UNIVERSITY SYSTEM
of MARYLAND

REVISED
BOARD OF REGENTS
Video Conference
University System of Maryland

June 19, 2020

AGENDA FOR PUBLIC SESSION   **8:30 A.M.**

Call to Order   Chair Gooden

Chancellor's Report   Chancellor Perman

1. Report of Councils

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

PUBLIC COMMENT

2. Consent Agenda   Chair Gooden

    a. Committee of the Whole
        i.   Approval of meeting minutes from May 1, 2020 Public and Closed Sessions (action)
        ii. Approval of meeting minutes from Special Board Meetings – Public and Closed Sessions (action)
             1. May 11, 2020
             2. May 26, 2020
        iii. Revision to USM BOR Policy III-6.00 - Policy on Academic Transcripts and Financial Aid Records (action)
        iv. Technical amendment to USM BOR Policy VII – 3.10 Policy on Employee Development for Nonexempt and Exempt Staff Employees (action)
        v.   Technical amendment to USM BOR Policy - VII-9.50 - Policy on Temporary Assignments and Acting/Interim Appointments for Regular Status Nonexempt and Exempt Staff Employees (action)

    b. Committee on Education Policy and Student Life
        i.   Approval of meeting minutes from May 5, 2020 Public Session (action)
        ii. New Academic Program Proposals (action)
             1. Bowie State University: Master of Education in Culturally-Responsive Teacher Leadership

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2. Frostburg State University: Bachelor of Science in Life-Cycle Facilities Management
3. Salisbury University: Bachelor of Science in Integrated Science
4. Towson University: Master of Science in Athletic Training
5. University of Baltimore: Bachelor of Science in Cyber Forensics
6. University of Maryland, Baltimore: Master of Science in Global Health
7. University of Maryland, Baltimore: Master of Science in Vulnerability and Violence Reduction

iii. Update: Diversification of the Faculty (information)
iv. 2020-2021 EPSL Agenda Brainstorming (information)

c. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from May 5, 2020 and June 4, 2020 Public Sessions (action)

d. Committee on Advancement
   i. Approval of meeting minutes from May 13, 2020 Public and Closed Sessions (action)

e. Committee on Governance and Compensation
   i. Approval of meeting minutes from May 13, 2020 and June 4, 2020 Public and Closed Sessions (action)
   ii. Technical Amendments:
      1. Policy VII- 5.10: Policy on Associates of the Chancellor and Presidents (action)
      2. Policy VII-10.00: Policy on Board of Regents Review of Certain Contracts and Employment Agreements (action)

f. Committee on Audit
   i. Approval of meeting minutes from June 3, 2020 Public and Closed Sessions (action)

g. Committee on Finance
   i. Approval of meeting minutes from June 10, 2020 Public Session (action)
   ii. Proposed FY 2021 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
   iii. University System of Maryland: 42nd Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
   iv. University System of Maryland: Auxiliary Project Maturity Extension and Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)
   v. Biennial Exempt Market Salary Survey Report – Exempt Salary Structure Adjustment for FY 2021-2022 (action)
   vi. University of Maryland, College Park: Amendment to Sale of Land to Core Campus Manager, LLC (action)
   vii. University of Maryland, Baltimore: Notice of Emergency Procurement (information)
   viii. 2020 USM Dashboard Indicators (information)

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ix. Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes—Status Update (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

    a. Committee of the Whole   Chair Gooden
        i. Proposed Dates for 2021-2022 Full Board Meetings (action)
        ii. Resolutions and Certificate of Appreciation (action)
            1. Regent Drew Needham
            2. President Wallace Loh
            3. Don Spicer
        iii. Resolution of the Board of Regents of the University System of Maryland Authorizing Furloughs and Temporary Salary Reductions of Employees for FY 2021 (action)
        iv. University of Baltimore Task Force (information)

    b. Committee on Finance   Regent Attman
        i. University System of Maryland: FY 2021 Operating Budget (action)
        ii. University System of Maryland: FY 2021 Schedule of Tuition and Mandatory Fees (action)
        iii. University System of Maryland: Self-Support Charges and Fees for FY 2021 (action)
        iv. FY 2021 System Funded Construction Program Request (action)

    c. Committee on Governance and Compensation   Regent Rauch
        i. Policy VII-5.01: Board of Regents Policy on Multi-Year Review of Presidents (action)

5. Reconvene to Closed Session (action)   Chair Gooden

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UNIVERSITY SYSTEM
of **MARYLAND**

Friday, June 19, 2020
Report to the USM Board of Regents
Chancellor Jay A. Perman
(AS DRAFTED)

Thank you, Chair Gooden. Once again, let me open my comments with words of thanks. I continue to be impressed by, and grateful to, the members of this board, our institutional leaders, and professionals throughout the USM. All of you have stepped forward and demonstrated tremendous leadership under the most difficult of circumstances.

As Linda noted, the June Board of Regents meeting traditionally serves as the Chancellor's "Annual Report"—a year-in-review for the USM and its institutions. As I considered my comments for this review, I couldn't help but recall the opening of Charles Dickens's *A Tale of Two Cities*: "It was the best of times, it was the worst of times."

The second half of that quote—the worst of times—is obvious. For the USM, COVID-19 cleared our campuses, short-circuited ongoing research, sent our students off in multiple directions, and forced us to rely on "emergency remote teaching." It also greatly stressed our resources. But as I will more fully outline shortly, we came together in collaboration—taking advantage of our Systemness—to do our best to meet the financial, academic, and emotional needs of our students. And looking forward, as I will also highlight in a moment, we are going to great lengths, taking every precaution, to welcome them back in the safest way possible.

Beyond our campuses, for the country, COVID-19 brought job losses, financial stress, loneliness and isolation, anxiety and fear, and—of course—it has taken the lives of nearly 120,000 of our fellow citizens. All of these effects are most keenly felt in communities of color. And then, all this kindling was set ablaze by the killing of George Floyd. The nationwide protests that followed have laid bare the grip that racism—both blatant and insidious—has on all segments of our society. I'm acutely aware that this meeting falls on Juneteenth, commemorating the end of slavery. As we acknowledge the significance of this day, we must acknowledge, too, how much work remains to end slavery's horrific and abiding legacy of violence, oppression, inequity, and injustice.

So, how could this also be the best of times? I look at the protests that continue to this day. We are witnessing a coming together across races and colors and genders and faiths, in big cities and small towns, demanding the end of bigotry and racism and the embrace of justice and fairness. This movement has the potential to usher in real, meaningful, and lasting change. And I am proud that the USM is committed to that change. All 12 USM presidents and all three regional center directors signed our statement denouncing structural racism, affirming the right of our communities to protest, and recommitting our institutions to advancing equity and social justice through teaching, research, service, and activism.

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And, of course, efforts are ongoing across the USM:

- Coppin State University (CSU), the University of Maryland, Baltimore (UMB) and other institutions have held virtual town halls on racism and justice in America that have served as a release for some, and a reckoning for others. I held one myself with staff at the System Office just this week.
- At the University of Maryland, College Park (UMCP), the Office of Diversity and Inclusion launched a Week of Solidarity and Reflection, with events organized to express <u>and listen</u> to the pain, frustration, anger, and grief that many in our communities are feeling.
- At the University of Baltimore (UB), the Schaefer Center has relaunched BeHEARD Baltimore, a way for local citizens to speak their minds about policy issues and current events.
- The Office of Equity and Inclusion at the University of Maryland, Baltimore County (UMBC) is providing extensive guidance for faculty and staff who want to publicly make statements in support of UMBC's Black community members.
- Hundreds of Towson University (TU) students, staff, and faculty donned masks and came to campus to march for justice and empower Black lives at TU and across the country.

Likewise, when I look at what we are doing to overcome the challenges of COVID-19, I again see <u>the best of times.</u>

As I mentioned, return-to-campus plans are moving forward throughout the System, with the **<u>health</u>** and **<u>safety</u>** of our students, faculty, staff, and communities as the highest priority. While plans are evolving—and are specific to individual campuses—several of the parameters have come into focus. This fall, every USM university must be able to:

- Comply with all local, state, and CDC health guidelines;
- "De-densify" dorms, classrooms, and dining halls, and restrict access to common areas;
- Supply sufficient personal protective equipment to students and employees;
- Assess and monitor potential COVID symptoms;
- Help students get tested and treated;
- Isolate COVID-positive students and quarantine students exposed to the disease;
- Coordinate contact tracing with local health departments;
- Promote compliance with measures that inhibit disease spread—for example, the use of face coverings, frequent handwashing, physical distancing, and staying isolated if sick;
- Deep-clean campus buildings, with special attention to high-touch surfaces;
- Monitor water and air quality to help prevent outbreaks.
- These—and many other precautions—will provide students, their parents, our faculty and staff, and the local community with the peace of mind that comes from knowing that every contingency is being taken into account.

USM campuses have also been behind positive community outreach, action, and service in response to the COVID-19 pandemic:

- Towson donated hospital beds and equipment to the Greater Baltimore and St. Joseph's Medical Centers. And toward the end of the term, 20 nursing students—out of a cohort of 93—finished **early** to help solve a nursing crisis in the middle of the pandemic.
- When the virus hit Maryland's Eastern Shore, Salisbury University (SU) faculty and students volunteered to serve as translators for Spanish- and Haitian Creole-speaking members of the community undergoing treatment for the virus.
- At Bowie State University (BSU), Professor of Computer Science Sharad Sharma is the principal investigator on a National Science Foundation (NSF) grant-funded project using data visualization and analysis to determine reasons why the Black community has been disproportionately impacted by COVID-19.
- And as existing campus crisis funds were painfully stretched by COVID-19, institutions reached out for donations and received incredible support. In the first week of giving, USM universities and regional centers realized donations of over $800,000.

The three USM institutions leading the COVID Research and Innovation Task Force—UMCP, UMB, and UMBC—continue to make an incredible impact:

- Faculty from UMCP's School of Public Health are supplying Americans with critical information on disease spread and impacts and are working with regional leaders to guide safety measures and metrics for reopening.
- At UMBC, Lucy Wilson, an infectious disease transmission expert, worked with the National Governors Association to develop a roadmap for governors to determine what safe reopening would look like.
- And, of course, UMB is leading the System's—and the state's—response to COVID:
    o With faculty serving on the Governor's Coronavirus Response Team, UMB has been helping to formulate state actions, emergency response, and crisis planning from the very beginning.
    o The School of Medicine has been on the front lines of testing efforts:
        ▪ In April, it was a large-scale COVID-19 testing initiative using robotic platforms with automated technologies to significantly expand testing capability in Maryland.
        ▪ Earlier this month, it was a team led by Dipanjan Pan—a dual UMB and UMBC appointment—developing a diagnostic test that uses a nanotech breakthrough to detect the COVID-19 virus in as little as 10 minutes.
    o Researchers at the School of Medicine became the first in the United States to begin testing experimental COVID-19 vaccine candidates.
    o And while efforts to identify a safe and effective vaccine continue, researchers from UMB's Institute of Human Virology are also studying the potential of an old polio vaccine to provide temporary protection from COVID-19.

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Let me also note that, this fall, in response to the financial toll that COVID-19 has had on our students—pending a vote from the Board today—undergraduate and graduate tuition, room and board, and all other fees will remain at the 2019–20 level across the USM.

When I consider the **totality** of what the USM is doing to step up and meet the immense challenges before us, and when I look at the momentum we're building for real solutions and real change, I truly do see these as the best of times.

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And as vital as our efforts on these fronts are, this past year has seen USM institutions succeed in numerous ways.

We have witnessed tremendous **physical and academic growth** on our campuses.

Late last year, Bowie broke ground on an Entrepreneurial Living and Learning Community, a modern residence hall and entrepreneurship center. BSU also launched a degree program targeting an in-demand area: the Bachelor of Science in Chemistry.

Last fall, UMBC opened the Interdisciplinary Life Sciences Building, which offers unique collaborative spaces for learning and discovery. Also at UMBC, new research on the structure of HIV has revealed a promising novel drug target for treating HIV infection.

At UMCP, the Maryland Quantum Alliance was launched earlier this year—with College Park and UMBC joining a regional consortium of scientists and engineers driving quantum science discovery and innovation. UMCP also broke ground on a new home for the School of Public Policy, slated to open in 2022.

This past spring, the University of Maryland Eastern Shore (UMES) received accreditation confirmation to offer its Physician Assistant program beginning in fall 2020. In addition, UMES launched a new health care certificate program. This online, post-baccalaureate certificate is for professionals who develop, implement, or evaluate services that address rural health disparities and social inequities.

UMB is expanding its outreach to West Baltimore with the opening of a significantly bigger Community Engagement Center. The new center will be the cornerstone of UMB's Community Campus, where the university and its neighbors will come together in partnership to strengthen West Baltimore.

Last year, after a two-year renovation, Towson's Residence Tower was awarded the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Gold Certification. In

addition, Towson launched "StarTUp"—an effort connecting campus entrepreneurs and the Greater Baltimore business community.

For the first time, Chesapeake Bay watershed health was scored as part of the 2019 Chesapeake Bay Watershed Report Card issued by the University of Maryland Center for Environmental Science (UMCES).

Last year, Coppin launched the University Academic Advising Center to improve retention by helping students strengthen their academic skills.

Earlier this year, the University of Maryland Global Campus (UMGC) announced an initiative with Amazon to prepare employees for industry certifications in IT and associate degrees in related fields through the Amazon Career Choice Program. In addition, USM OnTrack—a new $2.6 million partnership between UMGC and the Kirwan Center for Academic Innovation—is set to work with System provosts, teaching and learning center directors, instructional designers, technology professionals, and others to support and assess the expansion of high-quality online learning across the USM.

Late last fall, the Universities at Shady Grove (USG) celebrated completion of its state-of-the-art Biomedical Sciences and Engineering building. More recently, USG's Center for Recruitment and Transfer Access created a comprehensive "USG 101" web page and video presentation to help in recruiting prospective students.

Given comments made by state officials, we remain confident that funding to complete the Academic and Innovation Center at the University System of Maryland at Southern Maryland (USMSM) will be in place when it is needed. This center, facilitating economic development and innovation in Southern Maryland, just recently hosted a virtual tour, featuring the University of Maryland Unmanned Aircraft Systems test site, research hangar, and aircraft.

The University System of Maryland at Hagerstown (USMH) is on track for downtown campus expansion. In addition, USMH welcomed two new programs to its campus this past fall: a B.S. in Community Health through Salisbury University and a B.S. in Hospitality & Tourism Management through UMES.

Our campuses also once again received impressive **awards, grants, and gifts.**

Last fall, Frostburg State University (FSU) received one of the largest gifts in its history when James Jeffries, a world traveler who lived just blocks from the university, passed away at the age of 91, leaving FSU nearly $1.5 million. Later that year, the U.S. Department of Education awarded FSU a $4 million grant for the Maryland Accelerates program, a partnership designed to increase the number of certified teachers in Maryland schools.

UB 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.

Thanks to a $7 million grant from the U.S. Department of Education, Bowie will develop a program to cultivate expert educators who design culturally relevant teaching strategies to meet the needs of students in high-poverty areas.

Last fall, UMCES and Maryland Sea Grant College were awarded a $2.5 million NSF grant to grow the number and diversity of students in STEM fields. And earlier this year, NSF provided $500,000 for UMCES 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.

Two UMES School of Pharmacy professors secured a $1.3 million National Institutes of Health (NIH) grant to establish a five-year partnership with Somerset County public schools to provide its high school students—especially minority and underserved students—hands-on experiences in drug discovery and biomedical research. In addition, UMES is one of eight historically Black institutions to secure a grant from the federal Institute of Museum and Library Service that will be used as seed money to modernize the university's archives and make them more widely accessible for research and scholarship.

Salisbury received a $2.1 million College Assistance Migrant Program award from the U.S. Department of Education to provide funding for first-year, full-time students who are engaged, or whose parents are engaged, in migrant and other seasonal farm work in Maryland, Delaware, and Virginia, and who are interested in becoming elementary or early childhood educators. In addition, SU's School of Nursing recently received a five-year, $2.5 million continuation grant from the Maryland Higher Education Commission Nurse Support Program-II to expand the preparation of experienced nurses for clinical teaching positions in Maryland's nursing programs.

NIH renewed funding for UMBC's STEM BUILD, a national model to increase the success of diverse undergraduate students pursuing STEM degrees. UMBC also received a $2.8 million NSF Research Training Grant to build a master's program in environmental sciences designed to increase the diversity of the environmental science workforce. And just recently, UMBC announced a $7.7 million grant from NIH for U-RISE, a research training program focused on STEM leadership.

Late last year at UMB, a team representing the schools of social work, nursing, and medicine received a three-year, $1.35 million workforce development grant from the Health Resources and Services Administration to address the opioid crisis by building a behavioral health workforce—psychiatric nurse practitioners, psychiatric residents, and social work students—focused specifically on individuals living in high-need areas.

Earlier this year, UMGC 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. In addition, UMGC has received an $825,000 grant from the Ascendium Education Group to develop an innovative curriculum for its doctoral program in Community College Policy and Administration—one that responds to the evolving set of leadership skills needed in higher education.

A three-year, $3 million gift to the A. James Clark School of Engineering at UMCP from Lockheed Martin will fund aerospace research, while increasing opportunities for women and underrepresented minorities in STEM fields. In addition, 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 Foundation.

Over the past twelve months, our campuses—students, faculty, and leaders—were singled out for **recognition acknowledging excellence.**

UMBC was recognized as a Fulbright Top Producing Institution, and the Carnegie Foundation for the Advancement of Teaching honored UMBC with its distinguished Carnegie Community Engagement Classification. In addition, UMBC President Freeman Hrabowski was honored with the World Trade Center Institute's 2020 Governor's Award, given to a Marylander who exemplifies what this state has to offer the world.

Salisbury joined UMBC in being awarded the Carnegie Classification, recognizing the university's campus-wide commitment to engaging with the greater community. In addition, SU joins UMBC among the nation's top producers of Fulbright students. A record six Salisbury University students earned the prestigious U.S. Fulbright Student Award for the 2020–21 academic year.

The University of Maryland, College Park was also honored as one of the nation's top producers of Fulbright students. In addition, UMCP was named a Top 100 Minority Degree Producer by *Diverse: Issues in Higher Education* for 2019.

Coppin was recently ranked fourth on the list of 2020's best historically Black colleges or universities in the nation by College Consensus, a unique college-ranking website that aggregates publisher rankings and student reviews.

Faculty from UMES and Bowie are participating in the Second Chance Pell program, which partners institutions with correctional agencies to provide higher education to those who are incarcerated. And—fittingly—BSU President Aminta Breaux and UMES President Heidi Anderson were both recognized by *The Daily Record* as among Maryland's Top 100 Women for 2020.

Frostburg was one of only 10 higher education institutions nationally chosen by the American Association of State Colleges and Universities to participate in its new, one-year Global Civic

Literacy Initiative to help students understand how global issues influence the lives of everyday citizens.

UB was named a winner of the ALL IN Campus Democracy Challenge, a national campaign to encourage student participation in the election process. UB received the 2019 Best in Class Award for having the highest voting rate at a medium-sized public four-year institution. In addition, *preLaw* magazine ranked the UB School of Law as among the "Best Schools for African Americans" and among the "Best Schools for Public Service."

Finally, on institutional highlights, I want to reiterate that USM institutions continue to be incredibly well-regarded nationally. While many are highlighted throughout *The Wall Street Journal/Times Higher Education* and the *U.S. News & World Report* rankings of undergraduate, graduate, and online programs, the USM excels just as strongly in rankings that are based on a combination of educational quality, affordability, and alumni success. *Forbes Magazine's* "America's Top Colleges," *MONEY* Magazine's "Best Value Colleges," *Kiplinger's Personal Finance* Best College Value rankings, the *Princeton Review's* "Colleges That Pay You Back," and other rankings place the entire USM alongside the nation's best-value universities. We should all take great pride in, and continue to grow, this national recognition of our institutions' success.

I would be remiss if I didn't note that the System Office and the Board also celebrated impressive achievements this past year:

- Ellen Herbst, the USM's Vice Chancellor for Administration & Finance, was honored at the *Baltimore Business Journal's* "2019 Best in Finance: CFO" event.
- Regent Isiah "Ike" Leggett was honored with the 2019 Legacy of Leadership Award, the highest award presented by the White House Fellows Foundation and Association.
- And I was honored to be named among the *Baltimore Business Journal's* Power 10 and among *The Daily Record's* 2020 Influential Marylanders.

Additionally, just last week we announced an NSF grant of nearly $800,000 to the USM's Maryland Research and Education Network, which will allow the System to support the state by providing high-speed networking infrastructure to a number of rural and underserved areas.

Also earlier this month, the USM's Maryland Momentum Fund—a $10 million investment fund to support early-stage companies and the commercialization of USM-based research—announced a $300,000 investment in KaloCyte, a UMB-affiliated company whose founder is on faculty at the School of Medicine. The company is developing an artificial red blood cell substitute.

The Momentum Fund has now made investments in 15 startups totaling $4.5 million, matched almost four-to-one with $17 million from co-investors. And more than half of those investments have come over the past 12 months: KaloCyte, Pathotrak, Datakwip, InferCabulary, ARMR Systems, Minnowtech, Neoprogen, and Gemstone Biotherapeutics.

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Finally, as we look back over the year, it was also a **year of transition.**

We were joined by new regents Kelly Schulz, secretary of the Maryland Department of Commerce; Geoff Gonella, president of Cornerstone Government Affairs; Sam Malhotra, CEO of Subsystem Technologies; Meredith Mears, chief development officer of Gillis Gilkerson Construction and Development Company; and student regent Drew Needham, JD candidate at the University of Maryland Carey School of Law.

We introduced UMB Provost Bruce Jarrell as interim president of that university earlier this year, welcomed Anthony Jenkins as Coppin's new president just last month, and announced Darryll Pines—dean of the A. James Clark School of Engineering—as the next president of the University of Maryland, College Park, effective July 1. On that last item, let me once again thank College Park President Wallace Loh. UMCP has grown physically, programmatically, and reputationally over the last 10 years, and is truly one of the nation's very best flagship universities. Dr. Loh's vision and leadership have been at the heart of that progress.

And, last but not least, the USM welcomed a new chancellor earlier this year. Let me end my report by once again saying what an honor and privilege it is for me to serve in this capacity. The future of *Maryland* is directly tied to the success of the USM. I thank you for affording me this opportunity to work for the students and citizens of Maryland.

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

COUNCIL OF UNIVERSITY SYSTEM STAFF

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Council of University System Staff (CUSS) Report
Board of Regents Meeting
June 19, 2020

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

The Council has hosted two productive virtual meetings which took place on April 21st and May 19th – via WebEx. We look forward to our next virtual meeting on June 23rd. A few highlights from our April and May meetings can be found below:

Year-End Committee Reports: As the Council prepares to wrap up the 2019-2020 academic cycle, we have asked our standing committee chairs to work with the respective committees to complete our Year-End Committee Report template. The intent of this template is to capture accomplishments from the current academic cycle and leave notes of upcoming projects for the next academic cycle to provide better overall continuity to the Council from year to year. The major areas the committees will review in June and share in July include: accomplishments, challenges, and items to prioritize for the upcoming year. We are also asking committee chairs to let us know if they intend to return to the Council and if they would or would not want to continue to chair their committee so we can start planning now for leadership for next year. If they are not returning, we are asking them to select a current member from the committee who would be interested in chairing for continuity.

Executive Committee Nominations & Elections: During our May meeting, we started the process to collect nominations for our Executive Committee for the 2020-2021 academic year. We will accept a second round of nominations during our June meetings and then we will hold virtual elections at the end of our June meeting to determine our official Executive Committee. We look forward to sharing an update about our new group once we finish the elections process.

Spring 2020 Newsletter: Attached to this report is the Spring 2020 edition of our CUSS Newsletter – in which we did a Special COVID-19 Edition to highlight some successes and challenges of our current situation.

In addition to the above updates, CUSS is appreciative of being involved in the work related to the Return to Campus Advisory Group organized by Chancellor Perman. If there are additional ways we can help with this work, we look forward to doing so.

