment & other IT costs
  - Cleaning, sanitization supplies, contracts, etc.
  - Faculty training & other costs to convert to on-line programs
  - Staff training, new equipment, & other costs related to telework
  - Study Abroad expenses
  - Unrecovered sponsored program spending

University System of Maryland

Spring 2020 Estimated Operating Budget Impact

- Estimated cost savings:
  - Utilities and food
  - Transportation, including fuel and maintenance
  - Faculty/staff travel conferences & other staff development
  - Office supplies & Other

University System of Maryland

The CARES Act

University System of Maryland

Federal CARES Act Funding

Higher Education Emergency Relief Fund Section 18004- $80M

- Financial Aid Grants to Students $40M
  - Institutions have maximum flexibility to determine individual student allocations
    - Department of Education suggests not to exceed the full Pell amount - $6200 in 2019/2020
  - Authorized student expenses incurred as a result of disruption to campus operations as a result of coronavirus
    - food, housing, course materials, technology, health care and childcare
  - Only students who are Title IV eligible may receive grants
  - Can not be used to payback institutions for student refunds issued by campuses for Spring 2020 nor institutional assistance already awarded

University System of Maryland

Federal CARES Act Funding

Higher Education Emergency Relief Fund Section 18004- $80M

- Institutional Component $40M
  - Allowed uses of CARES Act:
    - Student refunds
    - Costs related to changes in instructional delivery
    - Student technology equipment, software and hotspots
  - Disallowed uses of CARES Act:
    - Pre-enrollment recruitment & marketing
    - Endowment activity
    - Capital outlays associated with athletics, sectarian instruction or religious worship

University System of Maryland

Federal CARES Act Funding

Governor's Emergency Education Relief Fund Section 18002- $45.7 million

- Allocated to Governor's office for distribution to K-12 and higher education
- State is working on allocation methodology and distribution process

University System of Maryland

Questions?

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

REVISED

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: USM Enrollment Projections: FY 2021-2030

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 26, 2020

SUMMARY: The Board of Regents III.4.10—Policy on Enrollment requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy based on the short-term realities that support the operating budget request and the long-term campus plan that supports the long-term capital needs.

The USM Office works in collaboration with the institutions to insure the accuracy of these projections by sharing supporting data, sharing analyses enrollment trends, and discussing the proposed enrollment plans with the campus leadership. Any significant issues are discussed and resolved, and the projection submission is modified when necessary. In recent years, this process has helped to develop enrollment plans that are more realistic with and increasingly more accurate for most USM institutions.

Following review and any institutional discussion, the USM Office aggregated all of the submissions received to date. While the USM short-term enrollment projection for fall 2020 is expected decrease again, most institutions are planning long-term growth.

Highlights of this year's projections include:

- Overall headcount is projected to decrease 675 students in Fall 2020 from 172,214 to 171,539. Without UMGC, growth in Fall 2020 is expected to be approximately 0.4%. These projections reflect enrollment stabilization at some institutions, expected decreases at some institutions, and the manageable growth plans expected at other institutions.
- Overall projected headcount growth for the ten-year period is 4.4%, an increase from 172,214 to nearly 180,000. This long-term projection is about 8,000 students less than the long-term projection submitted last year.
- Undergraduate enrollment is projected to expand 4.6% over ten years from 132,385 to 137,834.
- Graduate enrollment is projected to grow by 5.3% for the ten-year period from 39,829 to 41,944.

ALTERNATIVE(S): This item is presented for information and discussion purposes.
FISCAL IMPACT: This item is presented for information and discussion purposes.
CHANCELLOR'S RECOMMENDATION: This item is presented for information and discussion purposes.

COMMITTEE RECOMMENDATION: REPORT ACCEPTED FOR INFORMATION DATE: 3/26/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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USM Enrollment Projections
FY 2020 (Fall 2019) through FY 2030 (Fall 2029)

Submitted to the Board of Regents' Committee on Finance
March 26, 2020

Office of the Vice Chancellor of Administration and Finance

Enrollment Projections: FY 2020 (Fall 2019) – FY 2030 (Fall 2029)

Overview

The purpose of this annual report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections, as required in *the Board of Regents III-4.10 - Policy on Enrollment*. The aggregate and institutional enrollment projections in this report are informed by internal campus strategies for managing enrollment to meet the access mission of the institutions, provide increases in key workforce development areas, and enhance higher education quality in Maryland. Each USM institution is expected to have a well-coordinated enrollment management function that reflects near-term and long-term operational realities, including demographic and economic trends, mission-related needs, capital requirements, and a set of annual enrollment targets that are appropriate to achieve the campus' long-term enrollment goal.

Based on the most recent campus enrollment projections covering the period FY 2021-FY2030, the University System of Maryland projects that, following an unplanned enrollment decrease in Fall 2019, overall enrollment in the USM will continue to fall over the near-term, decreasing approximately 675 students next year (fall 2020) and another 630 decrease in fall 2021. Beginning in fall 2022, however, USM projects that enrollment will begin to incrementally rebound, increasing by approximately 1,000 students per year thereafter through Fall 2029. Overall, the USM's enrollment growth over the next ten years is expected to be 7,564 students, to bring total enrollment to 179,778 by Fall 2029. The aggregate enrollment plan for the USM calls for prolonged enrollment recovery or stability at most institutions over the FY 2021-FY 2030 period. During that time, campuses expect to shift enrollment to meet their institutional commitments under the Workforce Development Initiative and at USM's regional centers.

Highlighted Findings

Tables 1 through 13 summarize the ten-year projections from FY 2020 (Fall 2019) to FY 2030 (Fall 2029) by institution, by student level, and by overall enrollment demand. The tables also provide detailed projections for each institution and for the entire System over this period.

- USM's aggregate institutional enrollment will decrease 675 students in the short-term, between Fall 2020 and Fall 2021, primarily driven by large decreases at UMGC. After excluding UMGC, the increase is expected to be 0.4% or a +500 students (see Table 1 and Table 2).

- USM is projecting stable FTE. In most instances, changes in FTE reflected changes in headcount enrollment, but with UMGC's projected headcount decrease, the negative impact to FTE was minimal.

- Over the long-term, headcount enrollment for the ten-year period is projected to increase 7,544 students (4.4%) from 172,214 students in fall 2019 to 179,778 students in fall 2029. If UMGC is excluded, the projected growth over the ten-year period will be 5,834 students (5.1%), which will increase student enrollment from 113,933 in Fall 2019 to 119,767 in Fall 2029.

Institutional Summaries

Enrollment Recovery and Long-term Growth: +1,241 students

- Coppin University's total enrollment has steadily decreased over the past 11 years. However, Fall 2019 marked the first time in eight years that undergraduate enrollment at Coppin increased. CSU will maintain the recent undergraduate enrollment success over the short-term with incremental long-term enrollment growth. At the undergraduate levels, housing remains limited and is the primary factor limiting the size of cohorts and impacting retention. Long-term growth will be achievable only with more student housing. At the graduate level, Coppin plans to double the number of full-time students and increase part-time students by 44%. In total, Coppin projects an enrollment increase of 437 students (+16%), and this represents 6% of USM's total long-term increase.

- Frostburg State University's fall enrollment decreased for the fourth year. In the short-term, Frostburg is focused on enrollment stability followed by small, incremental undergraduate enrollment increases of 20-40 students per year, primarily driven by retention. Included in the enrollment plan is more enrollment at USM-Hagerstown. In total, Frostburg plans to grow 295 students (+5.7%) by Fall 2029, an increase that represents 4% of USM's total long-term growth.