Respectfully submitted,

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

Attachments: Spring 2020 CUSS Newsletter (Special COVID-19 Edition)

Council of University System Staff
Quarterly Newsletter | Spring 2020 | Special COVID19 Edition

UNIVERSITY SYSTEM of MARYLAND

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Website: http://bit.ly/1yc1prc
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Twitter: @CUSS_USM

Update from the Chair

As we all navigate a truly unusual and challenging spring semester, I hope that everyone is staying safe and healthy despite the current circumstances. As the Chair of the Council of University System Staff (CUSS), I want to remind all staff at each of our campuses that our Council is here for you if there is any way we are able to help. Please feel free to reach out to me directly on behalf of the Council to share questions, concerns, or challenges you may be experiencing. I would also love to hear from you about how you are handling the transition to remote work, particularly success stories.

I am happy to report that despite all that we are facing right now, the Council has been able to mostly resume business as usual by moving our monthly meetings to a virtual environment and continuing to work on action items in each of our standing committees. I want to share a few updates from the last couple of months:
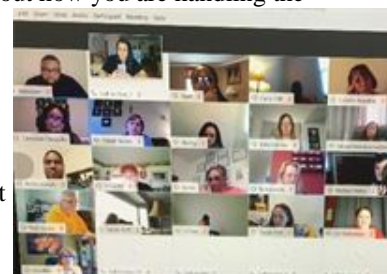
Board of Regents Staff Awards Update
Upon review of the 28 nominations for this cycle of the Board of Regents Staff Awards nomination process, I am happy to report that we have submitted our recommendations for 9 staff members to receive Board of Regent Staff Awards. This report will be reviewed by the Board of Regents in June, and we look forward to sharing results after the next step in the process. I would like to formally thank our Board of Regents Staff Awards & Recognition Committee Chair, Teri Herberger, from Salisbury University, and the entire committee plus reviewers from the Council for all of their hard work and dedication to the review process.

Annual Shared Governance Survey
We are happy to share that the results of our third annual Shared Governance Survey have been compiled and distributed. We received 126 responses, including responses from representatives at all 12 institutions. A full report of the findings was shared with Chancellor Perman last month, and individual reports from each campus were shared with the President of each institution as well as with Chancellor Perman. We were able to present a broad overview of these findings to the Board of Regents during their May meeting earlier this month. If you are involved in staff senate at your institution and your staff senate would like access to these results, please let us know.

USM Return to Campus Advisory Group
USM Chancellor Perman recently announced the formation of the USM Return to Campus Advisory Group to start to develop a comprehensive proposal for the return of students, staff, and faculty to each of our institutions looking towards the fall semester. The Chancellor has asked leaders for each of the USM shared governance groups to participate in this group and as the Chair of CUSS, I look forward to representing staff in this work. Additional information about this initiative can be found at usmd.edu/newsroom/news/2029.

As always, I want to thank all of the members of our Council for all of their hard work, especially during these difficult times! Please reach out to the Council Representatives and Alternates at each of your campuses or reach out to me directly on behalf of our Executive Committee if you have questions or concerns.

Sincerely,

Dr. Laila M. Shishineh
Council of University System Staff

CUSS COVID19 COMMENTS:

A brief questionnaire was sent to all the CUSS representatives to provide an opportunity to share some challenges and inspirations they discovered during this COVID19 quarantine. Feel free to submit responses to the questionnaire noting that it is open for public viewing. We appreciate receiving the following responses that made it in time for this newsletter:

Paul Gasior, SU: **Challenge**: It can be hard to turn work off. The first week, when everything was chaotic, I found myself on e-mail for hours on the weekend. Thankfully, my Dean told all of the Seidel School of Education employees to remember to stop working and enjoy our families. **Inspiration**: Our Ocean City community has really stepped up to try and help folks who need someone to shop for them, to run errands or to just lend an ear.

Elizabeth Hinson, UMCP: **Challenge**: I have a good friend whose husband was sick in March and so she drove him to the ER when he started experiencing breathing problems. What she hadn't realized was that when he was checked in, they would send her home. He was in the ICU and on a ventilator for almost a week and she couldn't be with him through any of that. He is now home and recovering and she is grateful but still traumatized at being separated during that terrifying week. **Inspiration**: I have four college kids back at home and although it has been a stretch for each of us to find our rhythm and space during the quarantine, it has also been interesting to do this together. With six adults in a small townhouse, we have had to carve out schedules, patterns, and ways to work with and around each other in a whole new way. Sometimes it feels like advanced choreography. But it also has given us a reason to be thankful and remember what makes us family.

Casey Jackson, UMB: **Challenge**: The biggest challenge I have experienced during telecommuting is managing to work while caring for my 15 month old son. I set him up in a highchair next to me during videoconference meetings and often had to cut the meetings short because people don't want to hear a baby screaming while trying to work. It's been comical and challenging at the same time. **Inspiration**: The most inspiring thing I have discovered during the stay at home order/telecommute period is that I really do not have to commute in order to do my job. I am very efficient in my role while working from home. I hope policies become more open-minded regarding teleworking after all of this is over.

USM INSTITUTIONAL UPDATES

Bowie State University

The U.S. Department of Education selected Bowie State University as a Second Chance Pell Experiment site to help expand postsecondary educational access for incarcerated students, reducing the likelihood that they would return to prison once released. Maryland's first historically black college or university (HBCU), Bowie State University is one of 67 colleges or universities invited to participate in the program's expansion. Originally created in 2015, the Second Chance Pell Experiment enables individuals incarcerated in federal and state prisons to use need-based Federal Pell Grants at 130 schools in 42 states and the District of Columbia. Out of the 67 new institutions, one-third are minority-serving institutions. More than 4,000 credentials—including post-secondary certificates, associate degrees, and bachelor's degrees—have been awarded to Second Chance Pell students over the past three years, according to the Vera Institute of Justice. Incarcerated people who participate in educational programs are 43 percent less likely to return to prison than those who do not, according to the Rand Corporation. "Bowie State is making sure that we invest in our communities and in the future, giving hope to the hopeless," said Dr. Adams. "This is an opportunity to turn people into productive citizens and to allow them to accomplish their dreams and mission. I truly believe we're talking about generational change."

Coppin State University

One of the main goals for this year has been to build our enrollment. We have worked to ensure that the decisions made are focused on improving enrollment and retaining students. As a result, our admissions and registration numbers are up, in spite of the challenges imposed by the pandemic, and all recruitment, admission, and registration activities being moved online. The number of students registered for Fall 2020 is significantly more than the number of students who registered by the same time, last year. New student registrations are also above last year's numbers. Congrats to our Enrollment Management Division and everyone who plays a part in gaining and retaining students! We were also very pleased to see that the university has been ranked number 17 in the country for Best Value by College Consensus, and the 4th best HBCU. Interim President Dr. Mickey L. Burnim's tenure is slated to end on May 26, 2020. Dr. Burnim assumed the position of Interim President with the intention of staying with the University for just six months and providing stability through transition, but ended up staying for a year. We would like to sincerely thank Dr. Burnim for his leadership and sharing his tremendous breadth of knowledge as a President with the University and for fully committing to being a leader.

Frostburg State University

Staff were recognized as Caring Bobcats. Sewing masks were Missy Martz, graphic artist & social media, sewing over 265 for hospitals, nursing homes, truckers, stores, a hospice, and the immuno-compromised; Lee Ann Nightingale, Benefits & Wellness, sewing over 150 for her

husband's co-workers, dispatchers, University Police and C3I detectives; Joel Hoover, CES production services, sewing over 200 and making 40 face shields for medical staff, PAWS Pantry and businesses; Danielle Dabrowski, Veterans Services, with FSU's Student Veterans of America sewing over 670 for campus, veterans and families, nursing and assisted living centers, hospices, human service agencies, and discharged hospital patients; and Tammy Ringler, administrative assistant II, Residence Life, sewing hundreds for businesses, Residence Life staff and military in Colorado and New Jersey. Tammy also dressed up to deliver an Easter cake to a special needs child. Rita Thomas, Instructional Design & Tech, supported the transition to online instruction. Patrick O'Brien and Ashley Daniels, Civic Engagement, kept PAWS food pantry open and safe.

Salisbury University

SU's staff in ID&D was instrumental in helping faculty adjust to delivering content in a remote format. SU quickly transitioned to telework to allow as many staff as possible to work from the safety of their homes. SU's Cashier's Office issued credits to student accounts for nearly 54% of their housing costs. Meal plans, parking permits and certain mandatory fees also had similar refunds. SU was lauded for the speed at which 95% of its credits and refunds were processed. Students were the first in the USM to see refunds. The Housing & Res Life Office scheduled only a few students at a time to vacate their dorms. With the help of some staff volunteers, 90% of dorm rooms in 10 residence halls were cleared out in just 3 weeks. Sea Gulls collected, constructed and donated PPE for Peninsula Regional Medical Center (PRMC) including 20 acrylic intubation cubes to protect health care workers. PRMC & SU collaborated to help patients ready for discharge but requiring isolation with dorm space for up to 100 COVID-19 patients to complete their recovery. Read more at SU COVID-19.

Towson University

TU's Department of Nursing loaned or donated 19 hospital beds, 18 hospital bed tables and dozens of other pieces of equipment including meters, regulators and thermometers to the Greater Baltimore Medical Center (GBMC) to assist with the creation of a COVID-19 surge unit. Additionally, faculty, students and staff from in the Department of Occupational Therapy & Occupational Science have been sewing facemasks to donate to local hospitals that take on TU students for fieldwork. Read more at Towson.edu/news/2020/nursing-ot-donation-covid.html

TU Donations Help Local Emergency Preparedness

Tyrin Tyson '18, and Baltimore native, never expected that his first travel assignment would be in the epicenter of one of the largest pandemics in American history. Tyson says, 'It's kind of like a warzone". Read more and view his video experience at Towson.edu/news/2020/tyrin-tyson.html

TU Nursing Alumnus Shares His Experience as a Travel Nurse in New York City during COVID-19

University of Baltimore

University of Baltimore President Kurt L. Schmoke represented the city's institutions of higher learning in a recent public service announcement encouraging Baltimore-area voters to participate in the April 28 special election to replace the late Congressman Elijah Cummings by voting by mail. The resulting "Baltimore Votes By Mail" video and radio spot was aired last month on more than a dozen media outlets in the greater metropolitan area. The video, which consisted of individual clips shot remotely in the homes or offices of each participant, strongly encourages area voters to fill out their ballots and send it through the mail. President Schmoke was featured in the PSA alongside Maryland House of Delegates Speaker Adrienne Jones and former Maryland Lieutenant Gov. Michael Steele. The vote-by-mail effort was prompted by the ongoing COVID-19 pandemic, which has led to a sharp curtailing of nearly all public activities, including in-person voting. Election officials invited voters to send their ballots via mail. It is expected that forthcoming elections will be handled in a similar fashion. Schmoke, the former mayor of Baltimore, joins his colleagues in reminding voters that they can meet their civic responsibilities while remaining safe at home. "We're all in this together," he says.

University of Maryland, Baltimore (UMB)

In a significant development in the global effort to discover a safe and effective vaccine for COVID-19, researchers at the University of Maryland School of Medicine (UMSOM) became the first in the U.S. to begin testing experimental COVID-19 vaccine candidates developed by Pfizer and BioNTech. The research, funded by Pfizer Inc., will study the safety, efficacy, and dosing of an experimental mRNA -based vaccine. At present, there are no licensed vaccines or therapies for COVID-19, a serious respiratory disease detected in December 2019 in the Wuhan, Hubei Province, in China that has now spread across the globe as a pandemic resulting in some 70,000 deaths in the U.S. alone. The vaccine research is being conducted in the UMSOM Center for Vaccine Development and Global Health (CVD), and it is part of a multicenter study in the U.S. and in Germany that will include up to 360 participants in this initial stage. In Baltimore, the clinical trial includes up to 90 healthy adult participants, between 18 and 85 years of age. For full story: https://www.medschool.umaryland.edu/news/2020/UM-School-of-Medicine-is-First-in-US-to-Test-Unique-RNA-Vaccine-Candidate-for-COVID-19.html

University of Maryland, Baltimore County (UMBC)

UMBC conducted a virtual Town Hall on April 1st, bringing the full campus together to share information related to COVID-19. Updates were provided by the President, Provost, several Vice-Presidents, and Shared Governance leaders. In April, the Professional Staff Senate (PSS) and Non-Exempt Staff Senates held virtual meetings and are currently holding elections to fill Senate and CUSS positions for the 2020-21 year. On April 17th & May 8 th, UMBC held virtual Town Hall Research and Creative Achievements under COVID-19 presentations with discussions centered on current research maintenance, operations, and funding during the pandemic. UMBC held its 24th annual Undergraduate Research and Creative Achievement (URCAD) online during the week of April 22-29. The event was expanded from one day to an entire week this year to accommodate online access, presentation, and discussion. UMBC will also offer an online Class of 2020 celebration on May 20th for graduate students and May 21st for undergraduate students in lieu of in-person commencement exercises. Hosted by President Hrabowski and campus leaders, these events will include speaker remarks, campus photos, and individual slides recognizing each graduate UMBC's website for all COVID-19 information is https://covid19.umbc.edu/

University of Maryland Center for Environmental Science (UMCES)
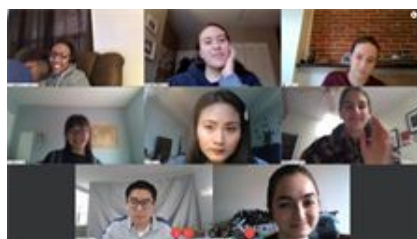
UMCES is conducting virtual meetings with President Goodwin and leadership on an as-needed basis for all-hands updates and sector discussions with faculty, staff, and students about the issues most important to employees during the transition to a new way of operating. Our director for Graduate Certificate Programs and Extended Learning is hosting weekly virtual meetings for the UMCES community to offer helpful ways of thinking and engaging in everyday life. Some labs are participating in weekly virtual seminar series, enabling all the labs to join together in virtual learning and an opportunity for continued communication. UMCES graduate students (pictured) continue to study together via Zoom, even while we are unable to meet in person.

University of Maryland College Park (UMCP)

These are extraordinary times. Our world has changed. Yet the University of Maryland continues to advance in carrying out its mission of education, research, innovation and service to our state and the world. Terps are separated by distance, but connected in spirit. By supporting each other, we will emerge from this pandemic with strength, pride and #ShellsUnited. The COVID-19 pandemic and stay-at-home orders that followed have dumped our domestic, academic and work lives together into a blender during this time of crisis, pureeing everything into a smoothie of stress and anxiety. A variety of resources from the University of Maryland are available to make these challenges easier to swallow. From online fitness instruction to virtual workshops on managing stress, students, faculty and staff can help stay emotionally and physically healthy during this period. Now that the state and USM have provided the green light to begin planning for reopening, the university leadership team is making plans for a safe and gradual process for the resumption of in-person operations. There will not be a single date for the full reopening of the physical campus. Like the statewide plan, our transition will be guided by public health expertise. UMD's framework for planning the reopening is informed by four principles: 1) Prioritize the health and safety of every member of our campus community; 2) Protect and support the educational and research missions to maintain academic excellence ; 3) Make decisions grounded in our values of equity and inclusion; 4) Provide timely and transparent communication and obtain input from internal and external stakeholders about the proposed reopening plans.

University of Maryland Eastern Shore (UMES)

President Heidi M. Anderson announced during spring break that UMES would join other University System of Maryland institutions by foregoing in-person classes for the remainder of the spring semester. Students living on campus were asked to return at a scheduled time to retrieve belongings. The university set March 30 as the date classes would resume online to fill the breach. The decision is following a recommendation from Maryland Gov. Larry Hogan, who took a series of steps aimed at slowing the spread of the coronavirus that included activation of the state National Guard and mandatory telework for nonessential state employees. All regularly scheduled social and academic events were cancelled, including the honors convocation in April, campus tours and spring commencement. Assisting with COVID-19 needs: 1) The School of Pharmacy is collaborating with two departments (Engineering & Aviation Sciences and Technology) in the School of Business and Technology who are printing headbands for face shields using 3D printers. They have partnered with a manufacturer who is supplying the clear visor for the face covering. They currently have orders for four hospitals (Staten Island, NJ, Long Island, NJ, Central NJ, and Egg Harbor Township, NJ) and one nursing home in Central NJ with a total of 185 pieces. 2) The Department of Human Ecology in the School of Agriculture and Natural Sciences is also gearing up to produce fabric face masks for the local community. Special thanks to those in our community, including our alumni, who have stepped up and given to our Hawks In Need Emergency Fund. Distance learning has created some special challenges for some of our students. Every dollar donated will go to a student in need.

University of Maryland Global Campus (UMGC)

The global spread of coronavirus disease and guidance from health officials to avoid groups and gatherings have disrupted routines on many college campuses and driven a shift to "online" classes. Fortunately, this new environment is not as unfamiliar as it might have been for many faculty members and students only five years ago. Institutions like University of Maryland Global Campus (UMGC)—the largest public university in Maryland—have been teaching online for decades and are now being called on to assist other schools' transition to an instructional modality that has evolved dramatically since the Internet spawned the virtual classroom in the mid-1990s. Advancements in education technology and the sophistication of learning management systems encourage and support dynamic collaboration and interaction with instructors and fellow students alike. UMGC has been able to partner with several USM institutions to add courses for students who were graduating in May.

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

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.

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
June 19, 2020

The Council of University System Presidents (CUSP) continues to convene three times a week to address issues related to the COVID-19 pandemic. Since its last report to the Board, CUSP met on the following dates: April 29, May 6, May 8, May 13, May 15, May 20, May 22, May 29, June 1, June 3, June 5, June 10, June 15, and June 17.

When CUSP began meeting more frequently, the council's focus was responding to and mitigating any threat of outbreak on the campuses. Appropriate action was taken, for example, to recall students studying abroad, transition to remote learning, implement extensive telework, move students out of residence hall, partially refund student fees, limit certain research activity, and implement recommended safety guidelines and state laws. As the Governor moves forward with phased re-opening of the state, CUSP has turned its attention to planning for the safe return of students, faculty, and staff to the campuses and regional centers for the fall semester.

The following COVID-19 related topics were discussed: return to campus planning; testing, monitoring, and contact tracing; legal issues related to campus responses; campus housing; financial impact; restarting research activity; fall semester start dates; university athletics; and human resources guidance on employees in high risk categories. The presidents are committed to collaborative decision making as appropriate while recognizing the unique needs of their campuses.

CUSP also continued to address matters that would normally be discussed in monthly meetings. Key discussion items included changes to Federal Title IX regulations, response to structural racism, strategic planning, and policy on facilities renewal for auxiliary and non-auxiliary capital assets.

CUSP will continue to meet through the summer as the USM prepares for the return of students, faculty, and staff to the campuses.

USMSC Report to the Board of Regents
June 19, 2020

The USMSC met once since the last meeting of the Board of Regents. This meeting was held, as the previous meeting was, virtually through Zoom on May 17, 2020. This meeting was again fairly well attended and quite productive.

Students across the System continue to be encouraged by the inclusion of shared governance in conversations around COVID-19 planning and preparations, and the Council would like to urge that these shared governance entities continue to be included and involved in these conversations as we transition into the summer and the Fall semester.

Among the items considered during this meeting was the topic of elections for next year's USMSC. I am happy to report that Annie Rappeport, a graduate student at UMCP, will be serving as the next USMSC President; and Bernetta Reese, an undergraduate student at UMGC, will be serving as the next Vice President of Undergraduate Affairs for the USMSC. Both of these individuals will begin their terms on July 1, 2020. I have the utmost confidence in both of these individuals in fulfilling these duties and am excited to see their successes in the next year. The final elected position on the USMSC Executive Board, the Vice President for Graduate Affairs, will be elected at the first USMSC meeting in September.

As always, the USMSC welcomes the 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 to the Council so they can be considered and addressed in the Council's next report to the Board.

On a personal note, I would like to thank Chancellor Emeritus Caret, Chancellor Perman, Chair Gooden, the entire Board of Regents, Vice Chancellor Boughman, and Assistant Vice Chancellor Lee for all of their time, help, and support during my time as President of the University System of Maryland Student Council and for their continued dedication and commitment to the students of the University System of Maryland.

Respectfully,

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

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, June 19, 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. The first attached Commentary is a review of the completion of the items in the 2019-2020 Action Plan and serves as a year end report of CUSF's activities for the year.

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

- **Thursday, May 16th Online Council Meeting**: The May meeting was held online on the 16th. As might be expected, the primary topic was the Coronavirus and fall reentry. Utilizing the breakout room in Zoom and UMGC's abilities, the group was able to breakout into discussion groups and discuss one of several scenarios for students returning to fall semester. The technique worked exceeding well and can be used for committee meetings. In attendance was Chancellor Perman. He was able to rotate from meeting room to meeting room and glean an overview of the discussion. The technique work very well.

- **Wednesday, June 17th Online Council Meeting**: In a rare occurrence, there will be an abbreviated June meeting. The primary purpose is to update faculty on the reentry plans for fall semester.

- **Elections:** Elections were conducted at the March and April meetings. Although this was reported in the last report to the BOR, it is reported here again. The 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 slowed, but

is once again it is picking up renewed interest. On Tuesday, June 9th, the Academic Integrity workgroup had a meeting. The meeting was moderated by MJ Bishop of the Kirwan Center for Academic Innovation. In attendance were CUSF members and the associate provosts or provosts responsible for the academic integrity initiatives on campus. The meeting is a sign that movement is once again moving forward in this area.

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

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

- **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 attached commentary and are essentially the findings of the attached final report. (*See the attached commentary and report for the 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 attached commentary for the results of this survey.*)

COMMENTARIES: The first commentary is a review of the tasks in the action plan for 2019/2020. It serves as a year end report of CUSF activities for the academic year. The second commentary is a preliminary report of institutional support for senate chairs (Commentary 2004.2). Actually, it is the finding of the report which is also attached. The third commentary is a survey on institutional support for CUSF Council members (Commentary 2004.3). There is no accompanying formal report. The newsletter is attached as a separate attachment. This is my last report and I extend my best wishes to Elizabeth Bunn, the incoming Chair of CUSF.

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

Chair's Commentary 2006.1: The Year in Review – HITS and MISSES

The academic year and my term as Chair are quickly coming to the end. It has been a short year. CUSF has been very productive and it is due to the efforts of many. Our local newspaper in Western Maryland does a series every Saturday on its editorial page regarding the hits and misses for the week in review. It is an interesting and useful approach. At the beginning of the year CUSF passed an action plan for the year. It provides the opportunity at the end of the year to see what has been accomplished.Unfortunately, sometimes you can determine the agenda with an action plan, and sometimes events like the Coronavirus determine the agenda. This year the Cornavirus determined much of the agenda. So here are the **HITS** and **MISSES** for the year using the action plan as the guide.

Goal #1.0: Increase communications and advocacy with its constituents.

Advocacy Day (Task 1.1) – **HIT**. On February 28th, the three Councils worked together with Patrick Hogan and Andy Clark at System to advocate for System during the Legislative session. The Legislative Affairs Committee did a good job in this joint Council effort. The event was deemed to have been very successful.

Newsletter (Task 1.2/1.3) – **HIT**. CUSF publishes a fall and spring newsletter. It did so again this year. Ericka Covington and Phil Evers, At-large ExCom members, were responsible for publishing the newsletters this year. Again, a job well done.

Clipping Service (Task 1.4) – HIT&MISS. MediaScan is a service provided by System where they do an electronic "clipping service" of the USM and higher education in the news. As in past years, the clipping service was included as part of the orientation session at the September meeting. We did it again this year, but more can be done with it to disseminate this valuable service to the campuses. For this reason, it is note as both a hit and miss.

Faculty Voice (Task 1.5) – **MISS.** An Independent Faculty Newspaper edited at College Park by and for all faculty members in the University System of Maryland, Faculty Voice is committed to creating programming that responds to voices in its surrounding community. This year we didn't do anything with the newsletter.

Social Media Platform (Task 1.6) – **HIT&MISS.** This past year Rajeswari implement SLACK. Through no fault of hers, there has been a slow uptake on its use. Its use needs to be reexamined and developed further. I noted it as both a hit and miss because the Coronavirus forced everyone to use Zoom ®, A-Team ®, Big Button, and other platforms. These platforms are not the same as SLACK, BaseCamp, and similar platforms. However, it has moved faculty more toward the use of social media. My assessment is that this task is closer to the miss end of the spectrum than the hit end.

Goal #2.0: Strengthen shared governance within the USM institutions.

State of Shared Governance Report (Task 2.1/2.2) – **HIT**. Originally, the State of Shared Governance Report was a CUSF initiative. It closes the loop and provides the Chancellor with important information to use in his yearly evaluation of the Presidents. This year the survey was tweaked a little, but for the

most part remained unchanged from previous years. The report was completed on schedule prior to the evaluations of the Presidents during the first week of April. In it current configuration, the survey and report have operated fairly consistently for the last five year. Since it is a tool being used by the Chancellor, it may be time to revisit the survey and actually tailor it to the needs of the Chancellor.

Committee Outreach Strategy (Task 2.2) – **MISS.** At the invitation of the Senate Chair or equivalent position, a group of two or three CUSF members would attend the on campus Senate or equivalent meeting. The purpose of attending would be two-fold. First, the group would be emissaries of CUSF explaining what CUSF is and what it has done. The September orientation materials can serve as a starting point. Second, they would focus on issues facing the campus and on how CUSF might address them. The group would report back to the CUSF Council as a committee report. It would be a good task for the at-large positions and/or Council members interested in becoming active. This is a good idea that has been discussed for multiple years, but has not come to fruition because the CUSF faculty have other commitments. In addition, it enhances communications with the campuses.

Interprofessional/Interdisciplinary Actions (Task 2.3) – MISS. The objective of this initiative is to expand the concept of educating with interprofessional/interdisciplinary engagement. There was some work done on this initiative, but it too became a victim of the the Coronavirus.

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

Coronavirus (Task 3.1) – **HIT**. This was the year of the virus even though it really impacted System spring semester. Reaction to the virus was a continual reaction. Pretty much most of the work groups were put on hold. I note the faculty, and for that matter, the reaction of everyone to the virus as exemplary. First, faculty did a yeoman's job of switching to going online in the middle of the semester. Second and on a personal note, System took a "performance based approach" to deal with the virus. They didn't simple shutdown and cancel everything, but sought ways to apply the criteria of social distancing, etc. to the educational environment. Third, it was a team action involving everyone. Again, the faculty did their part in cooperating and collaborating to make the transition mid-semester. Although it wasn't a workgroup, I gave the effort a hit for the above well reserved reasons.

Goal #4.0: Advocate for faculty welfare.

Regent's Awards (Task 4.1/4.2) – **HIT**. Easily overlooked is the review and recommendations for the Regent's Award. It is a yearly task that requires significant involvement by CUSF members. Again, this task was accomplished and received a hit.

Changing Scope of the Faculty (Task 4.2) – HIT&MISS. Education and the faculty are changing. Normally, this topic is addressed in the 11:00 a.m. time slot during Council meetings. I noted that this was a hit and miss. It is a miss because normally we talked about all the changes that were foreseen to be coming to higher education. Because of the virus, we didn't have the traditional discussion of what could be. Rather, we lived what we normally foresaw as change in the future. The transition to online and remote meetings will facilitate changes in higher education that we have not yet even considered. In terms of geological and plate tectonics, the plates have shifted. We lived and survived the tectonic plat shift. This year, we didn't have a lot of discussions about what the changes could be in the future. For us, we lived those discussions. For this reason, I gave it a hit.

Task 4.3 (AI-403): <u>Academic Integrity Initiative</u> (Task 4.3) – HIT&MISS. Since 2017, the Education Policy Committee has championed the academic integrity initiative. The Committee has been working closely with Kirwan Center for Academic Innovation and the campuses. It had ambitious plans for this year and had it not been for the Coronavirus, it would have obtained more of what it planned to accomplish. Although I listed it as a hit and miss, it is really closer to a hit because it is still moving forward, only at a slower rate.

<u>Faculty Evaluation Initiative</u> (Task 4.4) – MISS. Since 2018, the Faculty Concerns Committee has addressed faculty evaluations with an emphasis on the over emphasis and reliance on student evaluations. In part, this initiative was a victim of the virus. Also, it did not move forward due to the lack of committee leadership.

<u>Faculty Salary Initiative</u> (Task 4.5) – HIT. There was not a lot of movement at the System and State levels on this initiative other than a statewide COLA. This is not a criticism since there is not a lot that can be done. However, several of the presidents have developed campus plans to address this initiative. That is success and it is for this reason that it is considered a hit.

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

<u>Action Item Plan (2017-2018)</u> (Task 5.1) – **HIT**. It was formally approved at the October meeting for one year or until the November 2018 meeting. Most of the items have been addressed in full or in part. Some tasks and action items (AI) are routine initiatives like the Regent's Awards or the State of Shared Governance Report, and some are new initiatives like the initiative on academic integrity. The plan provided a valuable "do list" for the year's activities. In reviewing the action plan, we have accomplished more of what I originally thought and for that reason, I listed it as a hit.

<u>Council Membership</u> (Task 5.5.) – HIT. Last year a bylaw change was suggested that would change the apportionment of the Council membership based on the number of full-time faculty to a Senate type model where each institution would receive four representatives (Article II - CUSF Bylaws). At this time, Council choose that no change was necessary and decided to leave the apportionment formula unchanged. Since the issue was settled, at least temporarily, it is listed as a hit.

Task 5.6 (AI-506): <u>Elections</u> (Task 5.6) – HIT. The elections were conducted. All positions were filled with highly qualified and energetic faculty. ExCom looks as if it will do a good job in "advising the Chancellor and reporting to the BOR" next year.

In summary, there were nine hits, four misses and four hit and misses. Most of the hits were routine items. For a large part, the misses and the hits and misses were due to the Coronavirus and its impact on spring semester. It was a productive year. But more importantly, we survived it. It was due to the cooperative efforts of everyone. My thanks to everyone who contributed this year and made it happen.

rbk

Commentary 2004.2: Preliminary Findings on Institutional Support for Senate Chairs (Note: See also the attached report)

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

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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 addition, two College Park representatives noted support for serving on CUSF Council.

- **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

Commentary 2005.2: Chair's Report – A Look Backwards

The following is from my Chair's Report for the spring 2020 Newsletter. Since I am retiring, I thought that it might be appropriate to include it here. The following is that report.

Sometimes you are able to determine the agenda and other times your agenda is determined by events. This year CUSF's agenda has been determined by the Coronavirus and a reaction to events. Many of our initiatives have been placed on hold or have been slowed.

Personally, I don't like looking rearward regarding what we accomplished because then we aren't looking forward. I am interested in going forward. Since I am retiring, I will indulge myself with a rearward review of our accomplishments. On some of these initiatives, I took a lead role and on others, I helped to facilitate.

Perhaps my biggest contribution with CUSF has been the State of Shared Governance Report. The report surveys the senate chairs and evaluates the presidents on implementing the BOR I-6.0 policy on shared governance. The report is used by the Chancellor in the yearly evaluation of the presidents. The other two Councils have developed similar reports and the process is unique in the country, although it shouldn't be.

The joint omnibudsperson resolution is illustrative of the collaborative spirit of the Councils. The proposal originated with CUSF. Because of morale issues, my counterpart with the Staff Council saw the need for the initiative and championed it. Her term as Chair ended and she handed the baton off to me to complete the initiative. With the support of Chairman Brady, the initiative moved forward and System wrote the guidelines to implement the initiative on the campuses.

The role of CUSF is to advise the Chancellor and report to the BOR. In order to remain competitive in the marketplace, the BOR has a policy which seeks to maintain faculty salaries at the 85th percentile. The percentile was dropping precipitously. Getting the State to address this issue with COLAs and merit increases can be problematic. However, many of the presidents developed salary equity plans to increase faculty salaries in accordance with the BOR policy. CUSF addressed this issue and the presidents responded.

Recently, CUSF has had two significant academic initiatives. First, the Faculty Concerns Committee reported upon and made recommendations to the provosts and campuses on the over-reliance of student evaluations in faculty course evaluations.

The second academic initiative focused on academic integrity. Again, this has been a collaboration between the Councils, System, and the Kirwan Center for Academic Innovation. Spearheaded by Elizabeth Brunn, the incoming Chair, I played my part in facilitating an initiative aimed at changing the academic integrity culture on the campuses. With the support of the BOR, the Kirwan Center for Academic Innovation in collaboration with CUSF conducted a convene for the campuses. Those in attendance returned to their campuses to implement

academic integrity and follow-up has occurred with them. Currently, CUSF is reviewing the BOR policy on academic integrity with the intent to update the policy.

Along the way, we developed a mission statement, vision statement, action plan, logo and revised the Constitution and Bylaws. The abbreviated version of our mission statement is to "*Strengthen higher education through shared governance.*" It has been my pleasure to have strengthen higher education in Maryland through the shared governance efforts of CUSF.

Respectfully Submitted, May 1, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

COUNCIL of UNIVERSITY SYSTEM FACULTY

SPRING 2020 NEWSLETTER

The Chair's Report

Sometimes you are able to determine the agenda and other times your agenda is determined by events. This year, CUSF's agenda has been determined by the coronavirus and a reaction to events. Many of our initiatives have been placed on hold or have been slowed.

Personally, I don't like looking rearward regarding what we accomplished, because then we aren't looking forward. I am interested in going forward. Since I am retiring, I will indulge myself with a rearward review of our accomplishments. On some of these initiatives, I took a lead role and on others, I helped facilitate.

Perhaps my biggest contribution with CUSF has been the State of Shared Governance Report. The report surveys the senate chairs and evaluates the presidents on implementing the BOR I-6.00 Policy on Shared Governance. The report is used by the Chancellor in the yearly evaluation of the presidents. The other two Councils have developed similar reports, and the process is unique in the country, although it shouldn't be.

The ombudsperson resolution (advocating for ombudspersons or ombuds services at each institution) is illustrative of the collaborative spirit of the Councils. The proposal originated with CUSF. Because of morale issues, my counterpart with the Staff Council saw the need for the initiative and championed it. Her term as Chair ended, and she handed the baton off to me to complete the initiative. With the support of BOR Chairman Jim Brady, the initiative moved forward and USM wrote the guidelines to encourage the implementation of the initiative on the campuses.

The role of CUSF is to advise the Chancellor and report to the BOR. In order to remain competitive in the marketplace, the BOR has a policy which seeks to maintain faculty salaries at the 85th percentile. The percentile had been dropping precipitously. Getting the State to address this issue with COLAs and merit increases can be problematic. However, many of the presidents developed salary equity plans to increase faculty salaries in accordance with the BOR policy. CUSF addressed this issue and the presidents responded.

Recently, CUSF has had two significant academic initiatives. First, the Faculty Concerns Committee reported on and made recommendations to the provosts and institutions on the over-reliance of student evaluations in faculty course evaluations.

The second academic initiative focused on academic integrity. Again, this has been a collaboration between the Councils, System, and the Kirwan Center for Academic Innovation. Spearheaded by Elizabeth Brunn, the incoming Chair, I played my part in facilitating an initiative aimed at changing the academic integrity culture on the campuses. With the support of the BOR, the Kirwan Center for Academic Innovation, in collaboration with CUSF, sponsored a convening for the institutions. Those in attendance returned to their campuses to further address academic integrity, and follow-up has occurred with them. Currently, CUSF is reviewing BOR policy dealing with academic integrity with the intent to update the policy.

Along the way, we developed a mission statement, vision statement, action plan, logo and revised the Constitution and Bylaws. The abbreviated version of our mission statement is to "*Strengthen higher education through shared governance.*" It has been my pleasure to have strengthen higher education in Maryland through the shared governance efforts of CUSF.

Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

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UNIVERSITY SYSTEM
of **MARYLAND**

OFFICE OF THE CHANCELLOR

To the Council of University System Faculty:

As we wrap up the spring semester, I imagine none of us is doing it in the way we envisioned four months ago. In March, when we made the decision to transition to distance instruction for the remainder of the semester, our universities, students, and faculty had to pivot on a dime. Since then, we've relied on you to provide our students the high-quality education they deserve—even though many of you are providing it in a way you've never done before.

Your ability to adapt—to be creative and innovative and flexible—quite frankly saved our semester. The students to whom you gave your time, attention, and compassion might say you saved much more. As we rightly celebrate the many heroes serving throughout this pandemic, I want you to know that I consider your work heroic.

I won't pretend our circumstances are ideal. I won't pretend there aren't very real frustrations in teaching a course one way when you designed it to be taught in another. Perhaps the most frustrating thing about this time is that we don't know right now when it will end. As of this writing, I've just convened a USM Return to Campus Advisory Group to outline the conditions we must meet if we're to resume in-person instruction this fall. I thank incoming CUSF Chair Elizabeth Brunn for agreeing to serve on this group.

While I know the pain of this pandemic isn't over, I am optimistic. I'm optimistic that we'll weather this crisis together, with new strategies and techniques we can employ long after the crisis has passed. I'm optimistic we'll be more flexible in the future, more nimble in responding to change. I'm optimistic we'll remind our leaders how critical our work really is, as we contribute our alumni, our research, and our scholarship to finding the solutions we seek. I'm optimistic that we'll prove more powerfully than ever before that the University System of Maryland is a public good, and that our mission to educate, to discover, and to serve is just as resilient as we are ourselves.

Thank you for being the leaders we need right now.

Sincerely,

Jay A. Perman

Jay A. Perman
Chancellor

SPRING 2020 NEWSLETTER

USM Advocacy Day 2020

Patrick Hogan and Chancellor Perman

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. 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 we can continue to support the work 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 to 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.

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Advocacy Day Continued~

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! Special thanks to Laila Shishineh from CUSS for this Advocacy Day summary!

CUSF Rep, Dr. Ericka Covington of Coppin State University; CUSS Rep LaToya Lewis of University of Maryland, Baltimore; and Lori Stepp, CUSS Rep from UMCES

From right to left: Chancellor Perman; CUSS Chair, Laila Shishineh; Robert Kauffman, CUSF Chair; and Benjamin Forrest, USM Student Council President

SHARED GOVERNANCE

As mentioned in the Fall Newsletter, the shared governance survey was conducted by each institution's senate chair, the results of which inform the chancellor. In the past, Chancellor Caret has taken the survey results seriously and used them as talking points with the individual university presidents. The results were collected and summarized then submitted to Chancellor Perman. Please view attached for the report:

https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3Ad97f6134-65b4-4502-b753-023453f8f54a

COUNCIL *of* UNIVERSITY SYSTEM FACULTY

SPRING 2020 NEWSLETTER

ELECTION RESULTS

<u>Welcome our new CUSF Chair, Dr. Elizabeth Brunn!!</u>
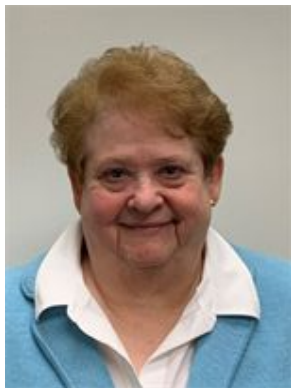
The election results for academic year 2020-2021 year are as follows:

Chair:
Elizabeth Brunn
University of Maryland
Global Campus

Vice Chair:
Jay Zimmerman
Towson University

Secretary:
Ellen Shaefer-Salins
Salisbury University

At-Large Members:
Julie Simon
University of Baltimore

and

Aerian Tatum
Coppin State University

Elizabeth Brunn is a member of the collegiate faculty and is the Program Director of Management Foundations and Non-Profit and Association Management in the School of Business at the University of Maryland Global Campus. In this role, Elizabeth collaborates with more than 168 adjunct faculty, collegiate faculty, the dean, and vice deans to create and teach the curriculum for both the B.S. and M.S. Management programs in the Business School at UMGC.

In addition to her work at UMGC, Elizabeth has been a CUSF representative for four years. As Education Policy Committee Chair, she devoted much of that time to developing proposals to revise the University System of Maryland's academic integrity policy. Academic integrity is a topic that is extremely salient and compelling to faculty and to Elizabeth personally. She served as CUSF Executive Committee Secretary in 2018-2019 and Vice Chair in 2019-2020.

After spending decades teaching, practicing law, and playing a crucial role in running an international food ingredient business, Elizabeth brings a lifetime of hands-on business experience to her students and a practiced eye to guide their success in the future.

Elizabeth holds a B.A. in Government and Politics from the University of Maryland, College Park, a MS in Adult Education from Johns Hopkins University, and J.D. from George Mason University's Antonio Scalia School of Law. She is licensed to practice law in Maryland, Virginia, and the Federal Bankruptcy and Circuit courts.

Elizabeth can be reached at elizabeth.brunn@umgc.edu.

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COUNCIL *of* UNIVERSITY SYSTEM FACULTY

Strengthening Higher Education through Shared Governance

Council of University System Faculty (CUSF)
Report on the Survey
of Institutional Support
for the Senate Chairs

May, 4, 2020

Regarding shared governance on campuses, the leading edge is the faculty senate chair or their equivalent. Section L of the BOR Policy on Shared Governance in University System of Maryland (I-6.00) 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 is to help determine the institutional support received by the senate chairs in carrying out their shared governance responsibilities.

> I - 6.00 POLICY ON SHARED GOVERNANCE IN THE UNIVERSITY SYSTEM OF MARYLAND
>
> L. *Shared governance requires a commitment of resources and time from the USM institutions. Each institution shall provide a proper level of resources, as determined by the President, to faculty, staff, and students to allow them to carry out their shared governance responsibilities effectively.*

Procedures

The survey instrument was created by the CUSF Chair, Robert B. Kauffman, Ph.D. It was reviewed by CUSF ExCom at their April 2020 meeting. The instrument was sent to the Senate Chairs on April 8th and a reminder was sent to those who didn't respond on April 14th. Eleven of the twelve senate chairs responded. The following are the results of the survey. When reviewing the report, it may be worthwhile to review some of the footnotes in the tables. Although the tabulation was kept simple, there was often a diversity of responses. For example, administrative assistance provided by the institutions could vary greatly including the use the departmental assistant, using a graduate assistant, or sharing a designated assistant with the other councils.

Analysis

The first three sections focused on reassign time and financial stipends for senate chairs. Additional sections focused on administrative assistance, budgets, and remuneration for major committee chairs.

Reassign Time (Figure 1). The first question asked the senate chairs if they received reassign time. Six of the eleven senate chairs indicated that they received reassign time. Five indicated that they did not. Of the six indicating receiving reassign time, two senate chairs indicated that they received a two course or six

credit reassign time per semester. Three credits were typical. Five senate chairs indicated that they received no reassign time. At UMCP, the senate chair has the choice of receiving a financial stipend or buying out a course. Normally, the senate chair receives a $30,000 stipend over a three year period or $10,000 per year. If the stipend is used to buyout a course, the cost of the course buyout varies with the different units – but is normally in the range of $8,000 to $10,000 per course. Since the current senate chair chose to receive the financial stipend, UMCP was listed as receiving a stipend. However, it could change with subsequent senate chairs.

Figure 1: Does the Senate Chair Receive **Reassign Time**?	
Number of Credits Reassign Time Per Semester	**Schools**
6	FSU
3	CSU, UB, SU[3], TU, UMBC,
0	BSU, UMB, UMCES, UMCP[1], UMES
[1] At UMCP, funds are provided that can be used as a course buyout. Since the current senate chair took the financial stipend rather than the course buyout, UMCP was placed in the zero reassigned time category. Note that it could change with subsequent chairs. [3] Salisbury received reassign time for one course, which is for four credits.	

Financial Stipend (Figure 2). The second question asked if the senate chair received a financial stipend. Three of the eleven senate chairs indicated that they received a financial stipend. Again, the UMCP senate chair received a financial stipend, which can be used to buyout a course. Unfortunately, the questionnaire did not ask for the amount of the stipend. If the stipend amount is mentioned, it was either volunteered or determined through a follow-up email. Also, the question asked whether the financial stipend was income or whether it was to be used for expenses. The three senate chairs who indicated that they received financial remuneration indicated that it was income. The Frostburg senate chair indicated that he received a stipend equivalent to that of a department chair.

Figure 2: Does the Senate Chair Receive **Financial Stipend**?	
Provides Financial Stipend	**Schools**
Yes	FSU, UMBC, UMCP[1],
No	BSU, CSU, TU, UB, SU, UMB, UMCES, UMES
[1] At UMCP, funds are provided that can be used as a course buyout. Since the current senate chair took the financial stipend rather than the course buyout, UMCP was placed in the receiving a financial stipend category. Note that it could change with subsequent senate chairs.	

Reassign Time and Financial Stipend (Figure 3). Senate chairs can receive both reassign time and a financial stipend. Figure 3 is a 2x2 table that addresses this question. Two institutions provided both reassign time and a financial stipend. Four institutions provided reassign time but no financial stipend. Four institutions provided neither reassign time nor a financial stipend. As noted, the UMCP senate chair can be either depending on the choice of the senate chair. The current senate chair receives a financial stipend without reassign time. An additional question asked if the senate chair received any other compensation. Other than free parking [Note: *Parking on this campus ranges between $95-$115 per year.*] or a small summer stipend, the two main forms of compensation indicated were reassign time or a financial stipend.

Figure 3: Provides Both Reassign Time and **Financial Stipend**?		
	Financial Stipend	
Reassigned Time	**Yes**	**No**
Yes	FSU, UMBC,	CSU, TU, UB, SU
No	UMCP[1]	BSU, UMB, UMCES, UMES
[1] At UMCP, funds are provided that can be used as a course buyout. Since the current senate chair took the financial stipend rather than the course buyout, UMCP was placed in receiving a financial stipend (Yes) ,and not receiving reassigned time (No) category. Note that it could change with subsequent senate chairs.		

Administrative Assistance (Figure 4). Administrative assistance is an important source of institutional support. Seven institutions indicated some form of administrative support, while four institutions indicated that they received no administrative assistant assistance. Of those receiving administrative assistance, a wide range of assistance was provided. For example, UMCES's senate chair indicated that they received administrative assistance for scheduling and IT support. Bowie's senate chair shared that they utilize a graduate assistant. Coppin's senate chair offered that they had an administrative assistant, but unfortunately, the position is vacant. Three institutions indicated that there was an administrative assistant shared among several shared governance councils. College Park has a director and two counselors who support 10 standing committees, multiple councils and over 200 members.

There was considerable carryover in the response to this question and Question #18 on the State of Shared Governance Survey. This is understandable since both surveys were completed by the senate chairs. Also, this question drew more comments than the previous questions. Several of the comment are provided below.

> TU: We share an administrative assistant with other shared governance programs. He also has duties to commencement and undergraduate research, among other things. We went for six months without any dedicated administrative assistance at all, last May-November, and it was chaotic and overwhelming. Our current admin doesn't do much to support us, actually. It's unclear who his "real" boss is, or what he's doing

> UMBC: There is administrative support but it is shared among various committees and sometimes not timely and sufficient. This is an area UMBC could do better by either hiring additional help or changing the individuals providing help.

FSU: My predecessor had use of an administrative assistant. He was able to add time to the part-time administrative assistant for the graduate program he coordinated. I was told to use my departmental assistant, who is shared unequally between my department and another (my department has the smaller share of this person's time to begin with).

UMCP: The University Senate at UMCP is a body of over 200 members, with 10 standing committees and multiple councils that are supported by the Senate Office that includes 3 staff members. To manage the workload associated with this large an enterprise, UMCP Senate Office current has a Director and two Coordinators.

BSU: The Faculty Senate has a need for a designated office space on campus.