- University of Maryland Eastern Shore decreased enrollment -35% during the past four years of enrollment losses. In the short-term, UMES will stabilize enrollment through retention and re-establishing enrollment pipelines. Once stabilized, the long-term enrollment plan calls for incremental increases in new students and further improvements in retention. With new graduate academic programs, graduate enrollment is also expected to grow 20%. In total, UMES is planning to increase long-term enrollment by 509 students (+17.6%), which represents 7% of USM's total enrollment increase.

Continuing Long-Term Growth Plans: +5,295 students

- After three years of strong enrollment growth, Bowie State University decreased enrollment last fall. Student housing limitations were seen as contributing to the lower-than-expected yield for first-time, full-time students. With new residential facilities coming online, Bowie's plan is to focus on recent high school graduates, which in turn is expected to help recruitment and retention over the long-term. In addition, Bowie is planning growth at the graduate level (+28%) and significant growth at regional centers. In total, Bowie's enrollment projections call for 944 more students or 15.3% enrollment growth. Bowie's plan represents 12% of USM's total long-term enrollment growth.

- Salisbury University's enrollment has remained stable between 8,600-8,700 students for nine years. Last year, Salisbury submitted a long-term growth plan, and in Fall 2019 Salisbury grew. This year's projections follow a similar plan and trajectory to grow the institution 12% with increases in new undergraduate and graduate students. In total,

Salisbury is planning to increase enrollment 1,048 students (12%), which represents 14% of USM's total long-term growth.

- After an all-time high number of first-time students, Towson University decreased first-time students in fall 2019. This return to a "right-sized" cohort accounted for the small enrollment decrease over last year, but, in general, Towson's enrollment remained in line with that of previous years. Towson's enrollment projections for this year follow similar enrollment plans it has submitted in the past. Towson will pursue small, incremental growth at the undergraduate level, with very small and incremental growth at the graduate level. Towson has followed this trajectory for years and continues to grow and plan for long-term growth. In total, Towson's enrollment projections call for 1,161 more students (+5.1%), representing 15% of USM's long-term growth.

- University of Maryland, Baltimore has slowly increased enrollment each year. UMB's long-term growth projections focus primarily on undergraduate transfers and with programs at the Universities at Shady Grove. UMB is expecting some enrollment shifts with more part-time graduate students replacing full-time graduate students. These changes project peak enrollment over the mid-term with small decreases following. In total, UMB's long-term enrollment will be higher with +216 more students (3.2%), which represents 3% of USM's total growth.

- University of Maryland, Baltimore County enrollment has been relatively stable for four years. UMBC plans to increase enrollment at the undergraduate and graduate level by adding more new students, improving student retention, and expanding enrollment in Workforce Development programs located at USG. Undergraduate enrollment continues to be a challenge for UMBC. The university operates in a competitive market, and its enrollment has been impacted by shortened time-to-degree, and its limited program mix. However, UMBC's enrollment management plans include a well-defined strategy to be more competitive for new students. UMBC also expects increases in graduate students with increases in funding for graduate assistants and increased demand for graduate-level teacher education. In total, UMBC's enrollment projections call for 1,926 more students (+14.2%), which represents 25% of USM's total long-term growth, the largest of any USM institution.

Mixed Enrollment Outlook with Mixed Long-term Outcomes: +1,026 Net

- University of Baltimore continues to face enrollment challenges and uncertainty. With a pattern of enrollment decline similar to that Coppin and UMES have experienced, UB projects continued enrollment decreases in the short-term. Beginning in 2023-2025, however, UB projects a period of enrollment stability followed by an enrollment increase driven by increased numbers of new students enrolling and improved retention. UB also plans to grow enrollment at USG. In the long-term, UB's enrollment is expected to be recovering, with the long-term decrease expected to be only -311 students (-7%) below UB's fall 2019 enrollment levels.

- University of Maryland Global Campus is expecting increased competition and enrollment losses of over 1,000 students in the short-term, which it has attributed to changes within existing military agreements and veteran cohorts. UMGC expects enrollment to stabilize by 2023 with the establishment of new enrollment pipelines. This will be followed by slow enrollment increases. Over the long-term, UMGC projects an increase of +1,730 students (+3%) over Fall 2019 enrollment levels.

- University of Maryland, College Park is working to remain at approximately the same size. UMCP projected short-term growth last year, but wound up admitting fewer first-time students in fall 2019, which explained the headcount drop. With fewer new students in fall 2019 to be retained, UMCP projects short-term decreases to continue until it reaches its long-term goal of 40,350-students. During this adjustment period, UMCP will rebalance its enrollment by growing significantly at USG and doubling enrollment at the USMSM regional center, but decreasing enrollment at the main campus. To stay within its projected enrollment parameters, while also meeting its Workforce Development Initiative (WDI) commitments, UMCP expects to increase enrollment in some WDI-related programs while decreasing enrollment in other programs. In total, UMCP's long-term projections are -393 students (-1.0%) below its fall 2019 enrollment.

Summary

The aggregate annual and ten-year enrollment plans for the USM are increasingly flat with lower long-term enrollment. These plans reflect projected institutional success competing in an increasingly competitive marketplace, as well as the long-term recovery required after short-term enrollment losses. Although overall enrollment may not grow, campuses have prioritized enrollment shifts into academic programs that meet their Workforce Development Initiative commitments. Some of these Workforce Development programs will grow enrollment in the regional higher education centers while others will grow or shift enrollment on campus.

For the first time, UMGC will account for less than half of USM's projected long-term enrollment. The remaining growth will be achieved by planned moderate growth at Bowie, Salisbury, Towson, UMB, and UMBC. Coppin, Frostburg. UMES will grow after stabilizing and recovering enrollment. UB, UMGC, and UMCP project both short-term and long-term decreases, albeit under different strategies—UB and UMGC grow once enrollment stabilizes whereas UMCP will decrease as needed to achieve a stable, long-term size.

In summary, the aggregate enrollment plan for the University System of Maryland reflects the commitments of the institutions to their missions and the development needs of the State's workforce. The plans also seek to enhance the quality of higher education within Maryland and respond to an environment of increased enrollment competition.

Table 1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM Total

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	172,214	171,539	170,910	171,472	172,641	173,746	174,946	176,133	177,288	178,496	179,778	7,564	4.4%
Undergraduate Total	132,385	131,712	131,160	131,508	132,427	133,291	134,181	135,090	135,973	136,875	137,834	5,449	4.1%
Full-time	85,234	85,340	85,466	85,748	86,269	86,722	87,192	87,678	88,144	88,616	89,136	3,902	4.6%
Part-time	47,151	46,372	45,694	45,760	46,158	46,569	46,989	47,412	47,829	48,259	48,698	1,547	3.3%
Grad./First Prof. Total	39,829	39,827	39,750	39,964	40,214	40,455	40,765	41,043	41,314	41,621	41,944	2,115	5.3%
Full-time	17,336	17,382	17,414	17,442	17,452	17,496	17,551	17,578	17,633	17,686	17,735	399	2.3%
Part-time	22,493	22,445	22,336	22,522	22,762	22,959	23,214	23,465	23,681	23,935	24,209	1,716	7.6%
FTDE or FTNE Students	51,647	51,462	52,021	52,538	52,949	53,332	53,686	54,055	54,445	54,821	55,212	3,566	6.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	130,495	130,485	130,176	130,435	131,231	132,099	132,934	133,751	134,561	135,442	136,312	5,818	4.5%

Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM Total Without UMGC

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	113,933	114,424	114,937	115,499	116,108	116,648	117,277	117,888	118,459	119,080	119,767	5,834	5.1%
Undergraduate Total	86,223	86,473	86,826	87,174	87,650	88,066	88,504	88,956	89,378	89,814	90,302	4,079	4.7%
Full-time	75,762	76,057	76,369	76,652	77,081	77,442	77,819	78,212	78,583	78,960	79,383	3,621	4.8%
Part-time	10,461	10,416	10,457	10,523	10,569	10,624	10,684	10,744	10,795	10,854	10,919	458	4.4%
Grad./First Prof. Total	27,710	27,950	28,111	28,325	28,458	28,582	28,773	28,931	29,082	29,266	29,465	1,755	6.3%
Full-time	17,246	17,294	17,328	17,356	17,364	17,408	17,462	17,488	17,543	17,594	17,642	396	2.3%
Part-time	10,464	10,657	10,784	10,969	11,094	11,174	11,311	11,444	11,539	11,672	11,823	1,359	13.0%
FTDE or FTNE Students	51,647	51,462	52,021	52,538	52,949	53,332	53,686	54,055	54,445	54,821	55,212	3,566	6.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	95,244	95,940	96,321	96,580	97,037	97,563	98,053	98,521	98,979	99,504	100,015	4,771	5.0%

Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Bowie State University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	6,171	6,320	6,409	6,498	6,587	6,676	6,765	6,854	6,943	7,032	7,115	944	15.3%
Undergraduate Total	5,227	5,320	5,385	5,450	5,515	5,580	5,645	5,710	5,775	5,840	5,905	678	13.0%
Full-time	4,329	4,416	4,470	4,524	4,577	4,631	4,685	4,739	4,793	4,847	4,901	572	13.2%
Part-time	898	904	915	927	938	949	960	971	982	993	1,004	106	11.8%
Grad./First Prof. Total	944	1,000	1,024	1,048	1,072	1,096	1,120	1,144	1,168	1,192	1,210	266	28.2%
Full-time	476	460	471	482	493	504	515	526	537	548	557	81	16.9%
Part-time	468	540	553	566	579	592	605	618	631	644	653	185	39.6%
FTDE or FTNE Students	4,480	4,582	4,645	4,707	4,770	4,833	4,895	4,958	5,020	5,083	5,142	662	14.8%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	5,068	5,207	5,278	5,349	5,420	5,492	5,563	5,634	5,705	5,776	5,843	775	15.3%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
COPPIN STATE UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	2,724	2,727	2,751	2,884	2,924	2,978	3,012	3,046	3,081	3,123	3,161	437	16.0%
Undergraduate Total	2,383	2,385	2,406	2,449	2,477	2,502	2,521	2,540	2,554	2,582	2,602	219	9.2%
Full-time	1,804	1,806	1,816	1,826	1,852	1,867	1,872	1,883	1,892	1,910	1,919	115	6.4%
Part-time	579	580	590	623	625	635	649	657	662	672	683	104	18.0%
Grad./First Prof. Total	341	341	345	435	447	476	491	506	527	541	559	218	63.9%
Full-time	113	113	116	156	165	175	188	199	211	221	230	117	103.5%
Part-time	228	228	229	279	282	301	303	307	316	320	329	101	44.3%
FTDE or FTNE Students	1,689	1,702	1,730	1,801	1,821	1,832	1,840	1,851	1,860	1,872	1,880	191	11.3%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	2,263	2,265	2,276	2,294	2,313	2,390	2,452	2,486	2,506	2,568	2,626	363	16.0%

Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Frostburg State University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	5,178	5,179	5,201	5,223	5,254	5,299	5,337	5,375	5,413	5,452	5,473	295	5.7%
Undergraduate Total	4,429	4,429	4,432	4,453	4,484	4,527	4,564	4,602	4,640	4,678	4,698	269	6.1%
Full-time	3,522	3,522	3,523	3,543	3,573	3,616	3,652	3,689	3,725	3,763	3,780	258	7.3%
Part-time	907	908	909	910	911	912	912	913	914	915	918	11	1.2%
Grad./First Prof. Total	749	750	769	770	771	771	772	773	774	774	775	26	3.5%
Full-time	236	236	255	255	256	256	256	256	257	257	257	21	8.9%
Part-time	513	514	514	515	515	516	516	517	517	518	518	5	1.0%
FTDE or FTNE Students	3,483	3,486	3,490	3,493	3,497	3,500	3,504	3,507	3,511	3,514	3,518	35	1.0%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	4,050	4,054	4,058	4,062	4,066	4,070	4,074	4,078	4,083	4,087	4,091	41	1.0%

Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Salisbury University

Fall Student Data	Fall Actual	Fall Projections										Change From Fall 2019 to Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	8,617	8,713	8,825	8,910	8,996	9,074	9,173	9,276	9,406	9,535	9,665	1,048	12%
Undergraduate Total	7,686	7,764	7,853	7,912	7,979	8,041	8,120	8,210	8,320	8,430	8,540	854	11%
Full-time	7,090	7,173	7,256	7,310	7,373	7,429	7,502	7,585	7,687	7,789	7,890	800	11%
Part-time	596	591	597	602	606	612	618	625	633	641	650	54	9%
Grad./First Prof. Total	931	950	972	999	1,016	1,033	1,054	1,066	1,086	1,106	1,126	195	17%
Full-time	530	535	548	563	572	582	594	601	612	623	634	104	20%
Part-time	401	415	424	436	444	451	460	466	474	483	492	91	23%
FTDE or FTNE Students	6,906	6,910	6,999	7,067	7,134	7,196	7,275	7,357	7,460	7,562	7,666	759	11%

Fiscal Year Full-Time Equivalent Data	FISCAL YEAR Projections											Change From FY20 to FY30	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	7,708	7,794	7,894	7,970	8,047	8,116	8,205	8,297	8,413	8,529	8,646	938	12%

Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Towson University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	22,709	22,823	22,937	23,051	23,167	23,282	23,399	23,516	23,633	23,752	23,870	1,161	5.1%
Undergraduate Total	19,619	19,717	19,816	19,915	20,014	20,114	20,215	20,316	20,418	20,520	20,622	1,003	5.1%
Full-time	17,209	17,295	17,382	17,468	17,556	17,644	17,732	17,820	17,910	17,999	18,089	880	5.1%
Part-time	2,410	2,422	2,434	2,446	2,459	2,471	2,483	2,496	2,508	2,521	2,533	123	5.1%
Grad./First Prof. Total	3,090	3,105	3,121	3,137	3,152	3,168	3,184	3,200	3,216	3,232	3,248	158	5.1%
Full-time	1,017	1,022	1,027	1,032	1,037	1,043	1,048	1,053	1,058	1,064	1,069	52	5.1%
Part-time	2,073	2,083	2,094	2,104	2,115	2,125	2,136	2,147	2,157	2,168	2,179	106	5.1%
FTDE or FTNE Students	14,664	14,737	14,811	14,885	14,959	15,034	15,109	15,185	15,261	15,337	15,414	750	5.1%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	18,800	18,894	18,988	19,083	19,179	19,275	19,371	19,468	19,565	19,663	19,761	961	5.1%

Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Baltimore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	4,476	4,109	4,082	4,055	4,029	4,003	4,035	4,070	4,105	4,130	4,165	(311)	-7%
Undergraduate Total	2,097	1,910	1,861	1,832	1,815	1,808	1,810	1,815	1,820	1,825	1,830	(267)	-13%
Full-time	1,192	1,086	1,058	1,042	1,032	1,028	1,030	1,030	1,035	1,035	1,040	(152)	-13%
Part-time	905	824	803	790	783	780	780	785	785	790	790	(115)	-13%
Grad./First Prof. Total	2,379	2,199	2,221	2,223	2,214	2,195	2,225	2,255	2,285	2,305	2,335	(44)	-2%
Full-time	997	972	980	988	996	1,004	1,015	1,025	1,035	1,045	1,050	53	5%
Part-time	1,382	1,227	1,241	1,235	1,218	1,191	1,210	1,230	1,250	1,260	1,285	(97)	-7%
FTDE or FTNE Students	1,149	1,067	1,059	1,053	1,049	1,047	1,054	1,061	1,070	1,076	1,083	(66)	(0)

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	2,742	2,719	2,705	2,695	2,689	2,708	2,726	2,748	2,763	2,782	2,782	40	1.5%

Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	6,827	6,986	7,033	7,091	7,118	7,101	7,101	7,096	7,045	7,041	7,043	216	3.2%
Undergraduate Total	878	869	903	949	987	999	1,001	1,001	1,003	1,003	1,005	127	14.5%
Full-time	695	706	739	785	823	835	836	836	838	838	839	144	20.7%
Part-time	183	163	164	164	164	164	165	165	165	165	166	-17	-9.3%
Grad./First Prof. Total	5,949	6,117	6,130	6,142	6,131	6,102	6,100	6,095	6,042	6,038	6,038	89	1.5%
Full-time	4,398	4,395	4,380	4,338	4,293	4,283	4,276	4,267	4,262	4,257	4,257	-141	-3.2%
Part-time	1,551	1,722	1,750	1,804	1,838	1,819	1,824	1,828	1,780	1,781	1,781	230	14.8%
FTDE or FTNE Students	6,814	6,760	6,870	6,909	6,925	6,923	6,909	6,904	6,896	6,870	6,864	50	0.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	6,859	6,955	6,987	7,003	7,001	6,987	6,982	6,974	6,948	6,942	6,944	85	1.2%

Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore County

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 to Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	13,602	14,003	14,227	14,455	14,642	14,833	14,967	15,104	15,243	15,384	15,528	1,926	14.2%
Undergraduate Total	11,060	11,244	11,413	11,584	11,700	11,817	11,876	11,936	11,995	12,055	12,116	1,056	9.5%
Full-time	9,436	9,594	9,738	9,884	9,983	10,083	10,133	10,184	10,235	10,286	10,337	901	9.6%
Part-time	1,624	1,650	1,675	1,700	1,717	1,734	1,743	1,752	1,761	1,769	1,778	154	9.5%
Grad./First Prof. Total	2,542	2,759	2,814	2,870	2,942	3,016	3,091	3,168	3,248	3,329	3,412	870	34.2%
Full-time	1,257	1,353	1,356	1,359	1,362	1,364	1,366	1,368	1,370	1,371	1,372	115	9.1%
Part-time	1,285	1,406	1,458	1,512	1,580	1,652	1,725	1,801	1,878	1,958	2,040	755	58.8%
FTDE or FTNE Students	9,729	9,963	10,119	10,278	10,402	10,528	10,611	10,695	10,780	10,866	10,954	1,225	12.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Fiscal Year FTE Projections										Change From FY 2020 to FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	11,068	11,411	11,590	11,772	11,915	12,059	12,154	12,251	12,349	12,448	12,548	1,443	13.0%

Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland College Park

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	40,743	40,675	40,550	40,375	40,375	40,325	40,350	40,350	40,325	40,300	40,350	-393	-1.0%
Undergraduate Total	30,511	30,500	30,400	30,250	30,250	30,200	30,225	30,250	30,225	30,200	30,250	-261	-0.9%
Full-time	28,390	28,365	28,272	28,133	28,133	28,086	28,109	28,133	28,109	28,086	28,133	-258	-0.9%
Part-time	2,121	2,135	2,128	2,118	2,118	2,114	2,116	2,118	2,116	2,114	2,118	-4	-0.2%
Grad./First Prof. Total	10,232	10,175	10,150	10,125	10,125	10,125	10,125	10,100	10,100	10,100	10,100	-132	-1.3%
Full-time	7,752	7,742	7,723	7,704	7,704	7,704	7,704	7,685	7,685	7,685	7,685	-67	-0.9%
Part-time	2,355	2,313	2,307	2,301	2,301	2,301	2,301	2,295	2,295	2,295	2,295	-60	-2.5%
Part-time/Full-time Other	125	120	120	120	120	120	120	120	120	120	120	-5	-4.0%
FTDE or FTNE Students	-	-	-	-	-	-	-	-	-	-	-	0	

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	34,000	33,900	33,750	33,500	33,500	33,500	33,500	33,500	33,500	33,500	33,500	-500	-1.5%

Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland Eastern Shore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	2,888	2,888	2,922	2,957	3,016	3,077	3,138	3,201	3,265	3,330	3,397	509	17.6%
Undergraduate Total	2,334	2,334	2,357	2,381	2,429	2,477	2,527	2,577	2,629	2,681	2,735	401	17.2%
Full-time	2,095	2,095	2,116	2,137	2,180	2,223	2,268	2,313	2,360	2,407	2,455	360	17.2%
Part-time	238	239	241	244	249	254	259	264	269	275	280	42	17.7%
Grad./First Prof. Total	554	554	565	576	588	600	612	624	636	649	662	108	19.5%
Full-time	345	345	352	359	366	373	381	389	396	404	412	67	19.5%
Part-time	208	209	213	217	222	226	231	235	240	245	250	42	20.1%
FTDE or FTNE Students	2,733	2,253	2,298	2,344	2,391	2,439	2,487	2,537	2,588	2,640	2,693	-40	-1.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	2,686	2,740	2,795	2,850	2,907	2,966	3,025	3,085	3,147	3,210	3,274	588	21.9%

Table 13
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland Global Campus

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	58,281	57,115	55,973	55,973	56,533	57,098	57,669	58,246	58,828	59,417	60,011	1,730	3.0%
Undergraduate Total	46,162	45,239	44,334	44,334	44,777	45,225	45,677	46,134	46,595	47,061	47,532	1,370	3.0%
Full-time	9,472	9,283	9,097	9,097	9,188	9,280	9,373	9,466	9,561	9,657	9,753	281	3.0%
Part-time	36,690	35,956	35,237	35,237	35,589	35,945	36,305	36,668	37,035	37,405	37,779	1,089	3.0%
Grad./First Prof. Total	12,119	11,877	11,639	11,639	11,755	11,873	11,992	12,112	12,233	12,355	12,479	360	3.0%
Full-time	90	88	86	86	87	88	89	90	91	92	93	3	3.0%
Part-time	12,029	11,788	11,553	11,553	11,668	11,785	11,903	12,022	12,142	12,263	12,386	357	3.0%
FTDE or FTNE Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	35,251	34,546	33,855	33,855	34,194	34,536	34,881	35,230	35,582	35,938	36,297	1,046	3.0%

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USM Enrollment Projections and Fall 2020 Scenarios

Board of Regents Finance Committee
March 26, 2020

University System of Maryland

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Outline For Enrollment Projection Discussion

- Timeline of the Enrollment Projection Process and COVID19

Information For Discussion

- Review: Pre-Crisis Regional and National Enrollment Trends
- Positives and Negatives
- Overview of Enrollment During Crises – Historical Lessons Learned
- Scenario 1: Revisit Submitted Projections (Pre-COVID19 Optimistic)
- Scenario 2: Mid-level Enrollment Loss Projections (Limited Impact)
- Scenario 3: Significant Enrollment Loss Projections (Pessimistic)
- Key Unknown Information