Figure 4: As Senate Chair, Do You Receive the Assistance of an **Administrative Assistant**?	
Receive Administrative Assistance	**Schools**
Yes	BSU[1], CSU[3,], TU[2], UMB[2], UMBC[2], UMCES[5], UMCP[4]
No	FSU, SU, UB, UMES

[1] BSU indicated that they have a GA assistant.
[2] Shared administrative assistant with other shared governance councils.
[3] CSU reported yes but that the position was vacant
[4] UMCP has a director and two coordinators [See call out in text]
[5] UMCES receives scheduling assistance and has IT support.

Senate Budget (Figure 5). Having a budget is an indication of institutional support and the ability to accomplish tasks. Six institutions indicated that they had an institutional budget. UMCP has a $15,954 budget. UMB had a $9,000 budget. Three of the institutions had a budget in the $2,000 to $2,500 range. Also, it should be noted that the senate chair of UB indicated that she did not have a budget but received lunches for the Senate out of the President's budget. The UMCES senate chair noted a similar situation. They have no formal budget but receive travel support and they receive support for the annual Faculty Convocation which is organized by the Faculty Senate.

Figure 5: What Is Your Institutional Budget for the Senate?	
Institutional Budget	**Schools**
Yes	UMCP – $15,954 UMB – $9,000 SU – $5,300 CSU – $2,500 FSU – $2,500 BSU – $2,000
No	TU, UB[1], UMBC, UMCES, UMES

[1] UB has no budget but the president's office provides lunch at the monthly meetings.

The next question asked the senate chairs what they did with their budgets. There is the obvious budget item of providing refreshment at meetings. However, embedded in the comments are some good ideas

worthy of consideration like training workshops, retreats, and social activities. Several of the senate chairs' comments are provided below. Complementing the budget question, the survey question following this question asked the senate chairs to indicate their top four budget items. These responses were merged into this section. Any numbered listing indicates their responses to the top four budget items.

> BSU: 1) Refreshment during the Faculty Senate and Faculty Association meetings; 2) Workshops – leadership training for future leaders of the Faculty Senate
>
> CSU: [Budget] $2,500.00 – however, in 2017, we received $5,000.00   Now we can only have two small events for the faculty. [Budget Priority Items:]; #1 priority) Special Senate Meetings with guest twice a year; #2 priority) Faculty Senate All-Day Retreat; #3 priority) Certificates & Recognitions; #4 priority) Faculty Social Networking Activity.
>
> FSU: Food for meetings roughly $1,200; Qualitative analysis software for faculty morale survey – $50; and Faculty Chair's Award $100
>
> SU: $1,200 operating; $2,500 summer stipends; $1,600 Faculty Fridays (2 x semester social gathering by the Faculty Senate)
>
> UMB: 1) Community engagement (I love UMB Day); 2) Faculty recognition items (e.g. certification, plaques, etc.); and monthly meetings (catering)
>
> UMCP: 1) Meeting Space Rental; 2) In-State/Out-of-State Travel; 3) Office Supplies & Equipment; 4) Catering [Note: *See also the previous comment under administrative assistance*.]

Major Committee Remuneration (Figure 6). The last question focused on remuneration to the major committee chairs of the senate. Nine of the eleven senate chairs indicated that their major committee chairs did not receive remuneration. As indicated in the footnotes, the responses illustrated an inconsistency. UMBC responded to the question with a yes, but indicated that two of their major committee chairs received compensation. In contrast, the senate chair at UB responded with a no but indicated that their vice president received a one course reassign time per year. The senate chair at Frostburg was listed as maybe. Unfortunately, their committee chairs must run the administrative gauntlet by receiving approval for reassign time by their department chairs and deans.

Figure 7: Do the Chairs of Your **Major Committees** Receive **Remuneration** (e.g. reassign, time, remuneration, etc.)?	
Major Committee Chair Remuneration	**Schools**
Yes	UMBC [1]
Maybe	FSU[3]
No	BSU, CSU, TU, UB[2], SU, UMB, UMCES, UMCP, UMES
[1] UMBC: Academic Planning and Budget Committee Chair is compensated; Vice President receives a one course per year reassign time. [2] UB: Vice President receives one course reassign time per year. [3] FSU: There is support for reassign time from Provost, but Chairs must negotiate reassign time with their department chairs and dean.	

Findings and Conclusions

The shared governance policy indicates that the presidents need to provide institutional support for shared governance. The amount of that support is left up to the institutions to decide. The purpose of this survey is to help the institutions and senate chairs determine the appropriate level of institutional support for their shared governance functions.

- **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 and cannot determine what is the optimum institutional support for shared governance on the campuses. It provides a summary of what everyone else is doing. CUSF commends those institutions that are able to provide a high level of support for shared governance. Those 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.

The purpose of this survey is to assist senate chairs in determining the level of institutional support provided to them to help them carry out their shared governance functions on campus. This survey is an example of CUSF addressing its mission of "*strengthening higher education through shared governance.*"

Respectfully Submitted, May 4, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

DRAFT
University System of Maryland Board of Regents
Via Zoom
May 1, 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 9:08 a.m. on Friday, May 1, 2020 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Bartenfelder, Fish, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Presidents Anderson, Breaux, Burnim (Interim), Goodwin, Hrabowski, Jarrell (Interim), Loh, Miyares, Nowaczyk, Schatzel, Schmoke), and Wight; Chancellor Perman, Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden began the meeting by recognizing the Board of Regents Faculty Award Recipients.

Educational Forum – Ms. Susan Fitzgerald, Associate Managing Director – Public Finance and Ms. Mary Kathrine Cooney, Vice President and Senior Analyst - Public Finance Group, Higher Education and Not-for-Profit Team from Moody's Investors Services, engaged in a transparent discussion concerning information on the *Financial Health of Higher Education Institutions*, reviewing higher education trends and ratings.

Chancellor's Report. Chancellor Perman presented the report. He extended his thanks and appreciation to the members of the board, institutional leaders, and professionals throughout the USM who stepped up and demonstrated tremendous leadership under the most difficult of circumstances. Chancellor Perman also provided a brief update on where the USM stands on issues related to the COVID-19 pandemic; highlighted some impressive news items and accomplishment at all of the institutions; provided a brief review of the shortened legislative session; and, outlined recent developments related to the USM's budget.

1. Report of Councils
    a. Council of University System Faculty (CUSF). Dr. Kauffman presented the report, stating there the council held two meetings—March and April, at which time they received valuable information concerning the coronavirus, as well as discussed 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. Dr. Kauffman also indicated that elections were held for the ensuing year.

Page **1** of **4**

b. Council of University System Staff (CUSS). Dr. Shishineh presented the report, indicating that they prepared the Board of Regents Staff Awards recommendations for the June board meeting; prepared their Winter CUSS Newsletter; participated in the Shared Governance Survey; and, are currently receiving nominations for the 2020-2021 Executive Committee.

c. Council of University System Presidents (CUSP). Dr. Breaux presented the report, stating that weekly COVID-19 meetings had been scheduled in response to the coronavirus. These meetings focused on key information sharing and deliberation across institutions and the development of a unified USM response to key decisions related to COVID-19. Topics included 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, etc.

d. University System of Maryland Student Council (USMSC). Mr. Forrest presented the report, indicating that 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.

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

a. Committee of the Whole
   i. Approval of meeting minutes from 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)

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   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). Vice Chancellor Ellen Herbst presented a brief update on the fiscal impact of the pandemic on the spring semester. She provided an overview of the FY 2020

Operating Budget; estimated revenue and cost impacts; and discussed the Federal CARES Act Funding.

b. Committee on Finance   Regent Attman
   i. USM Enrollment Projections: FY 2021-2030 (information). Vice Chancellor Ellen Herbst presented information on enrollment projections, indicating that the overall headcount is projected to decrease in Fall 2020; overall headcount for a 10-year period projected to grow by 4.4%; undergraduate enrollment is projected to expand to 4.6% over ten years and graduate enrollment is projected to grow by 5.3%.

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

Meeting adjourned at 11:34 a.m.

UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
Video Conference
University System of Maryland

June 19, 2020

AGENDA FOR CLOSED SESSION **11:00 A.M. APPROXIMATELY**

Call to Order Chair Gooden

1. Meeting with Presidents
   a. Kim Schatzel, Towson University

2. Consent Agenda Chair Gooden

   a. Committee of the Whole
      i. Board of Regents Staff Awards (action)

   b. Committee on Finance
      i. University of Maryland, College Park: Lease Request for the Department of Geographical Sciences (action)
      ii. Salisbury University: Real Property Acquisition at 108 Pine Bluff Road (action)

   c. Committee on Governance and Compensation
      i. Ratification of the Coppin State University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers (action)

   d. Committee on Advancement
      i. Towson University: Honorary Naming Request – Dr. Julius Chapman Quadrangle (action)
      ii. University of Maryland, College Park: Joel and Kim Feller BSOS Advising and Career Center Naming Request (action)

3. Committee Reports

   a. Committee on Finance Regent Attman
      i. FY 2022 Capital Budget Request; and FY 2022-2026 Five-Year Capital Improvement Program (action)

   b. Committee on Governance and Compensation Regent Rauch
      i. President Loh Transition (discussion)
      ii. Annual Review of USM Presidents (discussion)
      iii. Presidents' and Chancellor's Compensation (discussion)
      iv. Annual Review of Chancellor's Direct Reports (discussion)

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    c. Committee of the Whole
  i. University of Maryland, College Park: Department of Women's Studies Naming Request (action)
  ii. Discussion about the Development of a Forecast to Estimate the Financial Impact of COVID-19 (information)
  iii. Annual Review of David Mosca, Director of Internal Audit (discussion)
  iv. Annual Review of USM Chancellor (discussion)

4. Adjourn   Chair Gooden

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UNIVERSITY SYSTEM
of MARYLAND

USM Board of Regents
Special Board Meeting
Minutes from Public Session
May 11, 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 May 11, 2020.

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, 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 new Title IX regulations that were issued, citing concerns including a costly, expanded regulatory burden on our institutions that may discourage survivors from coming forward and that the timing of the regulations in a pandemic hinders the USM's ability to fully implement the new rules in time for the coming academic year. Chancellor Perman also discussed planning for the fall semester noting that the USM is planning for at least some in-person teaching and learning but will fully consider all health and safety guidelines. Finally, he gave an update on the COVID Research and Innovation Task Force.

2. **Enrollment Workgroup.** Vice Chancellor Herbst provided an update on the Enrollment Workgroup, which held its first meeting last Monday. The charge of the workgroup is twofold: to oversee a short-term plan to get through the pandemic and to develop a longer-term strategy to address enrollment trends and issues.

3. **Update on the State's COVID-19 Response and work with University of Maryland, Baltimore.** Regent Neall provided an update on the state's response to COVID-19, noting that the major metrics have plateaued in the last 10 days. UMB Interim President Jarrell spoke about the COVID-19 vaccine trial currently underway at UMB. UMB is the first place in the world that has started a vaccine trial for COVID.

4. **Calendar for Remainder of the Year.** Ms. Wilkerson noted that the final full Board of Regents meeting scheduled for June 19, 2020 will be held virtually.

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 Pope, seconded by Regent Leggett; unanimously approved.)

The meeting reconvened in closed session at 5:41 p.m.

UNIVERSITY SYSTEM
of **MARYLAND**

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
May 11, 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 5:42 p.m. on Monday May 11, 2020.

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

1. **Institution Search Committee.** The Regents discussed the presidential search process for the University of Maryland, Baltimore. (§3-103(a)(1)(i)).

2. **Title IX Update.** The Regents spoke with legal counsel about the new Title IX regulations. (§3-305(b)(7)).

3. **Legal Advice on COVID-19 Litigation.** The Regents received legal advice related to COVID-19 litigation. (§3-305(b)(7)).

The meeting adjourned at 6:20 p.m.

UNIVERSITY SYSTEM
of **MARYLAND**

USM Board of Regents
Special Board Meeting
Minutes from Public Session
May 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 5:02 p.m. on Tuesday May 26, 2020.

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

1. **Chancellor's Update.** Chancellor Perman provided an update on return-to-campus planning. He noted that we will get a first look at our institutions' planning frameworks by the end of the week, including how the universities plan to monitor student and employee health. He emphasized that the planning is an iterative process and is likely to evolve. The Return to Campus Advisory Group will continue working with the institutions as their frameworks evolve and the USM and its institutions will learn from one another as we move forward. Chancellor Perman also discussed plans to restart our research enterprise. Three of our research universities – UMCP, UMB, and UMBC – are putting together a plan for the early stages of reopening labs and resuming research.

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 Gonella; unanimously approved.)

The meeting reconvened in closed session at 5:17 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
May 26, 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 5:18 p.m. on Tuesday May 26, 2020.

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

1. **University of Maryland, College Park Naming Request: Thomas V. Miller Jr. Administration Building.** The Regents voted to approve a naming request from the University of Maryland, College Park (Moved by Regent Gossett, seconded by Regent Pope; unanimously approved). (§3-305(b)(2)).

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

The meeting adjourned at 6:11 p.m.

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: Revision to USM BOR Policy III-6.00 - Policy on Academic Transcripts and Financial
Aid Records

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 19, 2020

SUMMARY: Attached are revisions to USM BOR Policy III-6.00 - Policy on Academic
Transcripts and Financial Aid Records.

ALTERNATIVE(S): The Regents could not approve the revisions.

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION: That the Regents approve the revisions to
USM BOR Policy III-6.00 - Policy on Academic Transcripts and Financial Aid Records.

COMMITTEE ACTION: DATE: June 19, 2020

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

USM Bylaws, Policies and Procedures of the Board of Regents

III-6.00 - POLICY ON ACADEMIC TRANSCRIPTS ~~AND FINANCIAL AID RECORDS~~

(Approved by the Board of Regents, January 11, 1990; Technical amendments by the Board, December 12, 2014; amended [DATE])

I. ACADEMIC TRANSCRIPTS

Each institution in the University System of Maryland will maintain an academic transcript for each student who enrolls. The transcript will conform to standards as established by the American Association of Collegiate Registrars and Admissions Officers~~,~~ and will include courses and grades for each term of enrollment. Each institution will develop policies concerning resident credit and the calculation of grade point averages.

II. WITHHOLDING ACADEMIC TRANSCRIPTS ~~AND RECORDS~~

   ~~A.~~ Except as provided in Section II.B of this Policy and as otherwise provided by law, aAn institution may withhold copies of official academic transcripts ~~and financial aid records~~ requested by or on behalf of a student who is delinquent in his or her financial obligations. A student is defined as an individual who is or who has been in attendance at an institution in the University System of Maryland.
   ~~B.~~
   A. Such delinquency may include delinquency in the payment of institutional charges and/or default on a Stafford Loan or any education loan made, guaranteed, or reinsured in whole or in part by the federal or Maryland State government made or received for attendance at an institution in the University System of Maryland.

   ~~C.~~B. ~~In those instances where (1) a student requesting the education records is in default on a Stafford Loan or any education loan made, guaranteed, or reinsured in whole or in part by the federal or Maryland State government and (2)~~If ~~the institutional business office has been notified that the~~ a student has filed a bankruptcy petition, copies of ~~financial aid records and~~ official academic transcripts may be withheld only after consultation with the Office of the Attorney General.

Replacement for: BOR II-4.10

UNIVERSITY SYSTEM of MARYLAND

TOPIC: Technical amendment to USM BOR Policy VII – 3.10 Policy on Employee Development for Nonexempt and Exempt Staff Employees

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 19, 2020

SUMMARY: Attached is a technical amendment to USM BOR Policy VII – 3.10 Policy on Employee Development for Nonexempt and Exempt Staff Employees.

ALTERNATIVE(S): The Regents could not approve the technical amendment.

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION: That the Regents approve the technical amendment to USM BOR Policy VII – 3.10 Policy on Employee Development for Nonexempt and Exempt Staff Employees.

COMMITTEE ACTION: DATE: June 19, 2020

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

USM Bylaws, Policies and Procedures of the Board of Regents

VII – 3.10 POLICY ON EMPLOYEE DEVELOPMENT FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the USM Board of Regents October 9, 2015; Technical amendments by the Board, [DATE])

I.   PURPOSE AND APPLICABILITY

A. Purpose

This Policy establishes a framework for employee development programs at Institutions institutions of the University System of Maryland (USM). Such programs are designed to support improvements in an employee's knowledge and skills to contribute both to the employee's professional growth and the institution's welfare, subject to the availability of funds.

B. Applicability

This policy applies to Regular status Nonexempt and Exempt Staff employees and other staff employees designated by the institution.

II.   TUITION REMISSION AND REIMBURSEMENT

Institutions may foster professional development by making financial support for employees' continuing education as follows:

A. Tuition Remission – See BOR VII – 4.10 Policy on Tuition Remission and Tuition Reimbursement for Faculty and Staff; and

B. Tuition Reimbursement – See BOR VII – 4.10 Policy on Tuition Remission and Tuition Reimbursement for Faculty and Staff, Section xxxIV.

III.   TIME AWAY FROM WORK FOR PROFESSIONAL DEVELOPMENT

A. General Terms. Professional development opportunities involving paid time may be available to eligible employees as follows:

1. Such programs are intended for employees who are expected to continue employment at the institution for a period that will justify the cost to the institution.

2. Participation in employee development programs will not be denied to eligible persons because they are employed in programs supported by funds derived from contracts or grants.
3. The availability of time to participate in a professional development opportunity is within the discretion of the Institutioninstitution.

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4. While actively participating in such a program, employees are entitled to full salary, continued participation in the appropriate retirement system, and receipt of all other employee benefits for which they are eligible. Holidays will be observed consistent with institution policy.

5. If the appropriate employee development program is available within the USM, the employee shall pursue the program at the USM institution. If it is not available within the USM, prior approval is needed from the institution CHRO before the employee may be permitted to utilize paid work release under this policy at a non-USM institution.

6. Whenever a mid-term or semester break in the employee's professional development program exceeds 10 work days, the employee may be required to report for duty at their department or unit.

B. Leave of Absence for Professional Development for Exempt Staff Employees

1. The President or designee may approve a leave of absence with ~~Pay~~ pay for an exempt employee to pursue advanced instruction or other approved plan of development for a period of up to six (6) months.

    a. An approved leave will assure the employee of return to the position.

    b. Tuition, travel and all other costs for the professional development plan will be paid by the participant.

2. An employee who requests leave with pay for professional development must sign a written agreement in which the employee agrees to return to the institution immediately upon completion of the leave and serve as a full-time employee for twelve (12) months thereafter.

3. To be eligible for a professional leave of absence, the employee must have been employed at the ~~Institution~~ institution in a full-time, Regular status position for no less than six years.

C. Work Release for Nonexempt Staff Employees

Work release may be available to nonexempt staff employees to develop added skills and job proficiency in their present positions or acquire minimum qualifications for a higher classification as part of an approved career development plan, as follows:

1. Short Term, Full-Time Work Release

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    a. These programs are for the purpose of assisting employees to acquire skills necessary in the use of new or modified methods and equipment, and/or skills and knowledge required to meet changes in the employee's present position.

    b. The employee must be employed in a Regular status, full-time position at the USM institution.

    c. Programs cannot exceed a period of 30 working days.

    d. Tuition or registration fees and related expenses are authorized allowances that may be paid by the ~~Institution~~ institution department or unit where the participating employee is employed.

2. Long-Term, Full-Time Work Release

    a. Long-term, full-time work release programs must be part of an approved career development program designed to assist participants in acquiring minimum qualifications for a higher classification or specified additional levels of responsibility.

        i. Such programs are limited to employees pursuing advanced instruction at the graduate level and certified by the institution as full-time graduate students in each semester.

        ii. Upon request of the department or unit head, the President or designee may waive the graduate education requirement upon a determination that the program is vital to the operation of the department or unit and in the best interests of the institution.

        iii. The department or unit head is authorized to withdraw approval for continued participation by an employee in the program upon evidence that the employee is not making satisfactory progress.

    b. To be eligible to participate, an employee must be employed for at least one year in a Regular status, full-time position at the institution.

    c. Tuition, travel and all other costs will be paid by the participant.

    d. Employees participating in programs of this type will be required to enter into a written agreement with the institution providing:

        i. The total amount of salary to be paid to the participant while on long-term, full-time work release status.

        ii. Acknowledgement that this amount constitutes a loan by the institution to the employee, subject to the following conditions:

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USM Bylaws, Policies and Procedures of the Board of Regents

1. The loan will be reduced at the rate of one month for each three months of service completed after satisfactory completion of the program.
2. If the employee resigns from his/her position prior to the completion of the obligated service, the unpaid balance of the loan will be due and paid to the ~~Institution~~institution.

3. If the employee is involuntarily separated, or if in the judgment of the President or designee the separation of an employee is the result of adverse, unforeseen, or extenuating circumstances that impose undue personal hardship, the President or designee may release the employee from the balance due on the loan.

IV.   INSTITUTION PROFESSIONAL DEVELOPMENT

An institution periodically may offer professional development training programs to employees for which part-time work release is permitted, as follows:

A. The institution's Human Resources Office, when resources permit, will make available appropriate professional development workshops, courses, seminars and other opportunities of general benefit to employees;

B. With the assistance of the Human Resources Office, each unit or department may also provide professional development programs, the subject matter of which is unique to the needs and operations of the department.

C. During instructional periods of these programs, participating employees will be on full pay and benefit status.

IMPLEMENTATION:

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

Replacement for:

UM Personnel Policies and Rules for Classified Employees, Section XI, Pages 1-10.
UM Personnel Policies and Rules for Associate Staff Employees, Pages 33-37.

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UNIVERSITY SYSTEM
of MARYLAND

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Technical amendment to USM BOR Policy - VII-9.50 - Policy on Temporary
Assignments and Acting/Interim Appointments for Regular Status Nonexempt
and Exempt Staff Employees

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 19, 2020

SUMMARY: Attached is a technical amendment to USM BOR Policy - VII-9.50 - Policy on
Temporary Assignments and Acting/Interim Appointments for Regular Status Nonexempt and
Exempt Staff Employees.

ALTERNATIVE(**S**): The Regents could not approve the technical amendment.

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION: That the Regents approve the technical
amendment to USM BOR Policy - VII-9.50 - Policy on Temporary Assignments and
Acting/Interim Appointments for Regular Status Nonexempt and Exempt Staff Employees.

COMMITTEE ACTION: DATE: June 19, 2020

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

USM Bylaws, Policies and Procedures of the Board of Regents

VII-9.50 - POLICY ON TEMPORARY ASSIGNMENTS AND ACTING/INTERIM APPOINTMENTS FOR REGULAR STATUS NONEXEMPT AND EXEMPT STAFF EMPLOYEES

  (Approved by the Board of Regents, ~~EFFECTIVE~~ effective July 1, 1996. Please refer to the "replacement for" section of this policy.~~.~~ Amended October 9, 2015; technical amendment by the Board [DATE])

I.   **PURPOSE AND APPLICABILITY**

This policy establishes the authority of the institution's President or designee to temporarily assign duties to existing positions and to temporarily reassign staff to those positions. This policy applies to Regular Status Nonexempt and Exempt Staff employees.

II.   **TERMS AND DEFINITIONS**

   A.   Temporary assignment – the action of adding or replacing job duties to an employee's existing position on a temporary (or interim) basis.

   B.   Acting/Interim Appointment – the action of appointing an employee to a different position on a temporary (or an interim) basis where there is a vacancy and/or operational need that is anticipated to exceed thirty (30) consecutive calendar days.

III.   **AUTHORITY OF THE PRESIDENT**

   A.   Based upon operational need or organizational necessity and consistent with the knowledge, skill, and ability of the employee, the President or designee may authorize:

      1.   A temporary assignment

         a.   The President or designee may assign additional duties to an employee's current position on a temporary basis with no alteration in salary.

         b.   A temporary assignment of additional duties or replacement of duties is at the discretion of the supervisor and may not result in a change in title or compensation (or neither the title nor compensation may change for a nonexempt employee).

      2.   An Acting or Interim Appointment

         a.   The President or designee may appoint an employee, on a temporary basis,

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USM Bylaws, Policies and Procedures of the Board of Regents

to an acting or interim position.

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USM Bylaws, Policies and Procedures of the Board of Regents

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b. Employees appointed to an acting or interim position for more than 30 days will receive a salary adjustment consistent with BOR VII-9.20 Policy on Pay Administration for Regular Nonexempt Staff Employees and VII-9.11 Policy on Pay Administration for Exempt Positions).the policy on promotional reclass.

c.b.

c. The acting or interim appointment may result in a temporary title change and temporary compensation adjustment consistent with BOR VII-9.20 Policy on Pay Administration for Regular Nonexempt Staff Employees and VII-9.11 Policy on Pay Administration for Exempt Positions).
d.   the policy on promotional reclassification.

c.d. If and when practicable, the employee shall be provided with written notice of temporary assignment or Acting acting appointment at least five (5) work days prior to the effective date of such assignment/reassignment.

IV.   DURATION OF TEMPORARY ASSIGNMENT AND ACTING APPOINTMENT

A.   Nonexempt Staff Employees

Temporary assignments/acting appointments may be made for up to twelve (12) months. Additional extensions may be considered based on operational need of the institution.

B.   Exempt Staff Employees

Temporary assignments/acting appointments should normally not exceed twelve (12) months. Exceptions may be granted only by the President or designee.

V.   DETERMINATION OF SALARY FOR ACTING APPOINTMENTS

Determination of salary for acting appointments shall be in accordance with established procedures for promotional reclassification (see BOR VII-9.20 Policy on Pay Administration for Regular Nonexempt Staff Employees and VII-9.11 Policy on Pay Administration for Exempt Positions).

VI.   BENEFITS DURING ACTING OR INTERIM APPOINTMENT t

Employees serving in an acting or interim capacity shall receive benefits consistent with their regular full-time appointment.

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USM Bylaws, Policies and Procedures of the Board of Regents

VII.   MISCELLANEOUS

A.   Position classification reviews may be conducted for all temporary assignments/acting appointments that last or are expected to last more than thirty (30) consecutive calendar days.

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USM Bylaws, Policies and Procedures of the Board of Regents

B. Employees on temporary assignment/acting appointment shall not be subject to layoff based on temporary assignment/-acting appointment status. Such appointments are subject to the provisions of USM Board of Regents Policy VII-1.30 – Policy on Layoff for Nonexempt Staff Employees-.

C. At the end of an acting or interim appointment, employees shall be returned to their former position with the same salary and status as they would have had if they had not been temporarily reassigned, with the addition of any intervening salary adjustments which have occurred, including any increase that would have been made to the employee's regular salary during the temporary assignment period.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

Replacement for:

UM Personnel Policies and Rules for Associate Staff, Positions and Appointments, Paragraph E. Acting Appointment, pages 3, 4.

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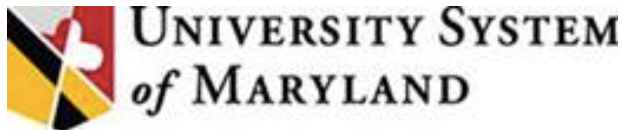
Board of Regents
Committee on Education Policy and Student Life

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 virtually (via Zoom) in public session on Tuesday, May 5, 2020. The meeting was convened at 9:30 a.m. Committee members present: Regents Gourdine (chair), Johnson, Leggett, Malhotra, and Wood. Chancellor Perman and Regent Gooden were also present.

The following were also in attendance: Dr. Amoussou, Dr. Alvarez, Ms. Bainbridge, Dr. Bishop, Dr. Boughman, Dr. Cadenazzi, Dr. Coleman, Dr. Lea, Dr. Lee, Dr. Lewis, Dr. Lilly, Dr. McDermott, Mr. McDonough, Mr. Muntz, Dr. Niemi, Dr. Olmstead, Dr. Owens, Dr. Parker, Dr. Plowfield, Ms. Pomietto, Dr. Reed, Dr. Reitz, Dr. Rous, Dr. Rowthorn, Dr. Scott, Dr. Shapiro, Dr. Smith, Throop, Dr. Ward, Ms. Wilkerson, and guests on the public call-in line.

Regent Gourdine welcomed all to the meeting, and Chancellor Perman offered opening comments. Chancellor Perman shared that the USM Return to Campus Advisory Group (RCAG) has started researching and creating guidance that will help institutions in their thinking around how to structure the fall semester in light of the COVID-19 pandemic. The group consists of experts in various fields from many of USM's institutions and is mainly focused on the safety, health, and wellness of all within our campus communities. Chancellor Perman and his leadership team share the RCAG's work with the presidents on calls that occur multiple times each week. Additionally, the work of the advisory group will be shared with regents during special board meetings, at various committee meetings, and as requested.

Chair Gourdine offered appreciation to Regent Linda Gooden (chair of the Board) and Chancellor Perman for their leadership and for keeping the regents engaged and informed, as campus and USM Office experts work through these challenges.

Action Items

New Academic Program Proposals

Bowie State University: Master of Education in Culturally-Responsive Teacher Leadership
Dr. Guy-Alain Amoussou, Associate Provost for Academic Affairs; Dr. Davenia Lea, Associate Professor, Teaching, Learning and Professional Development; and Dr. Wilbur Parker, Chair, Education Leadership presented the proposal to create a Master of Education in Culturally-Responsive Teacher Leadership. Within Maryland, particularly within K-12 school districts with the most culturally and linguistically diverse students, the workforce demands culturally-responsive teachers and teacher-leaders. The proposed program is aligned with the National Education Association Teacher-Leader Model Standards and Maryland State Department of Education Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse School expectations. The program will be a collaboration between departments in BSU's College of Education – Educational Leadership and Teaching, Learning, and Professional Development and is designed for certified teachers who desire additional credentials and training. The program is designed to be face-to-face but can be delivered remotely if needed. 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.

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Dr. Boughman shared that having a ladder of positions to which teachers can aspire is aligned with recommendations from the Kirwan Commission. In response to a question from Regent Malhotra, the presenters noted that the program would equip students for more advanced jobs because it offers an additional leadership path that is not upper administration (i.e., principal or superintendent) but does require training beyond that of a classroom teacher. Regent Gourdine asked about the demand for educators with this type of expertise. The presenters noted the teacher shortage in Maryland and that many vulnerable students throughout Maryland (even within the county in which Bowie State sits) would benefit from highly-qualified teachers and teacher-leaders who are positioned to lead school reform; equipped with the knowledge, skills, and dispositions of master teachers; and are ready to give the neediest children the advantages of a culturally-responsive, 21st-century education.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Bowie State University to establish a Master of Education in Culturally-Responsive Teacher Leadership. The motion was moved by Regent Wood, seconded by Regent Malhotra, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Frostburg State University: Bachelor of Science in Life-Cycle Facilities Management
Dr. Elizabeth Throop**,** Provost and Vice President, Academic Affairs**;** Dr. Robert Larivee**,** Professor and Chair of the Department of Chemistry; and Dr. Thomas Cadenazzi, Lecturer and Lead Faculty College of Liberal Arts and Sciences presented the proposal for FSU to offer the Bachelor of Science in Life-Cycle Facilities Management. This climate-change and emergency preparedness-oriented Life-Cycle Facilities Management program would focus on 1) techniques uniquely critical to responding to climate-change forecasts and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes. The program, which would be housed in the College of Liberal Arts and Sciences with other interdisciplinary programs and would include existing courses from the Geography, Mathematics, Philosophy, Economics, and Management departments and two required summer internships. The program is both theoretical and hands-on in an attempt to holistically develop students to be prepared for practice and management. The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to sustainability, with a number of courses being focused on environmental issues and sustainable construction practices. The presenters note that alumni and workplace leaders have expressed the need for bachelor's-prepared employees who are experts on the management of facilities from design to end of life. 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.

Chancellor Perman asked about the extent to which students would be learning to work on teams. The presenters noted that teamwork is a key aspect of the program and is woven throughout the curriculum. Regent Malhotra asked if the program designers considered the degree to which real estate needs may differ, as new normals develop in response to the COVID-19 pandemic. The presenters shared that the program was developed before COVID-19, but they believe buildings will still need to be developed and/or maintained. They also noted that if practices around design adjust to reflect social distancing restrictions, those changes can be easily factored into the curriculum.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg State University to establish a Bachelor of Science in Life-Cycle Facilities Management. The motion was moved by Regent Johnson, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Salisbury University: Bachelor of Science in Integrated Science

Dr. Karen Olmstead, Provost, and Dr. Michael Scott, Dean, Henson School of Science and Technology, presented the proposal for Salisbury to offer a Bachelor of Science in Integrated Science. The Integrated Science degree would provide a pathway for students (1) who confront completion barriers in traditional STEM majors, (2) learn that a clear post-transfer pathway to completion is difficult, or (3) desire a cross-disciplinary STEM degree. Traditional STEM disciplines are often challenging, particularly for transfer students and veterans, because of the sequential nature of the required courses. Yet, according to the Bureau of Labor Statistics, growth in STEM occupations will expand much faster than non-STEM occupations. The Integrated Science degree will offer SU students another avenue to obtain these jobs. Considering the program's benefits for transfer students and students who want to be in STEM without being in traditional STEM fields, the presenters believe this program could increase recruitment and retention because of its flexibility and practicality. Graduates will demonstrate knowledge and skills central to the chosen integrated academic disciplines; use formal techniques and methodologies of abstraction to create methods to solve real-world problems; apply their learned knowledge to cross-disciplinary problems as part of a team; and effectively pursue careers to meet growing demand for scientists and technologists. SU is well-prepared in terms of faculty expertise and facilities to deliver this unique undergraduate program, which will launch graduates into successful careers in a diversity of public and private organizations. 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 Gooden noted the uniqueness of the proposed program. She suggested that we might want to examine all STEM programs to resolve retention problems. Provost Olmstead agreed and believed that lessons learned from the structure of and support/advising within the proposed program and could contribute to understanding retention within traditional programs. Regent Gooden and Chancellor Perman also stressed the need for the proposed program to focus on written and oral communications.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to establish a Bachelor of Science in Integrated Science. The motion was moved by Regent Johnson, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Towson University: Master of Science in Athletic Training

Dr. S. Maggie Reitz**,** Vice-Provost; Dr. Lisa Plowfield**,** Dean College of Health Professions; and Dr. Jaime DeLuca, Chair of Kinesiology presented this proposal. TU has offered a Bachelor of Science in Athletic Training (BSAT) since 1996. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022. The current proposal is a response to that mandate. The program would be anchored in the foundation and long-standing success of the TU BSAT, which is recognized for its success in educating athletic trainers to serve as members of Maryland's healthcare workforce. Graduates of the program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and across the United States. Graduates have also pursued advanced medical education. It is likely that those interested in the program would have completed bachelor's degrees in a variety of majors from health science to traditional sciences and beyond. If approved, TU will phase out the BSAT. Chancellor Perman reinforced that this is part of a trend of migration from bachelor's to graduate degrees for health fields including athletic training, physical therapy, and physicians assistants with the goal being to ensure a higher level of preparation and the ability to analyze and think critically. 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.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to establish the Master of Science in Athletic Training. The motion was moved by Regent Malhotra, seconded by Regent Wood, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Baltimore: Bachelor of Science in Cyber Forensics
Dr. Darlene Smith, Executive Vice President and Provost, and Dr. Debra Stanley of UB's School of Criminal Justice presented the proposal for UB to establish a Bachelor of Science in Cyber Forensics. The proposed degree is designed to provide students with a broad-based practical understanding of cybercrimes and cyber investigations. The core of the program exposes students to forensic investigation techniques and skills, computer and digital information crimes, fraudulent activities in the use of technology and digital systems prevention and security management strategies, and legal interventions and resolutions. This program would educate in a multidisciplinary manner by combining several fields (criminal justice, cyber investigations, cybersecurity, incident response management, computer technology, and law and business regulations) into a common forensic studies program meant to prepare students to combat cyber threats/attacks effectively. Graduates of this program would have the knowledge and skills needed to interpret electronic data to solve crimes, as the program combines investigative skills with digital technology in the examination and preservation of evidence. The program was developed in collaboration with Maryland community colleges to align with associate degree offerings and to take that education to the next level of expertise. This would be the first cyber forensics bachelor's degree in Maryland. It also leverages the strengths of and expertise within UB's MS in Forensic Science-Cyber Investigations and may also be a feeder for that graduate program. The program is aligned with the Governor's Workforce Development Initiative's focus on cybersecurity. Regent Malhotra shared his surprise that there are currently no programs in cyber forensics. The presenters noted that courses within various programs begin to tackle cyber issues, but government agencies and industries continue to cite shortages in the cyber workforce. Regent Malhotra also asked about competing programs within the USM. The presenters shared that although UMGC does have programs within the broader cyber field, there are no parallel programs at UMGC or elsewhere in the region especially considering the natural articulation from the associates degree with the aforementioned community college partnership. Additionally, 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.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from University of Baltimore to establish the Bachelor of Science in Cyber Forensics. The motion was moved by Regent Malhotra, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, Baltimore: Master of Science in Global Health
Dr. Roger Ward, Interim Provost and Executive Vice President; Dr. Flavius Lilly, Senior Associate Dean, Graduate School; Virginia Rowthorn, Assistant Vice President for Global Engagement; and Dr. Jenny Owens, Assistant Dean presented the proposal for UMB to offer the MS in Global Health. This program has been developed as part of President Jay Perman's challenge, in 2014, for the Graduate School to design and curate contemporary programs that are targeted at working adults who want to continue learning in new and emerging fields with as little disruption to their lives as possible. Likely students would include those employed with the government, NGOs, and health professions. The proposed degree would allow the next generation of scientists and professors to be trained in best practices of global health education, research, and practice and to specialize in one of three areas of concentration, which are also designed to be post-

baccalaureate certificates (PBC). The degree will be organized around a completely online (full-time or part-time) core curriculum with areas of concentration in 1) Implementation and Dissemination Science; 2) Global Health Program Monitoring and Evaluation; and 3) Global Health Innovation. UMB would also like to make available a fourth option of a generalized 31-credit master's with no area of concentration. The curriculum would consist of the online core and a representative selection of credits from each of the other existing areas of concentration/PBCs. Recent market research shows interest in and a need for professionals within this field; the demand is more robust than ever. 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.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from University of Maryland, Baltimore the Master of Science in Global Health. The motion was moved by Regent Wood, seconded by Regent Malhotra, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, Baltimore: Master of Science in Vulnerability and Violence Reduction
Dr. Roger Ward, Interim Provost and Executive Vice President; Dr. Flavius Lilly, Senior Associate Dean, Graduate School; Virginia Rowthorn, Assistant Vice President for Global Engagement; and Dr. Jenny Owens, Assistant Dean presented the proposal for UMB to offer the MS in Vulnerability and Violence Reduction. This program has been developed as part of President Jay Perman's challenge, in 2014, for the Graduate School to design and curate contemporary programs that are targeted at working adults who want to continue learning in new and emerging fields with as little disruption to their lives as possible. Likely students would include those employed within community-based organizations, especially those challenged by violence. The program will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. The program is designed for individuals interested in working in urban communities with vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national and global levels. The curriculum would be delivered in a hybrid format (three in-person credit hours and twenty-seven online credit hours) by full-time Graduate School faculty along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. If approved, this program would be the first of its kind in the United States. Additionally, 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 Johnson asked about the extent to which this degree helps address the root causes of violence. The presenters noted that the program would address vulnerabilities including, but not limited to, poverty and other injustices and the degree to which early interventions help decrease the chances of citizens going down the wrong path. Regent Malhotra asked for more details on how this degree is connected to the job market. The presenters offered that those seeking this degree may already be employed with or will be prepared to work with NGOs, the FBI, police agencies, etc. where it would be advantageous to have more expertise in understanding violence at the vulnerability stage as a means to stop the emergence of violence. Chancellor Perman shared that violence de-escalation program have been gaining traction, as they are focused on getting people to communicate before resulting to violence. The presenters reiterated that the program is targeted at professionals in the field who are interested in furthering their education.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from University of Maryland, Baltimore to establish the Master of

Science in Vulnerability and Violence Reduction. The motion was moved by Regent Wood, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Regent Gooden noted that seven worthwhile and contemporary programs have been approved today and asked for an explanation of what happens when programs are no longer relevant or productive. Senior Vice Chancellor Joann Boughman and Dr. Antoinette Coleman (Associate Vice Chancellor for Academic Affairs) described the annual process (and subsequent report to EPSL) of institutions examining the productivity of academic programs via the periodic program reviews. Institutions' analyses of programs lead to suspensions or discontinuations when programs are no longer viable. Last year, 15 programs were suspended or discontinued.

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Information Items
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Update: Diversification of the Faculty

Senior Vice Chancellor Joann Boughman shared that, for years, USM institutions have prioritized diversifying the faculty and creating and sustaining more inclusive campus environments for the faculty. The USM's student and staff populations are diverse, and faculty numbers are improving. To address the many layers of faculty diversification (including recruitment, retention, onboarding, etc.), in April 2018, USM hosted a Symposium on the Diversification of the Faculty for USM institutions' administration, faculty, staff, and students to examine this critical issue and learn lessons from effective practices and informative research being explored within the USM and by USM leaders. The day included opportunities for institutional team time to more deeply explore the issues at the campus level and to discuss the development or enhancement of plans to create faculty communities that are more diverse and inclusive. Prior to the Symposium and since, institutions (and/or departments and colleges within the institutions) monitored the diversity of search committees, target job advertisements to specific publications and networks, work to better understand how implicit bias relates to hiring practices, train search committees to use inclusive hiring practices, track the diversity of applicants and hires, create faculty networking groups and mentoring programs, and analyze data to determine where progress has been made and is needed. The current update includes a summary report from each USM institution and a presentation from the University of Maryland, Baltimore County (UMBC), which was featured at the Symposium.

The UMBC team {Dr. Philip Rous, Provost; Dr. Pat McDermott, Vice Provost for Faculty Affairs; and Dr. Autumn Reed, Assistant Vice Provost for Faculty Affairs} offered updates on their successful diversification efforts. Dr. Rous and colleagues shared that despite all happening in higher education and the world, UMBC maintains diversity and inclusion as an institutional value. The team shared statistics as well as initiatives including, but not limited to, shrinking gaps in STEM, department chair diversity efforts, community-based faculty groups, advancement/promotion workshops, and pipeline programs. They recognize they've had success, as they have increased the recruitment of underrepresented faculty, but they also note the need to continuously focus on the issue with, for them, special attention on faculty retention. Ultimately, their programs combine for an institutional strategy aimed at transformation of the institution with the expectation that all university leaders espouse and demonstrate a commitment to diversity so much so that diversity and inclusion are in the bones of the institution. The UMBC team recognizes that institutional contexts will differ and should help guide schools' work, but the concern and attention to diversity and inclusion should be well ingrained into all levels of every institution.

2020-2021 EPSL Agenda Brainstorming

Chair Gourdine noted that the annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other action and information items. All in attendance were invited to offer topics to be addressed in the 2020-2021 school year. Topics suggested include:

- Articulation efforts between USM and other institutions (Gourdine)
- Annual Cultural Diversity Report in September (Gourdine)
- Successes and challenges of distance learning efforts (Leggett) - Briefly, Dr. MJ Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation, shared initial work being done to support faculty in concluding the current school year and preparing to make enhancements for the fall. Currently, institutions are doing surveys to get feedback on how distance learning went, so problems are made known and rectified before the fall. A more substantive update in the Fall will be possible and timely.
- Pandemic effects on intercollegiate athletics (Wood) - Chancellor Perman noted that athletics is being considered in the return-to-campus discussions and reminded the regents that the Board's Intercollegiate Athletics Workgroup regularly addresses issues with athletes. Regent Gooden also noted that there are conversations about moving ICA from a workgroup to a full committee. She has engaged Regent Gourdine in those conversations to ensure a connection is maintained with EPSL.
- Suspensions/discontinuations of programs and plans to sunset programs when a negative trend becomes apparent (Gooden)

Chair Gourdine invited all to share additional thoughts with her or Dr. Boughman and team.

Action Item

Motion to Adjourn
Regent Gooden thanked the USM community for all they are doing to ensure the safety, health, and quality education of our communities. Regent Gourdine thanked all for a good series of meetings this year and called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved. Regent Gourdine adjourned the meeting at 11:45 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Bowie State University: Master of Education in Culturally-Responsive Teacher Leadership

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: Bowie State University (BSU) proposes to offer the Master of Education in Culturally Responsive Teacher Leadership program in response to the workforce demands for culturally-responsive, teacher-leaders within the State of Maryland, particularly for the districts with the most culturally and linguistically diverse students. The Glossary of Education Reform defines teacher-leaders as "teachers who have taken on leadership roles and additional professional responsibilities." Furthermore, teacher-leaders are defined as teachers who lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher-leaders.

The proposed Culturally Responsive Teacher Leadership program is aligned with the National Education Association Teacher-Leader Model Standards and Maryland State Department of Education Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse School expectations. The proposed program will be supported in part by funding from a five-year US Department of Education Teacher Quality Partnership grant to develop a teacher-leader program. The recipients of the Teacher Quality Partnership grant will be part of a cohort of up to 20 students each year for the next five years; serving approximately 100 teacher-leaders from the state's high priority school districts including Prince George's County, Baltimore City, and three rural counties. The program will be a collaboration between departments in BSU's College of Education – Educational Leadership and Teaching, Learning, and Professional Development.

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 Bowie State University to offer the Master of Education in Culturally-Responsive Teacher Leadership.

COMMITTEE RECOMMENDATION: Approval	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

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March 27, 2020

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783-1690

Dear Chancellor Perman,

Please find enclosed a proposal to offer a new program at Bowie State University, Master of Education in Culturally Responsive Teacher Leadership (HEGIS 089900/CIP 131299).

Bowie State University developed the Master of Education in Culturally Responsive Teacher Leadership program proposal in response to the changing roles of teachers and the growing body of research that demonstrates the success of culturally-responsive practices on student outcomes behavior to attendance and to grade point average. The proposed program is unique in that it provides current K-12 teachers with a skill-set in culturally responsive teaching and learning practices and prepares them to be teacher leaders within their school.

Initial support for the program will be from a five-year US Department of Education Teacher Quality Partnership grant supporting approximately 100 teachers from the state's high priority school districts. As part of the grant, teachers will receive scholarships, mentoring, and coaching. The expectation is that teacher-leaders from this program will collaborate with the districts' most accomplished teachers and National Board-Certified Teachers (NBCTs) to increase the numbers of culturally-responsive teachers for the districts with the most culturally and linguistically diverse students.

We respectfully request the USM Board of Regent's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.
President

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Cc: Dr. Judith Kirkpatrick, Interim Provost and Vice President for Academic Affairs
   Dr. Joann Boughman, Senior Vice Chancellor, USM
   Dr. Antoinette Coleman, Associate Vice Chancellor, USM
   Dr. Wilbur Parker, Department Chair, Educational Leadership
   Dr. Lynne Long, Department Chair, Teaching, Learning and Professional Development
   Dr. Davenia Lea, Associate Professor, Teaching, Learning and Professional Development
   Ms. Gayle Fink, Office of Planning, Analysis and Accountability

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

Bowie State University
_____
Institution Submitting Proposal

Culturally-Responsive Teacher Leadership
_____
Title of Proposed Program

Master of Education	Fall 2020
Award to be Offered	Projected Implementation Date

089900	13.1299
Proposed HEGIS Code	Proposed CIP Code

| Educational Leadership and | Dr. Wilbur Parker |
Teaching Learning, Professional Development	Dr. Davenia Lea
Department in which program will be located	Department Contact

| 301-860-3138 | wparker@bowiestate.edu, |
301-860-3127	dlea@bowiestate.edu
Contact Phone Number	Contact E-Mail Address

(signature)	03/27/2020
Signature of President or Designee	Date

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A. Centrality to Institutional Mission and Planning Priorities

Bowie State University (BSU) is a comprehensive university that provides 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to a high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society.