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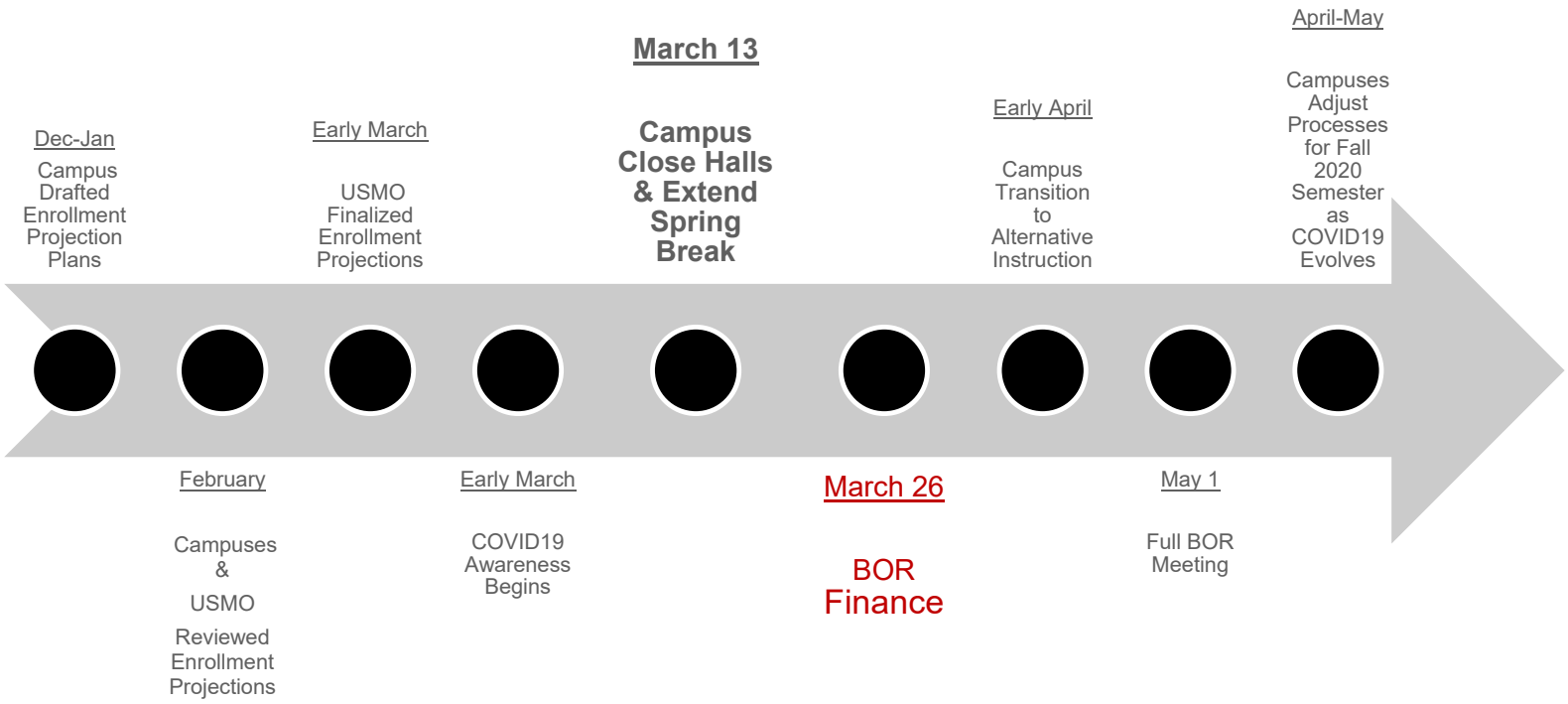
Spring 2020 Timeline



UNIVERSITY SYSTEM of MARYLAND

Review of Regional and National High School Graduate Trends Pre-COVID19

- Maryland high school graduations are increasing until 2025 & decreasing after 2025

- Maryland will produce at least 62,000 high school graduates per year through 2030 with USM enrolling about 12,000-13,000 in fall/spring
  - African-American will be remain approximately steady
    - USM traditional institutions have increased enrollment of African-American students
  - Hispanic graduates will increase while White graduates decrease
    - USM traditional institution have doubled enrollment of Hispanic students

- Combined, the South and Northeast will decrease by -150,000 high school graduates between 2025-2030

- Because **Maryland is a net-exporter** with a very diverse high school graduate population, USM can expect increased competition

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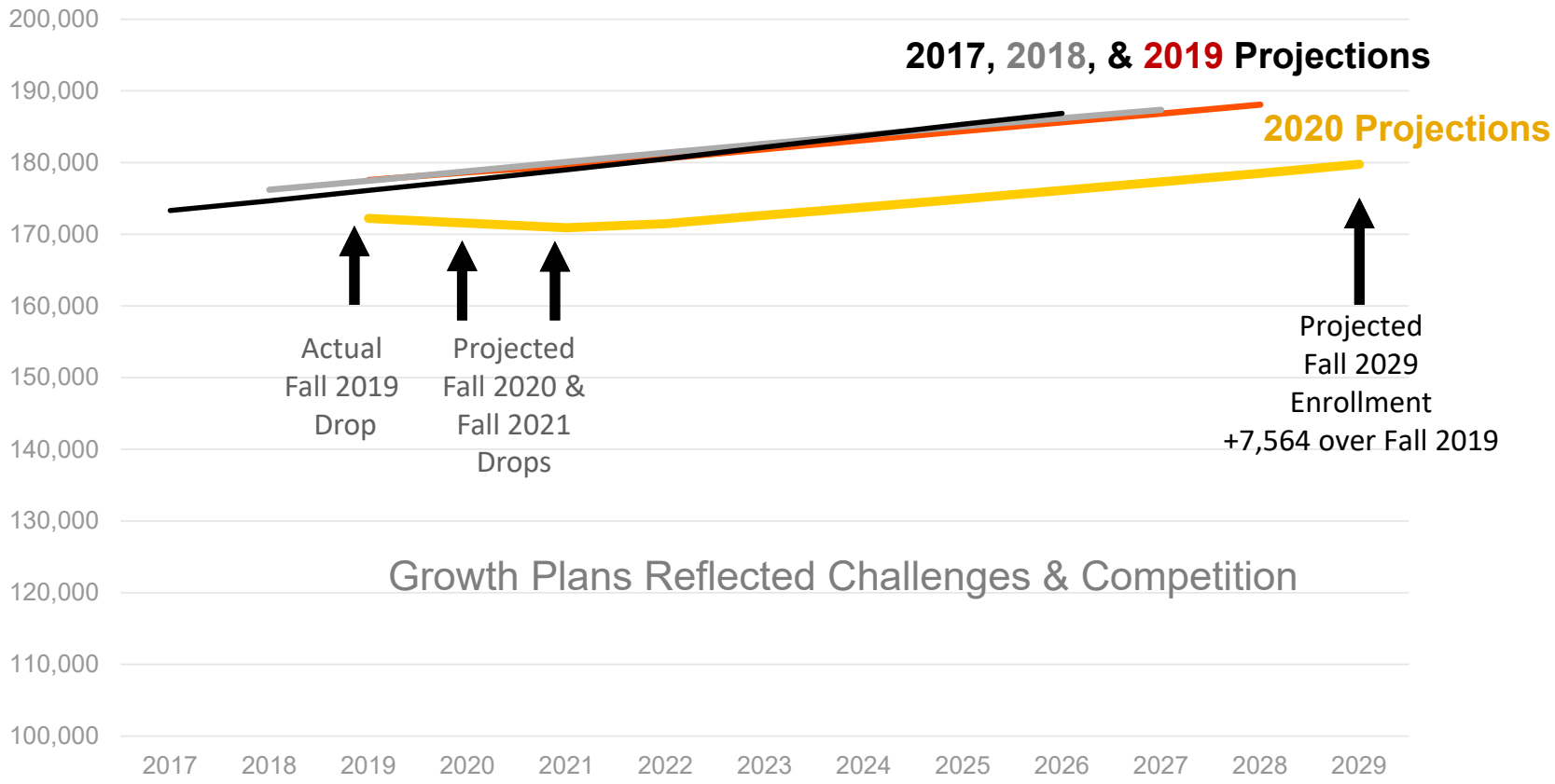
Scenario 1 (Submitted Pre-COVID19): USM Projections were Increasingly Conservative