The proposed master's degree program in Culturally-Responsive Teacher Leadership (M.ED) contributes to the university's mission by empowering "a diverse population of students to reach their potential by providing innovative academic programs" and by supporting Maryland's workforce and economy. The Masters of Education in Culturally-Responsive Leadership contributes to the achievement of a of Bowie's *FY 2019 – FY 2024 Racing to Excellence Strategic Plan*, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The College of Education, Department of Educational Leadership will provide the oversight for the proposed program. As the university's founding discipline, the College of Education continuously improves its initial and advanced certification programs and non-certification programs to meet the professional demands of today's teaching workforce as well as the students it serves.

The proposed Culturally-Responsive Teacher Leadership program is rooted in evidenced and research-based theories and practices in the areas of culturally-responsive pedagogy, distributed leadership, as well as effective 21st-century teaching and learning practices. This program is grounded in sociocultural and shared leadership theories, as well as essential pedagogies and approaches to teaching and learning. In addition, the proposed program is aligned with the National Education Association (NEA) Teacher-leader Model Standards and Maryland State Department of Education (MSDE) Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools.

The overall goal of the program is to increase the numbers of culturally-responsive teacher-leaders within the state of Maryland, particularly for the districts with the most culturally and linguistically diverse students. The proposed program will be supported in part by funding from a five-year US Department of Education Teacher Quality Partnership grant to develop a teacher-leader program. The recipients of the Teacher Quality Partnership grant will be part of a cohort of up to 20 students each year for the next five years; serving approximately 100 teacher-leaders from the state's high priority school districts. As part of the grant, teachers will receive scholarships, mentoring, and coaching. Teacher-leaders from this program will also collaborate with the districts' most accomplished teachers and NBCTs – National Board-Certified Teachers. Tuition revenues will support the program after Year 5 with anticipated student enrollment growing by five students not being funded by the grant each cohort after Year 2. If the program's revenue does not exceed expenses after five years, the university would then reevaluate the continuation of the program. If a decision was made to discontinue the program all students enrolled would have the opportunity to complete and new enrollment would not be permitted.

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

Today the nation's public educational system is feeling the weight and burden of severe budget cuts, the impending retirement of an estimated three million teachers by the end of this decade (The Condition of Education Report, NCES, 2018) in addition to the ongoing challenge of teacher shortages, most specifically in both urban and rural schools. Additionally, the United States is experiencing the largest generation of immigrant children the nation has seen. All of this increases the risk of leaving behind those who have the least voice, the least access, and the lowest standard of achievement in the school system; thus, the importance of having highly-qualified, culturally-responsive, 21st-century teachers able to address these challenges within the classroom, the school, and the community.

According to Secretary Margaret Spellings, "Nothing helps a child learn as much as a great teacher," (2014). Yet despite the challenges faced and the research support for the need of highly-qualified teachers in the neediest schools, the inequitable distribution of well-qualified teachers in the United States continues with the less qualified teachers serving in schools with greater numbers of low- income and minority students. Studies in state after state have found that students of color in low- income schools are three to 10 times more likely to have unqualified teachers than students in predominantly white schools.

These findings support the need for highly-qualified, culturally-responsive practitioners. A growing body of research confirms that culturally-responsive practices have moved the needle on a host of student outcomes, from behavior to attendance to grade point average (Muniz, 2018). Culturally-responsive teachers play a crucial role in mediating the social and academic curriculum. Considering how to approach curriculum and incorporating varying paradigms in the ways that curriculum is presented and experienced is an important part of culturally-responsive teaching (Gay, 2018).

Additionally, culturally-responsive teachers are concerned about the ways that instruction is facilitated. When classrooms are organized into communities that are designed to encourage academic and cultural excellence, students learn to facilitate their own learning as well as that of their peers (Kozleski, 2010). Through proper training, culturally-responsive teachers learn to bridge the gap between instructional delivery and diverse learning styles as well as establish continuity between how diverse students learn and communicate and how the learning community approaches teaching and learning (Darling-Hammond, 2019).

In addition to having teachers who employ culturally-responsive practices, the research additionally supports the need for a more diverse teacher workforce. According to the research, teachers of color tend to provide more culturally relevant teaching and better understand the experiences of students of color. Additionally, they tend to have more positive perceptions of students of color—both academically and behaviorally. For example, a recent study found that African American teachers are less likely than white teachers to perceive African American students' behavior as disruptive (Santa Barbara, CA: University of California Department of Economics, 2015). Additionally, a significant positive effect on the standardized test scores of students of color when they are taught by teachers of color was found when Florida researchers analyzed a massive data set of about 3 million students and 92,000 teachers over seven years. The results indicated a positive effect in reading and math scores when African American

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students were taught by African American teachers. For students who performed at the lowest levels, the effect of having a teacher of the same race was even larger (Egalite, Kisida, Winters, 2015). The lack of diversity in the teaching profession, combined with these differing interpretations of student ability and behavior, may partially explain why students of color are suspended or expelled from all levels of school at disproportionate rates. (Available at http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf. 2014).

While increasing the number of culturally-responsive teachers within the workforce will significantly contribute to the overall achievement of learners, particularly learners who are disadvantaged, schools continue to become more progressively complex with rising standards for academic performance and increased levels of accountability. This has placed too much responsibility on principals as the sole providers of leadership (Jensen, 2017). As school reform and restructuring continues, in addition to providing culturally-responsive learning environments, the inclusion of teachers in leadership roles and activities is a critical component for the process of change. Thus, the nurturing of teachers as leaders is also fundamental to effective school improvement (Darling-Hammond, Flook, Cook-Harvey, Barron, Osher, 2019).

To this end, The Glossary of Education Reform defines teacher-leaders as "teachers who have taken on leadership roles and additional professional responsibilities." Furthermore, teacher-leaders are defined as teachers who lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher-leaders (Fairman and MacKenzie, 2014). In any given leadership role, the teacher-leader acts as an agent of change, advocating school improvement through professional development, intelligent curriculum design and data-based decision-making — as well as community outreach, engagement and positive networking. Teacher leadership goes beyond the classroom walls. To be a teacher-leader one must lead more than his/her students and conduct leadership work outside of his/her classroom (Hunzicker, 2012). Teacher-leaders also support professional learning in their schools, which could be in the form of leading professional learning communities, conducting formal PD, or assisting other teachers in classrooms (Jensen, Downing, Clark, 2017). Moreover, teacher-leaders are involved in policy and/or decision-making at some level (Wenner Campbell, 2017). Teacher-leaders additionally work toward improvement and change for the whole school organization (Bereiter Scardamalia, 2014). But with all of these varying activities and roles, the ultimate goal of teacher-leadership is improving student learning and success (Carpenter Sherretz, 2012).

As an HBI, Bowie State University's initial teacher preparation program, specifically the proposed Culturally-Responsive Teacher Leadership M.Ed. program with an emphasis on 21st-century, culturally-responsive teaching and learning practices, is uniquely positioned to contribute to the national teacher shortage of highly-qualified teachers of color. The majority of Bowie State students are of color (87%) and approximately 30% are first-generation college attendees. Additionally, many Bowie State graduate students work in the most challenged school systems within Prince George's County, Baltimore City and/or Washington, DC.

The 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt Strategy 4 continues the focus on equal educational opportunities for Marylanders. Under this strategy, the plan

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calls for continued support for Historically Black Colleges and Universities. The proposed program is well aligned to the following goals, strategies and action items of the 2017- 2021 Maryland State Plan for Postsecondary Education: SUCCESS: Promote and implement practices and policies that will ensure student success – Strategy 4, 5, 6 and 9. The proposed program will be offered in an accelerated format in order to meet the diverse learning needs of the students as well as to provide access to the non-traditional, working adults. The proposed program will also provide extensive professional development to the faculty and instructors of the program, ensuring that they are equipped with the knowledge, skills and dispositions needed to model, deliver and support quality 21st century, culturally-responsive teaching and leadership practices. Additionally, an expected outcome of the program is to identify/quantify "best practices" used within Bowie State University to reach and educate diverse students who are economically and/or socially challenged in order to serve as a model for other higher education institutions as well as for the teacher-leaders in the program.

C. **Quantifiable and reliable evidence and documentation of market supply demand in the region and State:**

Widely publicized reports have generated national attention of teacher shortages. However, teacher shortages vary across and within states with there being well documented shortages in some states while other states graduate more teachers than are employed locally (e.g., New York). However, one trend that appears to remain consistent across the nation is that suburban school districts have far less trouble hiring qualified and experienced candidates while urban and rural schools struggle to keep up (McKenna, 2015).

Specifically looking at Maryland, beginning in 2010, student enrollment in teacher education programs has steadily declined and statewide enrollment in MA education programs dropped 19% between 2010 and 2014 (Janulis, 2017). School districts that are unable to fill an open position with a certified teacher may fill those positions on a case-by-case basis by requesting a two-year conditional certificate for a potential hire who met some but not all of the certification requirements. This pathway represented roughly 10% of total hires in 2012 and 2013 (MSDE, 2014). Since districts cannot leave a classroom without a teacher the rate of conditionally certified teachers could be considered a crude indicator of teacher shortages. In Maryland, two urban districts (Baltimore City, and Prince George's County) and three rural districts (Dorchester, Charles, and Caroline) had a higher percentage of conditionally certified teachers compared to other districts in the state (MSDE 2008-2016). Additionally, there is also a critical shortage of teachers of color and a greater shortage of teacher-leaders of color (Learning Policy Institute, 2018).

This program is in a direct response to assist in meeting the needs of the local school system in which faculty serve, Prince George's County Public Schools (PGCPS). As indicated above, PGCPS has one of the highest numbers of conditional teachers in the classrooms, with some of the most vulnerable students across the State of Maryland (Maryland Teacher Staffing Report 2016-2018). Additionally, the percent of children below the age of 18 identified as living in poverty is 11% (Census, 2017).
Ninety-six percent of the students are classified as non-white; 23% of the students are classified as Limited English Proficient (LEP); 61% receive Free and Reduced Meals (FARMs); and 41% of the schools are classified as Title I schools (2017 Maryland Report Card).

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In partnership with PGCPS, the faculty members are working to provide needed courses and programs that support and prepare conditional status teachers with the necessary qualifications and degrees needed so they may better support and educate the students of PGC.

This program is also a direct response to the statewide need of highly-qualified teachers of color who are positioned to lead school reform, who are equipped with the knowledge, skills and dispositions of master teachers, and who can give the neediest children the greatest advantages of culturally-responsive 21st-century education. (Source: https://mwejobs.maryland.gov)

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D. Reasonableness of Program Duplication:

While several institutions have educational leadership master degree programs, no other institution in the State of Maryland have a Teacher Leadership master's degree program.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

The proposed program continues Bowie State University's founding commitment to provide access and opportunity to diverse populations. The US Department of Education award is aligned with Bowie's founding commitment to teacher education.

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

Bowie State University enrolled over 6,100 students in fall 2019 - 85 percent of whom identified as an under-represented minority group. In fall 2019, 221 full-time faculty and over 250 appropriately-credentialed faculty taught this diverse student body. For the past five years, Bowie has graduated over 1,025 students annually with three quarters receiving a bachelor's degree, 24 percent master's and 1 percent with a doctoral degree. In the fall of 2019, the College of Education had 28 full-time and 70 part-time appropriately-credentialed faculty teach over 800 students that reflected a similar race/ethnic background as the university population. The proposed program will also contribute to the rich legacy of BSU in preparing culturally-diverse students.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. In response to the Teacher Quality Partnership grant, the Educational Leadership Department of Bowie State University proposed the development of a Teacher Leadership Graduate Degree Program in order to fill the gap of having highly-qualified teacher-leaders in some of the most challenged areas in the State of Maryland. Additionally, the College of Education's self-study led to the determination that the viability and sustainability of the Elementary and Secondary Education Graduate programs would be improbable if they were to continue on the same path. Enrollment for both programs had been consistently low for the past five years. Also, upon review of the graduate programs, the course format of 16-week, face-to-face instruction proved to be prohibitive to many adult learners, and the program's content/courses offered were not being offered in a systematic manner and were not aligned to a conceptual framework or organizing theme. This self-study of the graduate programs, in addition to the receipt of the Teacher Quality Partnership Grant (TQP), led to the proposal for the development of a new graduate (advanced) program in Teacher Leadership that would be a collaboration between two departments – Teaching, Learning, and Professional Development (TLPD) and Educational Leadership.

   The current coordinator of the Elementary Education Graduate Program, Dr. Davenia Lea, in collaboration with Dr. Wilbur Parker, chair of the Educational Leadership Department, led the charge of a) reviewing the current trends, b) determining the current needs of local school

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systems, c) researching best practices, and d) coordinating the effort to design the newly-proposed program. The members of the College of Education Graduate Council have been instrumental in reviewing the data and evidence, making recommendations and providing valuable feedback, reviewing the program design as well as the new courses, and assisting in the preparation of the proposal. Dean Cosmas Nwokeafor who leads the Graduate School will be responsible for graduate admissions and administrative functions related to all Bowie State University graduate programs.

As previously stated, the proposed program will be a collaborative endeavor between two departments. In order to maximize resources from the Teaching, Learning and Professional Development (TLPD) Department, the Elementary and Secondary Education Graduate programs will no longer be offered and the Program Coordinator of the Secondary Education Program, Dr. Akeda Pearson will serve as the co-coordinator of the proposed program. Additionally, TLPD faculty will develop and instruct courses. The Educational Leadership Program will also provide program leadership via a co-coordinator and the development and instruction of courses.

Responsibilities of the co-coordinators will include: working with the graduate school to admit students; serving as the initial point of contact for the students; organizing and leading recruiting efforts; serving as the academic advisor for the students; identifying potential adjunct instructors and communicate this information to the department chairs; assisting in the program evaluation processes; representing the program on the Graduate Council and collaborating with school districts to provide teacher coaching and mentoring from accomplished teachers and National Board Certified Teachers (NBCTs).

The Department of Educational Leadership will be the lead for the program that will collaborate with the Department of Teaching, Learning, and Professional Development in the College of Education. Bowie State University currently offers master's programs focused on advanced certifications and a doctoral program in Educational Leadership. Departmental faculty members are diverse in gender, race, and ethnic and educational backgrounds. Advanced certification programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The proposed program is designed to prepare scholars and practitioners to address a number of essential questions: 1) How can instructional and leadership practices promote *equity, access and inclusivity* in the building of culturally-responsive learning communities? 2) How can teacher-leaders in collaboration with the administration organize curriculum, instructional practices and school communities to support and foster the *learning and achievement* of the diverse 21st-century student? 3) How do *data driven practices* influence the priorities of teachers, administrators and students and how can such practices be designed to support, rather than inhibit the accomplishment of educational aims? 4) What *supports and resources* are needed to strengthen culturally-responsive school programs and how can they be accessed? 5) How can teachers, administrators, families and communities *work collaboratively* to support student learning and achievement? The proposed program will help graduate students learn how to think about such questions and how to develop the specialized understanding and skills

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needed to improve educational practice and meet the needs of students in Maryland's pre-K-12 schools.

2. Appendix C demonstrates how the proposed program is aligned with the National Education Association (NEA) Teacher-leader Model Standards and Maryland State Department of Education (MSDE) Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools expectations (http://www.marylandpublicschools.org/about/Documents/DEE/PreparingEducatorsHigh PovertyCulturallyLinguisticallyDiverseSchools070914.pdf).

The specific program objectives for the M.ED in Culturally-Responsive Teacher Leadership are below:

- Demonstrate knowledge of education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues
- Demonstrate instructional practices reflective of sound knowledge of content, educational theories, and evidenced-based instructional strategies
- Demonstration of advanced research skills through written documents
- Demonstrate knowledge of and the practice of ethics and professionalism under all circumstances.
- Demonstrate proficiency as a reflective practitioner through interpersonal skills and oral and written language skills.

3. The proposed program will follow the College of Education student learning outcomes assessment protocols that support CAEP accreditation. Assessment results are compiled by program faculty each semester and managed by the Program Chair and the Assessment Coordinator. The data is required to be reported to the BSU's Center for Academic Programs Assessment each year for review by internal peer evaluators. The full academic program review occurs every seven years in accordance with internal requirements and those of the University System of Maryland. Below is the program goal assessment plan for the proposed program. Faculty members are evaluated annually according to parameters in the Faculty Handbook and BSU Policies and Procedures. Student course evaluations will be administered each semester by the Office of Planning, Analysis and Accountability. Course evaluation results are shared with deans and department chairs to inform course and instructional improvements.

Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency

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Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency
To master the elements of advanced **Instructional Leadership**	Demonstrate knowledge of content, educational theories, and evidenced-based instructional strategies. Demonstrate the ability to think systemically in order to manage and monitor student learning. Create and sustain a network of improvement-communities for increased student learning.	CRTL 510 Culturally-responsive Knowledge, Pedagogy, Discourse and Practices CRTL 550 Culturally-responsive Curriculum, Instruction and Assessment Practices CRTL 650 Using Data and Research to Improve Practice	CRTL 510: Autobiographical Sketch and Personal Framework Reflection CRTL 550: Design a 21st-century, Culturally-responsive Assessment CRTL 650: Performance-based Project
To master the elements of **Organizational Leadership**	Demonstrate practices that support building culturally-responsive school cultures with specific skillsets for managing groups, teams and networks to promote change in the most culturally and linguistically diverse learning communities.	CRTL 530 Teacher Leadership for Student Learning CRTL 660 School and Community Relations	CRTL 530: Case Study CRTL 660: Individual Presentation
To master principles of **Evidence Based-Data Driven-Research Leadership**	Demonstrate the production of data to analyze, synthesize, and critique evidence of effect teaching, leading, and learning. Use various (re) sources of evidence and data to produce dialogue and discourse for teacher leadership growth.	EDUC 706: Introduction to Research EDUC 554: Seminar in Curriculum CRTL 650 Using Data and Research to Improve Practice	EDUC 706: Literature Review EDUC 554: Capstone Project/action research CRTL 650: Problem and Data Analyses
To master principles of **Public Leadership**	Demonstrate skills for advocating for the profession as well as underserved communities. Demonstrate skills for serving as provocateurs of equity at the local, district and national levels.	CRTL 520 Issues Related to Diversity, Equity and Access in Education CRTL 670 Dynamics of Group Behavior CRTL 690 Seminar in School Administration	CRTL 520: Education Equity Plan and Personal Identity Analysis ESAS 770: Teacher Leadership Model Presentation CRTL 690 Capstone Project

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4. To be admitted into the proposed program, an applicant must hold a bachelor's degree from a regionally-accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0-point scale). In addition, the Teacher Leadership program requires that all applicants hold a current Professional Certificate certifying eligibility to teach in early childhood, elementary and/or secondary education and be currently working in an educational setting and have at least two years of teaching experience.

The proposed master's program is 30-credit hours in length consisting of nine, three-credit courses and a three-credit culminating capstone experience. Course descriptions are included in Appendix A. A listing of courses is provided below, and courses specifically designed for the program are indicated in **bold.**

Core Courses:

Course #	Course Title	Credit Hours
CRTL 510	**Culturally-responsive Knowledge, Pedagogy, Discourse and Practices**	3
CRTL 520	**Issues Related to Diversity, Equity and Access in Education**	3
CRTL 530	**Teacher Leadership for Student Learning**	3
CRTL 540	Introduction to Research (cross- listed with EDUC 706)	3
CRTL 550	**Culturally-responsive Curriculum, Instruction and Assessment Practices**	3
CRTL 650	**Using Data and Research to Improve Practice**	3
CRTL 660	School and Community Relations (cross-listed with ESAS 704)	3
CRTL 670	Dynamics of Group Behavior (Cross-listed with PSYC 739)	3
CRTL 680	**Instructional Coaching and Mentoring for Student Learning**	3
CRTL 690	Seminar in School Administration (Capstone Project) (cross-listed with ESAS 825)	3
Total		30

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A sample program of study is below:

Sample Program of Study

Semester 1	Semester 2
CRTL 510: Culturally-responsive Knowledge, Pedagogy, Discourse and Practices (1st 8 weeks)	CRTL 550: Culturally-responsive Curriculum, Instruction and Assessment Practices (1st 8 weeks)
CRTL 540 Introduction to Research (cross- listed with EDUC 706) (1st 8 weeks)	CRTL 650: Using Data and Research to Improve Practice (1st 8 weeks)
CRTL 530: Teacher Leadership for Student Learning (2nd 8 weeks)	CRTL 660: School and Community Relations (2nd 8 weeks)
CRTL 520: Issues Related to Diversity, Equity and Access in Education (2nd 8 weeks)	
Semester 3	
CRTL 670: Dynamics of Group Behavior (1st 8 weeks)	
CRTL 680: Instructional Coaching and Mentoring for Student Learning (2nd 8 weeks)	
CRTL 690 – Seminar in School Administration (16 weeks)	

5. Not applicable.

6. The proposed program does not lead to any advanced teacher certifications.

7. Not applicable

8. As previously stated, the Graduate School is responsible for graduate admissions and administrative functions related to all Bowie State University graduate programs. The graduate catalog is online and contains all of the pertinent information for the BSU policies as well as for each individual graduate program. Additionally, within the education department, each program has an assigned program coordinator who serves as the advisor and point of contact for the students. A program orientation will be held at the beginning of each semester for new students and a program handbook will be provided. Additionally, the graduate school and programs have the support of the BSU financial aid office, as well as all other student support services on campus.

9. The Dean of the Graduate School has committed to supporting the development and implementation of the proposed program. A meeting will be convened with the BSU marketing director to conduct a needs analysis and to delineate a marketing strategy. Additionally, the

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program coordinators will play a critical and active role in marketing the program. They will work closely with the local school systems in order to promote the program, and they will attend various recruitment fairs and informational sessions. The TQP grant will also support the marketing efforts in the amount of $25,000.

H. Adequacy of Articulation
    Not Applicable

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

Current College of Education full-time faculty will support the proposed program. Drs. Davis, Lea and Parker have direct professional and scholarship achievements related to culturally-responsive theory and pedagogy and public school experience. See Appendix B.

Funding is available for all full-time faculty to receive support for ongoing professional development and continuing education. In addition, the institution provides faculty development events throughout the year.

Courses in the program will be delivered in an accelerated eight-week format. Offering a variety of delivery methods will allow faculty to meet the needs of diverse learning styles. Course instructional strategies will be interactive and will include a variety of hands-on experiences with concrete and virtual experiences. The courses will also include opportunities for guided discovery, research, exploration, investigation and values clarification through field-based experiences inclusive of observing, listening, questioning, reflecting, demonstrating and practicing. Faculty who teach in the program will be offered continuing education in evidenced-based, effective pedagogy through BSUs Center of Excellence in Teaching and Learning Office (CETL).

BSU utilizes the learning management system "Blackboard" which houses full online courses in addition to serving as a mode of communication for faculty and students. A minimum presence in Blackboard is advised for all courses to inform students about: (a) course syllabus; (b) attendance; (c) grades and due dates in Grade Center (d) instructor contact information and office hours and (c) hours of availability so that students so students can make appointments via iCAN. Faculty are experienced in the use of this LMS. BSU also has an office of Academic Computing and Online Course Support that provides support for technical needs of faculty and students in a timely basis, The Office of Academic Computing and Online Course Support also provides continuing education opportunities through face-to-face offerings as well as online training modules available to faculty and students 24 hours a day through web access. Additionally, faculty are able to gain certifications in online course development and instruction.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

Students enrolled in the proposed program will have access to the BSU library's online databases, the BSU main campus library resources. Additionally, students will have the ability to have items delivered directly to BSU from any of the other USM libraries. Students will also have access to the resources of a dedicated curriculum laboratory for all education majors. The curriculum laboratory is housed on the

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second floor of the Thurgood Marshall Library Room 2210. The laboratory supports the mission of excellence in teaching, learning and research of Bowie State University. The diverse materials found here, support instruction in professional development and teacher education of undergraduate, graduate students. These are both in print and non- print format. Education faculty uses the laboratory, which also houses the SMART Classroom facility, for teaching and demonstrations on electronic pedagogy. Also, the library has a budget dedicated for education programs in order for faculty to order needed texts, DVDs and other needed curricular resources.

K. Adequacy of Physical Facilities, Infrastructure and Institutional Equipment (as outlined in COMAR 13B.02.03.13)

The proposed program will be a part of the current graduate programs in the College of Education which is housed in the James E. Proctor Building (JEP) where the majority of courses are taught. The JEP was constructed in the year 2000 with 58,000 net assignable square feet of space, which includes:
- Ten classrooms each equipped with a whiteboard, computer, projector, drop-down screen, and other multimedia
- Seven 25-seat computer labs
- Two state-of-the-art 40-seat classrooms
- Two large-tiered multi-media classrooms (120 and 250 person capacity)
- Teaching observation rooms
- A student lounge
- A large 20-seat conference room
- Three seminar rooms
- PRAXIS lab
- Conference rooms and break rooms, and
- Faculty and staff offices.

All full-time faculty members have individual offices while most adjunct faculty members share a common office. Graduate assistants and student workers also utilize and share office space. In addition, students will also have access to university facilities outside JEP. These include four shared computer labs and classrooms with internet capability in the Thurgood Marshall Library basement and in other academic buildings throughout the campus in addition to the BSU Student Center that houses the bookstore, the cafeteria, etc.

L. Adequacy of Financial Resources

The proposed program will be supported by funding from a five-year US Department of Education Teacher Quality Partnership grant to develop a teacher-leader program. The students will be part of a cohort of up to 20 students each year for the next five years; serving approximately 100 teacher-leaders from the state's high-priority school districts. Tuition and revenue for the first five years will assure that at least a minimum of 10 students will be enrolled over the next five years. Tuition revenues will support the program after Year 5 with anticipated student enrollment growing by five students not being funded by the grant each cohort after Year 2. If the program's revenue does not exceed expenses after five years, the university would then re-evaluate the continuation of the program.

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TABLE 1: PROGRAM RESOURCES					
Resource 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)	69,719.58	123,104	211,330	272,088	336,301
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	7	12	20	25	30
e. Credit Hour Rate	$553.33	569.93	587.03	604.64	622.78
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	69,719.58	123,104	211,330	272,088	336,301
3. Grants, Contracts Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	69,719.58	123,104	211,330	272,088	336,301

1. Reallocated Funds: N/A
2. Tuition and Fees Revenue: The goal is to have at least seven students enrolled in the first year/Fall of 2020 with a steady increase each year. This is based on the interest as well as the rate of increase of the other graduate programs. The annual credit hour and fee rate is based on instate tuition. This chart also factors in a 3% tuition increase every year.
3. Grants and Contracts: N/A
4. Other Sources: N/A

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	0	0	2,835	9,670	5,940
a. Number of FTE (adjuncts)	0	0	.25 (1 adjunct)	.50 (2 adjuncts)	.50 (2 adjuncts)
b. Total Salary	0	0	2,625	5,250	5,500

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c. Total Benefits	0	0	210	420	440
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	2,835	9,670	5,940

1. Faculty: This includes the wage and fringe benefits for one adjunct in year three and two adjuncts in years 4 and 5 (calculated at the BSU current adjunct pay of $2,500 per course and 8% fringe benefits = $2700 per course with a 3% increase in years 4-5) to support the projected enrollment growth. No other full-time faculty are needed at this time, as it is proposed that two BSU graduate programs will be dormant and those two faculty will serve to coordinate the proposed program. Additionally, 7 of the 10 courses are already being offered and taught.
2. Admin. Staff: N/A
3. Support Staff: N/A
4. Technical Support and Equipment: N/A
5. Library: N/A
6. New or Renovated Space: N/A
7. Other Expenses: N/A

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

Courses are evaluated by students each semester through an online evaluation tool. The data is shared with course instructors as well as the department chairpersons. The department chairs work with the program coordinators to review the data with faculty, to provide professional development and other resources to faculty as needed, and to also guide course review and revisions.

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The College of Education has a dynamic system of evaluation which serves to inform continuous improvement based on data and evidence collected, maintained, shared and analyzed. The data informed processes guide the program's self-assessment that is context-specific, evidence- informed, and outcomes-focused. This process provides a focus through which the program evaluates the extent to which it is meeting state, university, program and school system expectations, delivering on priorities, implementing strategic goals and initiatives, improving programs, and measuring the impact of the programs on P-12 student learning and achievement.

The assessment system is comprised of multiple measures and steps that allow the EPP to monitor candidate progress and completer achievements. These decision points are layered with evaluations whereby candidates are assessed in relation to their prior academic preparation, current learning of content knowledge, demonstrated skills, and professional dispositions. Assessment methods include content knowledge, course-embedded assessments, and grades in major program courses, self-reflections, and academic performance indicators. Data is gathered from appropriate stakeholders, such as P-12 and administrators, course instructors, and students twice during the academic year.

The assessment system is comprised of several technologies that help to collect, store, and analyze data. The technologies used include Taskstream database, which provides a mechanism to electronically record program data, retrieve data from the institution's student information system PeopleSoft, and to generate reports on these data. After the fall and spring semester, the data is downloaded and disaggregated for program review. The data is used to inform, modify, and evaluate the program's operational effectiveness and decision-making regarding instructional practices.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education)**.**

As Maryland's first Historically Black Institution, Bowie State University is committed to providing access to high quality higher education to African-Americans and other under-represented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy 10). Bowie State faculty, staff, students and administrators are engaging in change management strategies and embracing experimentation so that the holistic needs of students can be better met (Innovation, Strategy 11).

Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all of its forms. The university community believes that its educational environment is

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enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the university aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty and staff by infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness and maintains a campus climate that respects and values diversity.

The proposed program in Culturally-Responsive Teacher Leadership supports Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges through the training of current P-12 teachers in new pedagogies and strategies to address changing classroom demographics.

O. Relationship to low productivity programs identified by the Commission:

This program is in the College of Education and has no relationship with a low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22).

Not applicable.

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Appendix A

Course Number and Title	Course Description	Credits
CRTL 510: Culturally-responsive Knowledge, Pedagogy, Discourse and Practices	This course explores theories, methods, and procedures underlying culturally-responsive practices in addition to the interrelationships among culturally-responsive practices and current curriculum, instruction, and assessment practices through a focus on the historical, sociological, and philosophical foundations of education. It examines researched and evidenced based practices in culturally-responsive practices in addition to the removal of barriers to the achievement of diverse and marginalized students.	3
CRTL 520: Issues Related to Diversity, Equity and Access in Education	Prerequisites: CRTL 510 This course examines issues of diversity (e.g., race, economic, ethnic, cultural, social, political, physical, and cognitive diversities) and their impact on classroom and school practices, policies, and procedures. The course is structured around race and class issues within the historical, social, and political framework. Students will understand the importance of developing a new systemic vision for educational leadership in the face of the increasing diversity, change, and complexity in the local, national and global context. Students will bridge multiple perspectives and apply a cultural proficiency framework to address the current achievement and opportunity gap that exists for economically and socially challenged students.	3
CRTL 530: Teacher Leadership for Student Learning	This course will provide a thorough understanding of the need for teacher-leaders, the variety of leadership roles teachers can assume, and the impact teacher leadership can have on students, schools and the community. This course supports the development of teacher-leaders to understand, influence, and implement educational policy and practices at the school, district and national levels. This course explores how schooling structures, practices and policies produce or resist educational equity for diverse families, cultures and communities. Additionally, this course identifies challenges and opportunities at the classroom and school-wide levels to engage families and communities in efforts to provide equitable opportunities and outcomes for all students. An organized study of theories and related research will trace educational progress and map realistic directions for the future.	3
CRTL 540 Introduction to Research (cross-listed with EDUC 706)	This course is designed to provide the graduate student with an understanding of the various kinds of behavioral research and to develop an understanding of various research designs appropriate to behavioral sciences. Use of basic statistical techniques appropriate to these designs is included.	
CRTL 550: Culturally-responsive Curriculum, Instruction and Assessment Practices	Prerequisites: EDUC 510, EDUC 520 This course, through a lens of culturally-responsive theory, defines what 21st-century skills are, assesses current practices, and builds essential skills that support and develop 21st-century teaching and learning skills needed to navigate and design the future —creativity, collaboration, communication, critical thinking and problem solving—along with content and fueled by rapidly changing technology. This course will explore the intersection between culturally-responsive pedagogy and 21st-century teaching and learning practices as well as the implications for designing culturally-responsive learning communities.	3

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CRTL 650: Using Data and Research to Improve Practice	This course is designed for teacher-leaders to acquire foundational skills to interpret data, research, and teaching and leading standards. This course will help students to conceptualize student and school data to build learning communities that are student driven and student focused to increase student learning. Students will work to identify problems of practice and use evidence to systemically address teaching and learning concerns.	3
CRTL 660: School and Community Relations (cross-listed with ESAS 704)	This course is designed to consider how issues and confrontations, such as school personnel, pupils, parents, and representatives of social institutions and agencies, interact. The question to resolve is how the school may best use the human resources surrounding it to the enhancement of its goals and its programs.	3
CRTL 670: Dynamics of Group Behavior (Cross-listed with PSYC 739)	This course is primarily concerned with the way in which small, face-to- face groups function and the factors which influence their functioning. Secondly, factors that influence organization functioning will be considered. The effect of the individual's behavior on other group members and the group will be examined. Various experiential activities, such as role-playing, subgroup exercises and simulation will be used to demonstrate and analyze facets of group dynamics. The course is designed to assist teachers, administrators, managers, and curriculum workers.	3
CRTL 680: Instructional Coaching and Mentoring for Student Learning	This course will focus on ways to cultivate the next generation of teacher-leaders who may serve as mentors to other peer teachers who would like to become teacher-leaders. This course will help teacher-leaders to model mentoring strategies across race/ethnicity and gender groups by being insightful and to demonstrate informative ways to help others to experience a mentoring relationship in deeper and impactful ways to bridge the gender gap in teacher leadership. This course will further assist teachers in gaining knowledge to help close the gap in the literature on race, ethnic, and gender differences in mentoring. Additionally, this course will help to provide an in-depth look at successful mentorships across gender and race/ethnicity between experienced and emerging scholars of color, social and cultural divide. This course is designed to acquaint educators with theories and current research that support innovative practices and effective teaching strategies in K-12 school settings by using effective coaching, mentoring skills and giving support to peer teachers.	3
CRTL 690 – Seminar in School Administration (Capstone Project) (cross-listed with ESAS 825)	This seminar has three main purposes: (1) to assist the student in completing the research paper requirement; (2) to review major topics in the area of concentration; and (3) to achieve an in-depth exploration of major issues and trends in the field of curriculum, instruction and assessment.	3

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Appendix B: Quality of Program Faculty

	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
Existing Faculty					
Constance Brooks	Ed.D.	Associate Professor	FT	CRTL 540	**Dr. Brooks has experience as a Mathematics and Computer Science Teacher as well as a Local School and Central Office Administrator. Dr. Brooks has served as the AERA Session Chair for Secondary.** **Mathematics; as a Reviewer of papers and presentations for AERA as well as a contributor to the GEAR UP GRANT, Preparing High School students to transition into high school, at Central High School. Dr. Brooks has also presented at Oxford University in 2008**
Julius Davis	Ed.D.	Associate Professor	FT	CRTL 520	**Dr. Davis currently serves as the Program Coordinator of the MAT program at BSU. Dr. Davis has extensive experience as a math teacher in the public schools and his research and work has been steeped in culturally-responsive theory and pedagogy.** **He has also had extensive publications such as "Davis, J. Martin, D.B. (2008). Racism, assessment instructional practices: Implications for mathematics teachers of African American students. Journal of Urban Mathematics Education 1(1), 10-34 with his most recent publication as co-editor of, Critical Race Theory in Mathematics Education. Dr. Davis has presented papers regarding the African American mathematics teacher narrative as well as challenges faced by African-American students and their plight to becoming of math literate.**
Davenia Lea	Ph.D. Early Childhood Special Education	Associate Professor	FT	CRTL 550	**Dr. Lea has been in the field of higher education for over 10 years and taught in a public school system for 10 years. She has a wealth of experience in culturally-responsive pedagogy, working with diverse families, collaboration, multidisciplinary teaming, and global education. Dr. Lea is published and has made several**

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					presentations to include: Journal of Adventist Education co-editor of the special edition on Urban Education August 2015 "Cultural Reciprocity as a Transformative Journey in Research and Practice". In *Culture in Special Education: Building Reciprocal Family- Professional Relationships*, (*2nd ed*). Ed. Harry, B., Kalyanpur, M., 2012 Lea, D. (2006) 'You Don't Know Me Like That': Patterns of disconnect amongst early interventionist and adolescent mothers of children with disabilities'. *The Journal of Early Intervention*, v 28, 227-251. Co-Presenter, "When Cultures Collide", Council for Exceptional Children Annual Conference, Washington, DC 2011 Presenter, "Does Cultural Identity Really Matter, National Association for Multicultural Education Annual Conference, New Orleans, LA 2008
Akeda Pearson	Ed.D. in Education Leadership	Assistant Professor	FT	CRTL 660 CRTL 690	Dr. Pearson currently serves as the BSU Director of Advanced Studies in Teaching and Learning and has extensive experience as an educator and educational leader. She has served as the School District's Communications Specialist, Queen Anne's County Public Schools as the School District's Professional Development Coordinator (Equity and Cultural Proficiency Expert) in Richmond, VA; as the School District's School Community Engagement Liaison for Anne Arundel County Public Schools, as well as a Teacher Mentor for Baltimore County Public Schools. Dr. Pearson is published "Achievement: Providing Equity and Access to The Most Vulnerable High School Special Needs Students." Cambridge College. 2014. Dr. Pearson has also worked to collaborate with local school districts providing

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					professional development opportunities and summer institutes in order to meet the needs of conditionally licensed teachers within PGCPS.
Jacquelyn Sweeney	Ph.D. Curriculum, Teaching, Policy	Associate Professor	FT	CRTL 520	Dr. Sweeney coordinates the BSU Graduate Reading Program and has experience as an elementary, middle school, and an alternative school educator. Her research is focused on culturally-responsive and sustaining practices. She also has publications and presentations in the area of CRT: Sweeney, J. Damrow, A. (submitted for review August 2019). 'You catch yourself thinking these things': Preservice teachers addressing their biases and stereotypes through Computer Mediated Communication. Journal of Technology and Teacher Education. McGuire, M. (2019). A Collaborative Project: How Can I Say This So You Will Stay? Creative work inspired by Sweeney, J. Damrow, A. and their qualitative research project focused on preparing teachers for culturally, linguistically, and socioeconomically diverse communities. NEA-Sponsored Staged Reading Sept 2 at Kennedy Center and Sept 3 at Bowie State University. Damrow, A. L., Sweeney, J. S. (2019). Beyond the bubble: Preparing preservice teachers through dialogue across distance and difference. Teaching and Teacher Education, 80, 255-265. Damrow, A., Sweeney, J. (2019). Building relationships, strengthening professional learning, and inspiring a play: A story of peer-to-peer dialogue across institutional boundaries. Ethnography in Education Research Forum. Penn Ethnography Forum. Sweeney, J. (2017). Teachers' Religious Ideologies and Classroom Equity. SIG Religion and Education Paper Session. AERA Conference. San Antonio, TX. Sweeney, J.

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					Damrow, A. (2016). Pre-service Teachers' Shared Stories: Raising Sociocultural Consciousness. Ethnography in Education- Penn GSE, Philadelphia, PA. Sweeney, J. (2015) The Cultural Fabric of Five: How life stories influence teacher noticing. AERA. Division K: Teacher and Teacher Education. Chicago, IL. Sweeney, J. (2015). Veteran teachers' levels of noticing within diverse populations. AERA. SIG- Research Focus on Black Education. Chicago, IL.
Ann Hilliard	Ed.D. in Higher Education Studies	Associate Professor	FT	CRTL 680	**Served previously as a Principal, Assistant Principal, Coordinator, Academic Achievement Specialist, Coordinator for Maryland s Tomorrow, Business Manager and Teacher** **Served as Editor-in-Chief for the International Journal of Educational Leadership, 2019.** **Peer Reviewer for Journal of College Student Retention: Research, Theory Practice (2019.** **Served as Peer Reviewer for Journal of College Student Retention: Research, Theory Practice Editorial Office, Sage Publication Spring, 2017. reviewer for dissertation from a Jordanian student who conducted research on the Sheikh** **Mohammed bin Rashid Al Maktoum of Dubai who is also the Vice-President of the UAE, 2016. Prof. Nitza Davidovitch, Ariel University, Israel, 2017.**
Wilbur Parker	Ed.D. Education Organization Leadership	Assistant Professor	FT	CRTL 530	**Dr. Parker currently serves as the chair of the Educational Studies and Leadership program at BSU. Dr. Parker has extensive experience as a science teacher in the public schools and has extensive experience in the area of professional development and educational leadership. He served as Department Chairman Biological Sciences - Secondary Science Education, as a Professional Develop Lead Teacher, a District Professional**

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					Development (NBPTS) Coordinator, a Professional Learning Coordinator for BITSI and an International Baccalaureate (PYP, MYP, DP) - National Program Evaluator He also has publications such as "Identifying and Supporting Black Male Students in Advanced Mathematics Courses throughout the K-12 Pipeline" Gifted Child Today.(2019).
Renee Foose	Ed.D. Education Policy and Leadership	Associate Professor	FT	CRTL 650	Book Chapter - Anti-Semitic Frameworks for College Campuses - Peter Lang Publishers - Spring 2019 MD Advanced Professional Teaching Certificate MD Administrator I Certificate MD Administrator II Certificate MD Superintendent Endorsement K-12 Experience and Leadership Superintendent - 5 years Deputy Superintendent 2 years Associate Superintendent - 2 years Central Office Director - 2 years Middle School Principal - 5 years High School Assistant Principal - 3 years High School Teacher - 5 years Middle/Elementary Teacher - 2 years
Darla Scott	**PhD in Developmental Psychology**	**Assistant Professor**	**FT**	**CRTL 670**	**Director of Training and Curriculum Development for school improvement projects for 8 years; Middle School teacher for one year; Site Director for YMCA summer and afterschool programs for 2 Years; Site Coordinator for Culturally Relevant Afterschool Programs for 2 years; Head Start teacher aide for two years** **Bruce, A.W. Scott, D.M. (2013). Having their say: Student perceptions of teaching excellence. Poster presented at American Educational Research Association Annual Conference, San Francisco.** **Boykin, A.W., Scott, D.M. Bruce, A.W. (In preparation). Music and Variability: Improving reading comprehension and math**

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					estimation skills of African American low income elementary school children. To be submitted to the Journal of Negro Education. Coleman, K.D., Hurley, E.A., Boykin, A.W., Coleman, S.T., Scott, D.M. Tyler, K.M. (In press). The influence of communal learning contexts on African American elementary student's creative problem solving. To be submitted to the Journal of Black Psychology. Coleman, S.T., Boykin, A.W., Tyler, K.M., Scott, D.M., Hurley, E.A. (In press). Exploring the effects of communal learning on mathematics performance among African American middle grade students. To be submitted to the Journal of Black Psychology

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Appendix C: Alignment of National and State Standards to Proposed Program Courses

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M.Ed. Culturally Responsive Curriculum Instruction and Assessment Program
Alignment of Course Student Learning Outcomes to
The National Education Association (NEA) Teacher Leader Model Standards

Domain I. Fostering a Collaborative Culture to Support Educator Development and Student Learning										
	CRTL 510	CRTL 520	CRTL 530	CRTL 540	CRTL 550	CRTL 650	CRTL 660	CRTL 670	CRTL 680	CRTL 690
a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;							X	X	X	
b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;							X	X	X	
c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;							X	X	X	
d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and		X	X		X			X		
e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.	X			X	X			X		X

Domain II. Promoting Professional Learning for Continuous Improvement										
	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;							X		X	X
b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;									X	

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c) Facilitates professional learning among colleagues;								X	X		X
d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;			X		X	X					
e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;								X	X		
f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;					X						X
g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and								X			X
h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.			X			X				X	

Domain III: Facilitating Improvements in Instruction and Student Learning										
	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;				X	X					
b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;				X						X
c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;										X
d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;										X

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e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and				X						
f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.	X	X	X							

Domain IV: Promoting the Use of Assessments and Data for School and District Improvement										
	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;				X						
b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;				X	X					
c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and		X	X	X						
d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.				X	X				X	

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Domain V: Improving Outreach and Collaboration with Families and Community										
	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;	X		X							
b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;										X
c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;							X			X
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and										X
e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community							X	X		X

Domain VI: Advocating for Student Learning and the Profession										
	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;										X
b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;										X

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c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;					X			X	
d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and		X						X	X
e) Represents and advocates for the profession in contexts outside of the classroom.		X							X

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M.Ed. Culturally Responsive Curriculum Instruction and Assessment Program
Alignment of Course Student Learning Outcomes to
Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools:
A Manual for Teacher Educators, Teachers, and Principals
Prepared by the Maryland Teaching Consortium with support of the Maryland State Department of Education (MSDE)

Program Component 1: Knowing Students

Program Component 1: Understanding Culture										
PROGRAM INDICATORS	**CRTL 510**	**CRTL 520**	**CRTL 550**	**CRTL 650**	**CRTL 530**	**CRTL 680**	**CRTL 690**	**CRTL 540**	**CRTL 670**	**CRTL 660**
UC1. The program provides educators opportunities to develop their knowledge of culture and diversity and understand the implications for professional practice. Further, educators will learn about issues such as, but not limited to, racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators.	X	X								
UC2. The program offers cultural immersion experiences.							X			
UC3. The program provides educators with strategies for meeting the unique learning needs of ELs.					X					
UC4. The program makes a concerted effort to incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families.					X					X
EDUCATOR INDICATORS	**CRTL 510**	**CRTL 520**	**CRTL 550**	**CRTL 650**	**CRTL 530**	**CRTL 680**	**CRTL 690**	**CRTL 540**	**CRTL 670**	**CRTL 660**
UC5. The educator demonstrates knowledge, understanding, and respect For students' cultures.			X		X					
UC6. The educator is able to uphold the shared values and expectations of the school while understanding and respecting different perspectives of students and colleagues.		X								
UC7. The educator strives to understand and respect cultures outside his/her own.					X		X		X	

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UC8. The educator provides opportunities for students to show understanding and empathy for others.						X				

Program Component 1: Building Relationships										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
BR1. The program teaches educators how to build meaningful relationships with students, parents, colleagues, administrators, and other stakeholders in multiple contexts.			X							X
BR2. The program provides opportunities for educators to develop an empathetic disposition for working with students, parents, colleagues, and other stakeholders.		X			X					
BR3. The program provides opportunities to develop effective communication skills that reflect sensitivity to cultural norms.	X									X
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
BR4. The educator considers the whole child when developing relationships with students.					X					
BR5. The educator creates positive personal relationships with students.					X				X	
BR6. The educator observes student-student interactions to better understand each individual.				X	X					
BR7. The educator employs specific strategies to build relationships of mutual trust and respect with diverse students and families.										X
BR8. The educator values communication with families and understands the important role family and community play in supporting student success.					X					
BR9. The educator provides opportunities for families to be involved in their child's educational experiences.					X				X	
BR10. The educator views the parent as an expert on the child.										X
BR11. The educator facilitates student social skill development to promote effective communication.					X					
BR12. The educator infuses the role of family and community into teaching and learning.					X					

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BR13. The educator provides opportunities for students to form positive relationships and work in teams.					X				X	
BR14. The educator participates in the local community.							X	X		
BR15. The educator provides opportunities for students to contribute in meaningful ways to the school and the surrounding community.					X				X	
Program Component 1: The Child As A Learner										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CL1. The program provides educators with opportunities to work with children at all developmental levels.					X				X	
CL2. The program provides candidates with the knowledge of the instructional implications of cultural and linguistic diversity.	X	X								
CL3. The program provides a venue to showcase student work.							X	X		
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CL4. The educator believes that each and every student can learn at high Levels and actively contribute to class activities.				X					X	
CL5. The educator believes that empathy and understanding the lived experiences of students are fundamental in reaching and teaching each learner.		X	X							
CL6. The educator helps students develop resilience through protective factors, such as helping students not take the adversity in their lives personally or see adversity as permanent or pervasive.					X				X	
CL7. The educator helps students recognize when internalized negative messages are impacting their ability to achieve.		X			X				X	
CL8. The educator understands the emotional response of moving to a new country, and the situations of various ELs		X			X					
CL9. The educator uses knowledge of human and brain development to identify the impact of poverty on a student's learning and his/her sociological, physical, and psychological development.		X			X					
CL10. The educator understands the academic,		X	X		X				X	