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Framing Alternative Enrollment Scenarios—Lessons Learned from Previous Crises

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Fall 2020:Campuses Will Experience COVID19 Differently

Positives

- Knowledge economy not industrial
- More capable with technology
- No physical campus damage
- As “net-exporter,” thousands of students may return to Maryland
- Economic downturns typically increase demand for education & retooling
- Temporary decrease in costs to students with greater stimulus-fueled financial aid support
- Many campuses had residential challenges yet enrolled local students

Negatives

- Global impact
- Loss of academic support systems for students
- Part-time and lower-income students are most vulnerable
- Heightened risk of a major economic downturn
- Inequities among campuses in technological capacity
- Increased risk of stopping/ dropping out
- Increased risk of longer time-to-degree, delay to work, and unemployment

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Enrollment Following Weather Crises

	Impact	Enrollment	Examples
Short term (2 weeks to 1 month)	Recruitment, housing, daily life, employment	Minus 1-3%	Non-catastrophic weather events and temporary closures
Entire Spring Semester	Significantly altered living arrangements Academic Support Issues	Minus 5-15%	Local impacts of Hurricane Sandy and Maria
Through Summer	No summer bridge activity No Summer tours Delayed registration	Minus 10-20%	Louisiana after Hurricane Katrina and Rita Institutions with minimal physical damage.
Through Fall	Substantial damage to campus & infrastructure No Academic Support	Minus 20-50%	New Orleans in the fall after Katrina/Rita.

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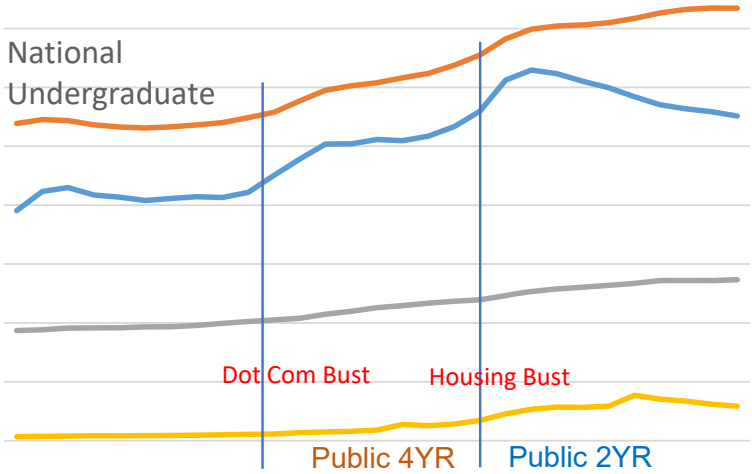
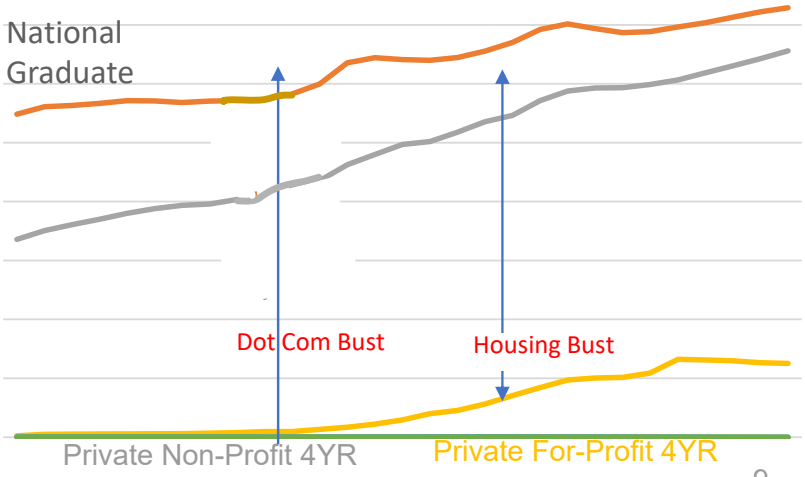
Enrollment Following Economic Crisis

	Impact	Enrollment
Dot Com Bust 2000	• Temporary graduate drop at Research Universities • Students return to re-tool	Public 4YR and 2YR **Increased for many years**
Housing Bust Began in 2007	• Students return to re-tool • For-profits institutions grew	Public 4YR and 2YR **Increased many years**





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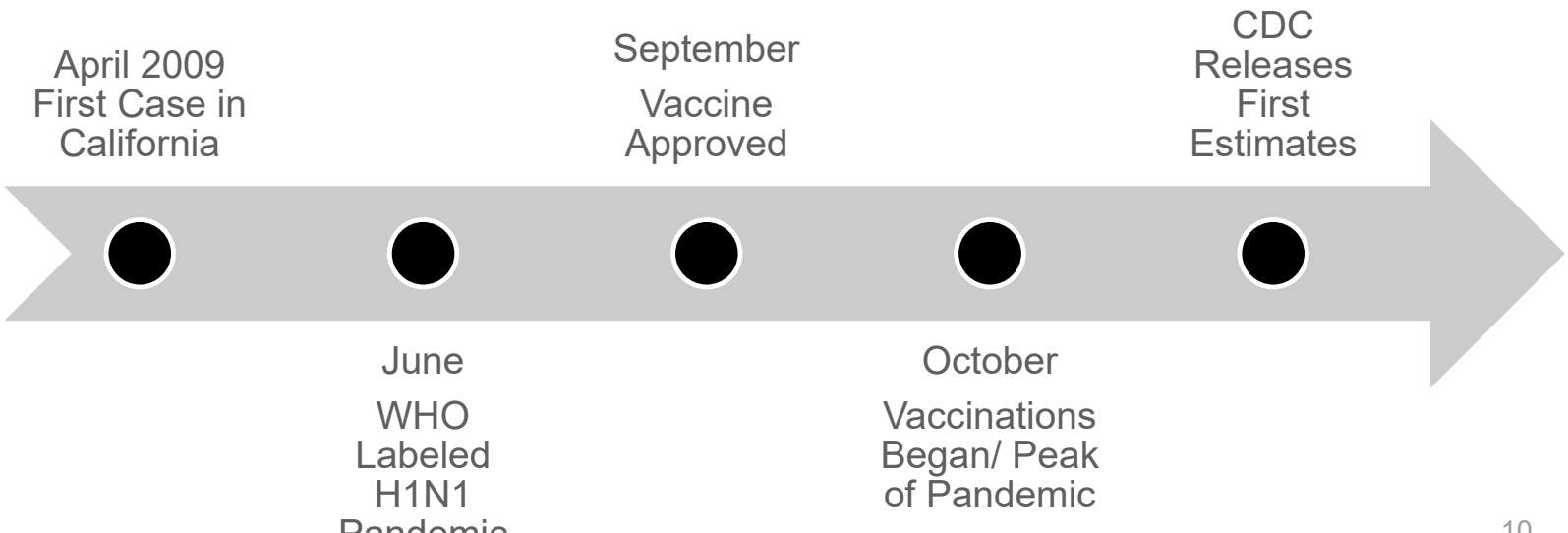
Enrollment Following Health Crisis

	Impact	Enrollment	Location
H1N1 Pandemic 2009-2010	• Recruitment/ Yield • Decrease Fall 2009 Enrollment in CA Part-time Students; • Minimal in VA or PA	Minus 0-2% No Closures	California Virginia Pennsylvania



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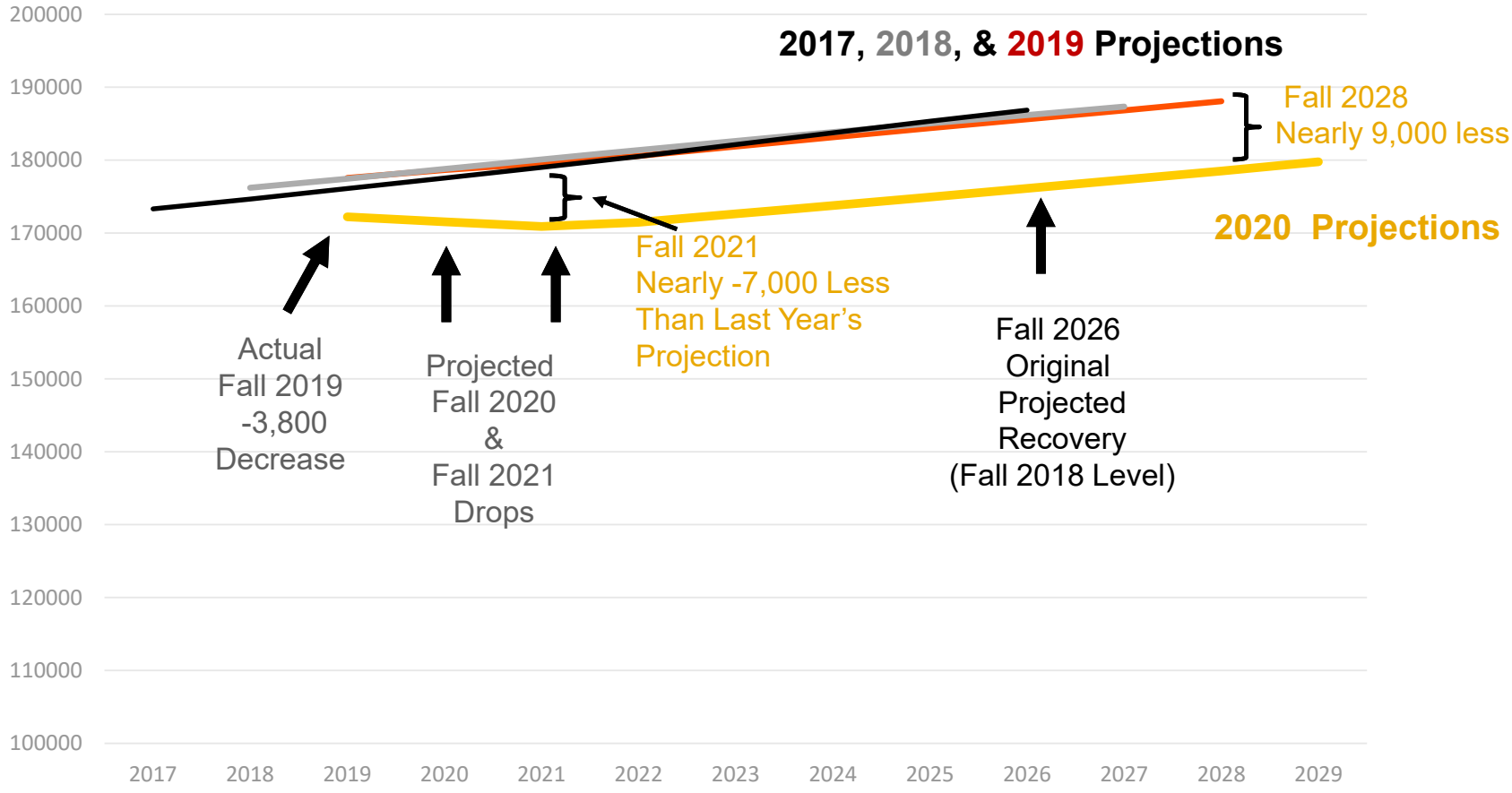
Revisit Scenario 1: Pre-COVID19 Submitted Projects
Question: Were Campus Projections Already Adjusted?



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UNIVERSITY SYSTEM of MARYLAND

Scenario 2: Limited Impact With Recovery

For One Year—temporary displacement and delayed shift to new economic realities; recover back to Scenario 1

- Part-time undergraduate at traditional Campuses decreases 25%
  -2,600
- No Drop at UMGC – Benefits from student displacement
  +1,200
- 10% drop (mainly out-of-state & international; some Pell) in full-time undergraduate enrollment including delayed entry of first-time students
  -8,500
- 20% drop in graduate enrollment at traditional campuses (international student travel)
  -8,000

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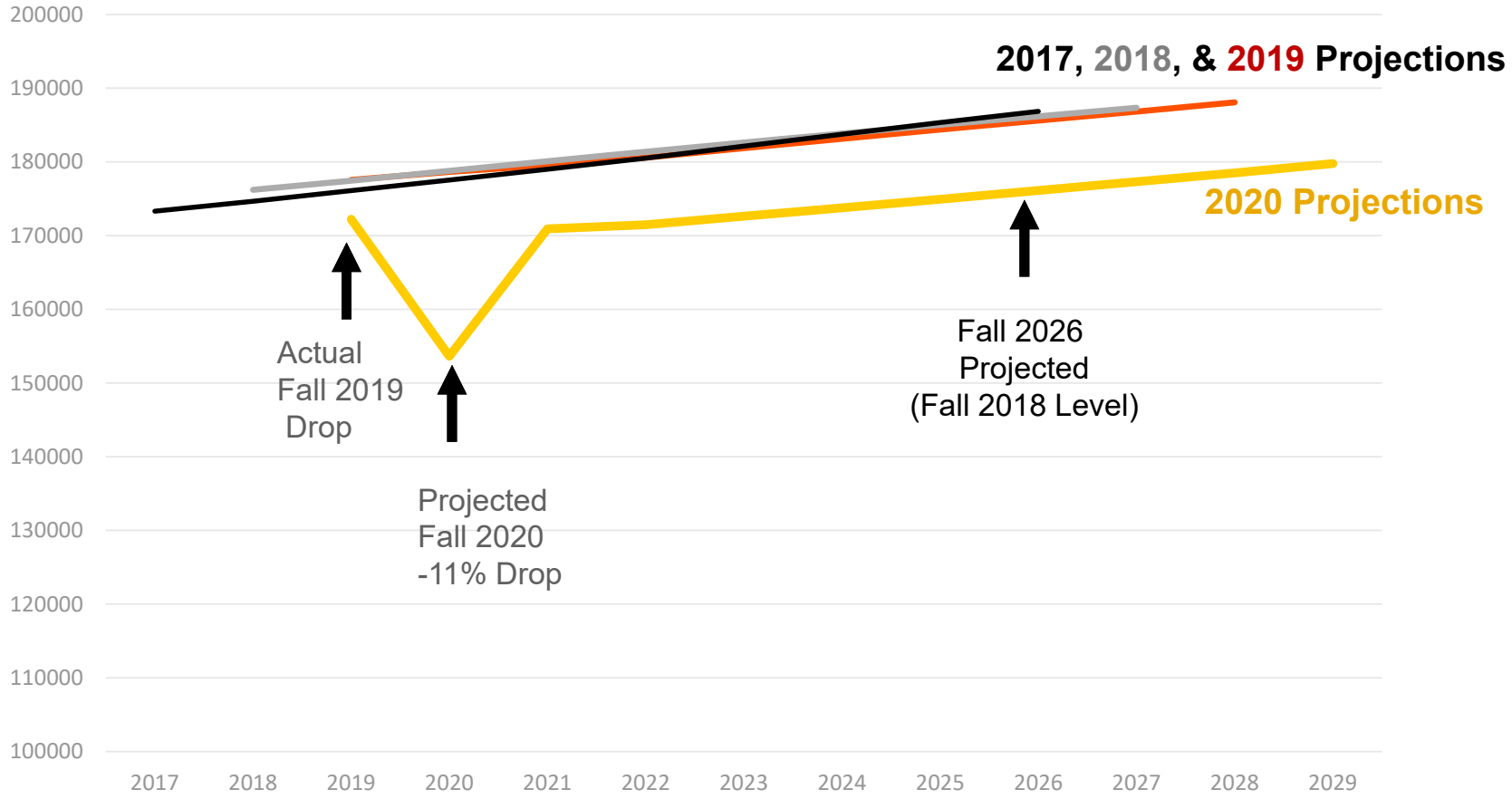
Scenario 2: Limited Impact With Recovery



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Scenario 3: Significant Impact and Delayed Recovery

For Three Years – Sustained "Dot Com" Bust & like Katrina where some campuses take much longer to recover back to Scenario 1

- Part-time undergraduate at Traditional Campuses decreases 50%
  -5,200 per year
- UMGC undergraduate as submitted in Scenario 1
- 20% drop (mainly out-of-state & international; some Pell) in full-time undergraduate enrollment including delayed entry of first-time students
  -15,250 per year
- 40% drop in graduate enrollment including UMGC
  -15,950 per year

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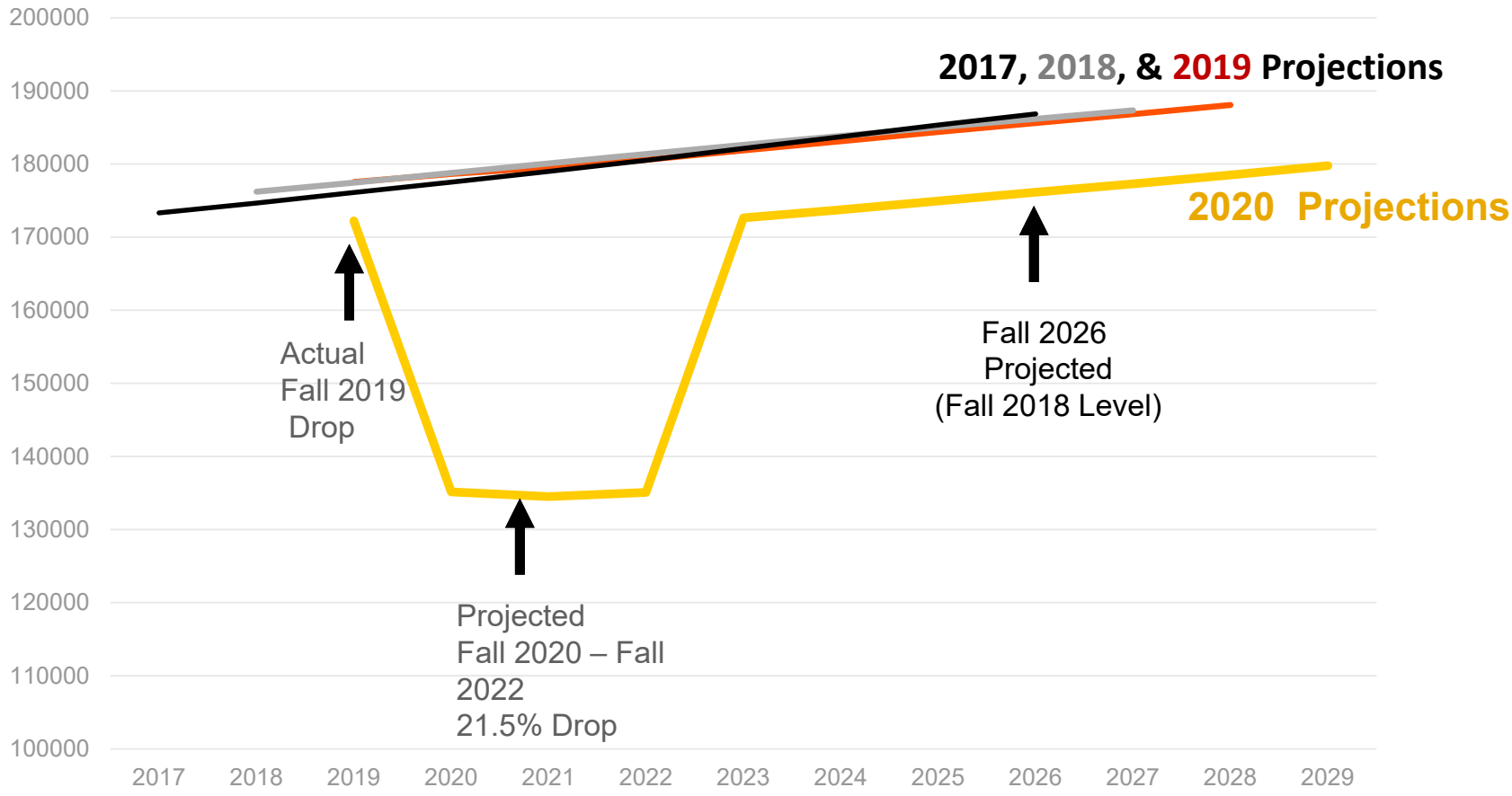
Scenario 3: Significant Impact and Delayed Recovery



University System of Maryland

Fall 2020 Key Pieces of Unknown Information

Key Decisions Influencing Fall 2020:

- Admitted student deposits -- May or June
  - Delayed deadline
  - Students staying local or delaying first-time entry
- Fall 2020 registration by returning students and new transfers -- August
  - Academic eligibility after spring 2020
  - Stopping out due to instructional format or course availability
- Announcement of vaccine and availability -- ???
- When other states decide when re-open institutions/public spaces -- ???
  - Net exporter to South and if open, more students may prefer to pursue face-to-face
  - Likewise, if Maryland is open and Northeast or other states are closed
- Family financial position in new economy
- International travel announcement -- ???
- Availability of research grants sponsoring research assistants

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Questions and Discussion

University System of Maryland

Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
cmuntz@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: May 1, 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 will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906	

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: May 1, 2020
Time: Approximately 11:00 a.m.
Location: Video Conference

STATUTORY AUTHORITY TO CLOSE A SESSION

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

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[ ] (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) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with Presidents Hrabowski and Loh as part of their performance reviews;
2. The awarding of a new contract for parking management services;
3. Succession planning; and
4. Briefing regarding process for understanding the financial impact of COVID-19 and efforts to address its fiscal impact.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions regarding specific employees' performance evaluations (§3-305(b)(1));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of a new contract (§3-305(b)(14)); and
3. To handle administrative and personnel matters pertaining to succession planning with respect to specific presidents (§3-103(a)(1)(i) and §3-305(b)(1));
4. To handle an administrative matter pertaining to a report by staff on the process for understanding the financial impact of COVID-19 and the status of efforts to address the impact (§3-103(a)(1)(i)).