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functional, social, and behavioral needs of SWDs, including SWDs who are also ELs.										
CL11. The educator encourages and creates opportunities for students to take ownership of their learning through student choice and self-regulation.					X	X				
CL12. The educator understands the relationship between self-esteem and motivation in students.	X									
CL13. The educator understands that praise can be either a motivator or de-motivator and uses praise as a way to support specific needs of each student.						X				
CL14. The educator provides support for students to encourage resilience.						X				
CL15. The educator believes intelligence is a malleable quality to be developed in all students.	X									
CL16. The educator believes an important part of the profession is advocating for children.	X					X				X
CL17. The educator recognizes students' internal and external stressors and provides constructive outlets for responses to those stressors.						X			X	
CL18. The educator plans and facilitates activities that broaden student experiences.						X			X	
CL19. The educator understands the developmental learning process.					X	X				
CL20. The educator provides opportunities for students to recognize their own emotions, values, strengths, and limitations.					X	X			X	

Program Component 1: Behavioral Interventions										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
BI1. The program provides opportunities in courses and clinical experiences to practice active listening, conflict de-escalation, and other strategies to promote a positive and productive classroom environment.					X		X	X		
BI2. The program provides instruction to candidates on teaching students strategies for self-regulation.					X		X	X		
BI3. The program provides educators opportunities to develop knowledge of and strategies to address					X		X	X		

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bullying and harassment.										
EDUCATOR INDICATORS	**CRTL 510**	**CRTL 520**	**CRTL 550**	**CRTL 650**	**CRTL 530**	**CRTL 680**	**CRTL 690**	**CRTL 540**	**CRTL 670**	**CRTL 660**
BI4. The educator is non-judgmental and practices skills of active listening and rephrasing.					X					
BI5. The educator identifies components of bullying and harassment.									X	
BI6. The educator is able to use strategies to de-escalate emotional situations and to resolve conflict.					X					
BI7. The educator is able to identify the consequences of bullying and related issues.		X								
BI8. The educator effectively uses positive reinforcement to promote productive behaviors.					X					
BI9. The educator develops a classroom leadership style that is respectful while maintaining a rigorous academic environment.					X					X
BI10. The educator develops Behavioral Intervention Plans as needed.					X					
BI11. The educator facilitates student self-regulation and ability to circumvent and resolve interpersonal conflict.					X					

Program Component 1: Knowing the Resources										
PROGRAM INDICATORS	**CRTL 510**	**CRTL 520**	**CRTL 550**	**CRTL 650**	**CRTL 530**	**CRTL 680**	**CRTL 690**	**CRTL 540**	**CRTL 670**	**CRTL 660**
KR1. The program instructs educators on how to identify school and community resources that are available for students, educators, and families.					X				X	
KR2. The program ensures that information about relevant resources at the IHE is shared with all school stakeholders.								X		
EDUCATOR INDICATORS	**CRTL 510**	**CRTL 520**	**CRTL 550**	**CRTL 650**	**CRTL 530**	**CRTL 680**	**CRTL 690**	**CRTL 540**	**CRTL 670**	**CRTL 660**
KR3. The educator serves as a student and family advocate, connecting families with resources, supports, and services.										X
KR4. The educator infuses community-based resources into instruction to support student learning.					X					

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	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
KR5. The educator identifies student behaviors that prompt referral.				X	X					

Program Component 2: Understanding Oneself in the Context of Poverty/Cultural & Linguistic Diversity

Program Component 2: Core Beliefs										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CB1. The program provides opportunities for educators to explore their core beliefs about teaching and learning.	X	X	X					X		
CB2. The program provides opportunities to develop a personal philosophy of teaching that embodies culturally responsive pedagogy.			X							
CB3. The program implements a process for identifying and assessing dispositions, and when appropriate, provides specific and timely counseling related to dispositional concerns.			X				X			
CB4. The program teaches the importance of a growth mindset.	X								X	
CB5. The program engages educators in the examination of new research and teaching strategies related to high poverty/culturally and linguistically diverse school populations.					X			X		
CB6. The program provides opportunities for teachers to engage with the community outside of the classroom.							X			
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CB7. The educator believes she/he can teach all students in such a way that they can learn and achieve at high levels.	X		X							
CB8. The educator accepts responsibility for the education of the whole child.			X		X					
CB9. The educator values student creativity and process as well as product.					X				X	
CB10. The educator believes that critical and creative thinking can be taught.			X		X					
CB11. The educator believes that every student can develop resilience.			X		X					

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EDUCATOR INDICATORS CONTINUED	Program Component 2: Core Beliefs Continued									
	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CB12. The educator believes culture plays a large part in everyone's lives and actively seeks experiences to evolve in his/her understanding of race and culture.	X		X							
CB13. The educator assumes positive intent and operates with empathy.			X		X					
CB14. The educator embraces and responds positively to a variety of cultures.		X	X							
CB15. The educator understands the difference between productive and unproductive instructional practices and their implications for student learning.			X		X					
CB16. The educator views himself/herself as a learner and models the value of lifelong learning.							X	X		
CB17. The educator seeks a deeper understanding of his/her worldview, in conjunction with a rich understanding of the students' personal worldview.	X						X	X		

Program Component 2: Reflective Practice										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
RP1. The program teaches candidates strategies to develop the practice of deep reflection on all aspects of their teaching.			X	X	X		X			
RP2. The program teaches candidates about the value of multiples lenses as an important component of their reflective process.		X	X							
RP3. The program teaches candidates to implement data-driven instruction as part of the reflective process.				X	X					
RP4. The program provides multiple and varied opportunities for self-reflection.	X		X				X	X		
RP5. The program encourages the ongoing practice of reflection as a part of lifelong learning.			X	X						
RP6. The program provides strategies for achieving and maintaining an appropriate work/life balance.			X				X			

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EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
RP7. The educator values critical feedback.							X	X		
RP8. The educator regularly reflects on his/her own strengths and weaknesses.			X		X		X	X		
RP9. The educator assumes responsibility for failures and successes and is willing to seek alternative solutions.							X			
RP10. The educator uses his/her awareness of personal biases, and those of others, to shape appropriate responses and reactions.								X		
RP11. The educator and candidate debrief findings from student feedback surveys to improve understanding and interactions with their learners, who may have different values, experiences, and filters.							X	X		
RP12. The educator uses student data and reflection to analyze and inform Instruction.				X	X					
RP13. The educator strives to maintain an appropriate work/life balance.							X			

Program Component 3: Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Program Component 3: Instruction and Assessment										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
IA1. The program offers diverse experiences in a variety of settings, working with a variety of educators, students, and other members of the community.							X	X		
IA3. The program provides frequent, specific, and meaningful feedback to candidates.							X			
IA4. The program provides opportunities to apply the use of culturally responsive pedagogy.					X		X			
IA5. The program prepares educators to meet the needs of SWDs and Els and provides opportunities to apply the use of group-specific pedagogy.				X	X					
IA6. The program uses a lesson plan template that reflects planning for diverse learners.					X					

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	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
IA7. The program models instruction that allows for learner choice.					X					
IA8. The program integrates the arts into professional learning experiences.					X					
IA9. The program models technology integration and instruction that promotes 21st-century learning skills.						X				
EDUCATOR INDICATORS	**CRTL 510**	**CRTL 520**	**CRTL 550**	**CRTL 650**	**CRTL 530**	**CRTL 680**	**CRTL 690**	**CRTL 540**	**CRTL 670**	**CRTL 660**
IA10. The educator understands the impact of culture on student learning and applies that knowledge when planning and delivering instruction and assessment.				X	X					
IA11. The educator demonstrates that content knowledge and prescribed learning standards are important for designing meaningful lessons.					X				X	
IA12. The educator presents subject matter and social issues from multiple perspectives to enhance student learning.			X		X					
IA13. The educator designs curricula that engage, foster higher order thinking, and allow for explicit teaching of a variety of learning skills/strategies.			X						X	
IA14. The educator uses research to effectively design instruction and assessment that is relevant to students.			X		X			X		
IA15. The educator applies systematic programs such as Universal Design for Learning (UDL) to develop curriculum and assessments that meet the needs of diverse learners.			X		X					
IA16. The educator implements strategies for differentiation and appropriate assessments for ELs as needed.			X		X					
IA17. The educator applies the progression of language development (preproduction, early production, speech emergence, intermediate fluency, and fluency) in working with students from high poverty/culturally and linguistically diverse schools.			X		X				X	
IA18. The educator explores best practices in meeting the needs of ELs, SWDs, and high poverty and culturally/linguistically diverse students through action research.			X		X				X	
IA19. The educator understands both the value, and the processes behind implementation, of a balanced and culturally responsive assessment system.			X	X						

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	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
IA20. The educator provides opportunities for student self-assessment and self-reflection in relation to personal and academic goals.				X	X					
IA21. The educator integrates the arts into content instruction to promote student learning and to encourage student self-expression and communication.					X				X	
IA22. The educator effectively integrates technology and 21st-century skills instruction to promote student learning.						X				

Program Component 3: Positive Classroom Environment										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
PCE1. The program provides educators with a safe space to be innovative and supports innovation in the classroom.							X	X		
PCE2. The program explicitly teaches the skills needed for effective classroom leadership in a culturally responsive learning environment.		X			X					X
PCE3. The program engages candidates in active learning experiences related to classroom leadership, including but not limited to case studies, role play, and video scenarios.					X					X
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
PCE4. The educator builds on students' strengths, rather than acting from a deficit model.			X						X	
PCE5. The educator ensures that students see themselves in texts, curricula, and school/classroom displays.			X		X				X	
PCE6. The educator creates a safe and structured environment that is responsive to the needs of all students.			X		X				X	
PCE7. The educator provides opportunities for students to feel a sense of belonging, competence, and usefulness.			X		X				X	
PCE8. The educator models effective participation in a community through facilitation of class meetings for goal setting, use of effective communication, and establishment of class norms in order to foster a sense of belonging and prevent conflict.			X		X					

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PCE9. The educator celebrates small victories with students to develop student perseverance.					X					
PCE10. The educator provides opportunities for students to practice responsible decision-making about personal and social behavior.					X				X	
PCE11. The educator is intentional about language use, choosing to use language that communicates respect and high expectations.			X		X					
PCE12. The educator facilitates effective classroom discussions.			X		X					

Program Component 3: Collaboration										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
C2. The program provides opportunities for educators to develop coteaching and collaboration skills within and among content areas.					X					
C3. The program provides models of effective collaboration, co-planning, and co-teaching.									X	
C4. The program differentiates for all educators the similarities and differences between both co-teaching as an internship model and coteaching as a special education model, and the difference between coteaching and collaborating.					X					
C6. The program infuses collaborative teaching strategies within the IHE curriculum.					X					
C7. The program fosters collaborative relationships between schools and cultural arts organizations/museums.					X					
C8.The program provides educators with the opportunity to visit the EL and special education classes, debrief experiences, and participate in collaborative meetings with EL educators, special educators, and paraprofessionals.					X					X
C9. The program ensures that all candidates collaborate, plan, or teach with special resource personnel.				X						
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
C10. The educator engages effectively with colleagues, family, community, and other					X					

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stakeholders to build classroom culture and improve student outcomes.										
C11. The educator collaborates with visual arts, media arts, music, drama, and dance educators to develop arts-integrated curriculum.					X					
C12. The educator collaborates with special resource personnel such as reading specialists and instructional assistants.				X						

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Frostburg State University: Bachelor of Science in Life-Cycle Facilities Management

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: Frostburg State University (FSU) is proposing a climate-change and emergency preparedness-oriented Life-Cycle Facilities Management bachelor's program, which would focus on: 1) techniques uniquely critical to responding to climate-change forecasts, and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes.

The program, which would be housed in FSU's College of Liberal Arts and Sciences with other interdisciplinary programs, and includes existing courses from the Geography, Mathematics, Philosophy, Economics, and Management Departments. The following themes would be infused into the curriculum: sustainable site development; water savings; energy efficiency; materials selection; and indoor environmental quality. In keeping with FSU's emphasis on experiential learning, the program would also require two summer internships for a total of 12 credits and allow prior learning credits to be awarded for individuals with experience.

The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to sustainability, with a number of courses being focused on environmental issues and sustainable construction practices. As part of the overall strategic plan of the institution to meet workforce demands and all graduates have High Impact Practices with a focus on internships and integrative capstone experiences, the Life-Cycle Facilities Management degree will support these institutional priorities.

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 Frostburg State University to offer the Bachelor of Science in Life-Cycle Facilities Management.

COMMITTEE RECOMMENDATION: Approval	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

April 2, 2020

Dr. Jay A. Perman, Chancellor
University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

Frostburg State University (FSU) is proposing a climate-change and emergency preparedness-oriented Life-Cycle Facilities Management bachelor's program, which would focus on: 1) techniques uniquely critical to responding to climate-change forecasts, and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes. The following themes would be infused into the curriculum: sustainable site development; water savings; energy efficiency; materials selection; and indoor environmental quality. In keeping with FSU's emphasis on experiential learning, the program would also require two summer internships for a total of 12 credits and allow prior learning credits to be awarded for individuals with experience.

The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to sustainability, with a number of courses being focused on environmental issues and sustainable construction practices.

Proposal Type:	**New Academic Program**
Program:	**Life-Cycle Facilities Management**
Title of Proposed Program:	**Bachelor of Science in Life-Cycle Facilities Management**
Award Level:	**Bachelor's Degree**
CIP:	**309999**
HEGIS:	**490400**

We would appreciate your support for this request. Enclosed please find the completed proposal and cover sheet. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

Dr. Elizabeth Throop
Provost and Vice President for Academic Affairs

pc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
       Dr. Emily Dow, Assistant Secretary of Academic Affairs, MHEC
       Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU
       Dr. Kim Hixson, Dean of College of Liberal Arts & Sciences, FSU

FROSTBURG STATE UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

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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

Frostburg State University
_____
Institution Submitting Proposal

Life Cycles Facilities Management
_____
Title of Proposed Program

Bachelor's Degree	Fall 2020
Award to be Offered	Projected Implementation Date

4904.00	309999.0000
Proposed HEGIS Code	Proposed CIP Code

College of Liberal Arts and Sciences	Sara-Beth Bittinger
Department in which program will be located	Department Contact

301-687-3130	sbittinger@frostburg.edu
Contact Phone Number	Contact E-Mail Address

Ronald Nowaczyk   April 6, 2020

_____   _____
Signature of President or Designee   Date

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A.   **Centrality to Institutional Mission and Planning Priorities:**

1.   Program description and relationship to mission:

Frostburg State University (FSU) is proposing a climate-change and emergency preparedness-oriented Life-Cycle Facilities Management bachelor's program, which would focus on: 1) techniques uniquely critical to responding to climate-change forecasts, and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes.

The proposed interdisciplinary program would require 105 undergraduate semester hours of credit. This would include 59 credits of Life-Cycle Management courses and 19 credits of Geography. The following themes would be infused into the curriculum: sustainable site development; water savings; energy efficiency; materials selection; and indoor environmental quality. In keeping with FSU's emphasis on experiential learning, the program would also require two summer internships for a total of 12 credits and allow prior learning credits to be awarded for individuals with experience.

The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to sustainability, with a number of courses being focused on environmental issues and sustainable construction practices.

2.   Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

As part of the overall strategic plan of the institution to meet workforce demands and all graduates have High Impact Practices with a focus on internships and integrative capstone experiences, the Life-Cycle Facilities Management degree will support these institutional priorities. With a rich experiential learning curriculum and a high workforce need, the LCFM program will affirm.

Specifically, this proposed program supports the following institutional goals (FSU Strategic Plan, https://www.frostburg.edu/about-frostburg/strategic-plan-2018-2023/strategic-goals.php):

Goal I. Focus learning on both the acquisition and application of knowledge:

    A.   Ensure students acquire the essential knowledge and skills needed to succeed.

    B.   Infuse applied learning throughout the FSU curriculum.

Goal IV. Align university resources – human, fiscal, and physical – with strategic priorities:

    C.   Ensure academic programs meet student and workforce expectations.

3.   Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

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The new program will be funded via Workforce Development Initiative (WDI) enhancement funding via the state of Maryland. Frostburg State University submitted a proposal for funds to support the creation of a program to develop curriculum for a workforce need. FSU was awarded these funds, which are part of our base state appropriation.

4. Provide a description of the institution's a commitment to:
    a)   ongoing administrative, financial, and technical support of the proposed program

Funds to support this program provided by the Workforce Development Initiative are part of FSU's base state appropriation. The program, which would be housed in FSU's College of Liberal Arts and Sciences, has its curriculum and syllabi already developed.

    b)   continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

FSU will offer this program for an initial period of at least 7 years. At the end of the first three-year period, the program will be reviewed to determine if enrollment projections are being met. If enrollment projections are not being met, a recovery plan will be instituted to increase enrollment.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

    a)   The need for the advancement and evolution of knowledge

The advancement and evolution of studies aimed to assess managerial, economical, and environmental credentials of any products/projects is directed towards the study of an entire product/project lifecycle from inception, through engineering design and manufacture, to service and disposal of manufactured products. The LCFM program planned to be offered at FSU would provide the essential knowledge and help organizations and companies in coping with the increasing complexity and engineering challenges of developing and managing new or existing products for the global competitive markets, in search of resiliency, durability, and sustainability.

    b)   Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

FSU fulfills a unique role as the only public comprehensive university west of the Baltimore-Washington corridor in providing educational opportunities to students in western Maryland. During fall 2019, FSU served 40.7% undergraduate minority students (FSU Office of Assessment & Institutional Research, https://www.frostburg.edu/academics/air/_files/pdfs/fast-facts/factsheetfsu2019.pdf).

    c)   The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

N/A

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

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In line with FSU's emphasis on experiential learning, the proposed Life-Cycle Facilities Management program would require two summer internships (with a recommendation for a third) and allow prior learning credits to be awarded for individuals with experience. It aligns with the institutional commitment to regional economic development and engagement, as well as with Strategy 8 of the Maryland Higher Education Commission's 2017-2021 State Plan for Postsecondary Education. The program also has the support and involvement of the local skilled trades unions and the Association of General Contractors in Washington, DC.

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

➢ Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Life-cycle facilities management is a field that is rapidly evolving from construction management. Based upon inputs from the LCFM stakeholder group (attachment B) and the designed curriculum, graduates of this proposed program will be well-prepared for a variety of employment opportunities that include not only Construction Manager but also the following: Project Manager, Cost Estimator, Product Life-Cycle Specialist/Manager, Fleet Life-Cycle Manager, Building and Systems Analyst, and Facility Manager. Potential employers include general contractors, sub-contractors, projects and construction management firms, real estate developers, architectural engineering firms, research firms, manufacturing companies, and technology solution companies.

Need for Program: (Briefly describe the need – internal and/or external – for the proposed program and its importance to the programmatic emphases in the approved institutional mission.)

Currently across the world, there is a paramount need of leaders able to design, build, and managing companies with environment, society, and long-term sustainable development goals in mind. This need is transforming the temporary and conventional trend of doing business to a mainstream and interdisciplinary approach, often adapting project management practices to a cost and environmental efficient process. The increasing awareness of environmental issues, such as global warming and sea level rise problems, are becoming topics of discussion in communities across the globe. The growing awareness of sustainable construction's and facilities management's potential to positively impact environmental issues is pushing green practices to the forefront. As a result, more local governments are adopting green building standards and regulations by providing permitting and financial incentives for sustainable development. However, by delivering green building projects with different risk-associated impacts, the building and management process requires adjustments to the conventional methodologies.

Ultimately, the mission of the bachelor's Program in Life-Cycle Facilities Management is to provide an interdisciplinary, flexible and state-of-the-art curriculum that provides students with knowledge and marketable skills to become future leaders of construction or manufacturing related organizations worldwide.

➢ Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Below, there is provided an outline of jobs, projecting market demand and median-pay data retrieved from the U.S. Bureau of Labor Statistics (www.bls.gov). The list below refers only to the available BLS data. Since Life-Cycle Facilities Management is an evolving field, the jobs listed below are those which the degree program would most prepare students to attain. There

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are a large number of other jobs possible within firms specializing in that part of the industry, such as Product Life-Cycle Specialist/Manager, Fleet Life-Cycle Manager, Building and Systems Analyst, Data Engineer/Specialist, Facility Manager, and Project Manager.

- **Construction Managers:** 2018 employment: **471,800.** 2018 median pay: **$93,370.** Projected employment change, 2018–28: Number of new jobs: **46,200.** Growth rate: **10 percent (Faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Cost Estimators:** 2018 employment: **217,400.** 2018 median pay: **$64,040.** Projected employment change, 2018–28: Number of new jobs: **18,700.** Growth rate: **9 percent (Faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Environmental Science and Protection Technicians:** 2018 employment: **34,800.** 2018 median pay: **$46,170.** Projected employment change, 2018–28: Number of new jobs: **3,200.** Growth rate: **9 percent (Faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Environmental Scientists and Specialists:** 2018 employment: **85,000.** 2018 median pay: **$71,130.** Projected employment change, 2018–28: Number of new jobs: **7,000.** Growth rate: **8 percent (Faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
  Source of all above information: www.bls.gov
- ➢ Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

  The above jobs listed require the following educational and training needs that are specific of the LCFM program planned to be offered at FSU. Additionally, for each job listed below, an anticipated growth rate for the next 10 years is provided in percentage. Information below has been mostly retrieved from www.bls.gov.
- **Construction managers**: Construction managers plan, coordinate, budget, and supervise construction projects from start to finish. Although there are various ways to enter this occupation, it is becoming increasingly important for construction managers to have a bachelor's degree in construction science, construction management, architecture, or engineering. As construction processes become more complex, employers are placing greater importance on specialized education. Large construction firms increasingly prefer candidates with both construction experience and a bachelor's degree in a construction-related field. Employment of construction managers is projected to grow 10 percent from 2018 to 2028, faster than the average for all occupations. Construction managers are expected to be needed to oversee the anticipated increase in construction activity over the coming decade. Important skills: analytical skills, business skills, decision-making skills, leadership skills, technical skills, time-management skills, oral and writing skills. (Source: www.bls.gov).
- **Cost Estimators**: cost estimators collect and analyze data in order to estimate the time, money, materials, and labor required to manufacture a product, construct a building, or provide a service. They generally specialize in a particular product or industry. Most cost estimators need a bachelor's degree. Employment of cost estimators is projected to grow 9

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percent from 2018 to 2028, faster than the average for all occupations. Overall job opportunities should be good because companies require accurate cost estimates in order to operate profitably. Important skills: analytical skills, detail-oriented skills, time-management skills. (source: www.bls.gov).

- **Environmental science and protection technicians:** Environmental science and protection technicians monitor the environment and investigate sources of pollution and contamination, including those affecting public health. Environmental science and protection technicians typically need an associate's degree or 2 years of postsecondary education, although some positions require a bachelor's degree. Employment of environmental science and protection technicians is projected to grow 9 percent from 2018 to 2028, faster than the average for all occupations. Environmental science and protection technicians should have good job prospects overall. Important skills: analytical skills, critical-thinking skills, communication skills, interpersonal skills (source: www.bls.gov).

- **Environmental scientists and specialists:** Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment and human health. Environmental scientists and specialists need at least a bachelor's degree. Employment of environmental scientists and specialists is projected to grow 8 percent from 2018 to 2028, faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists. Important skills: analytical skills, problem-solving skills, interpersonal skills, communication skills. (source: www.bls.gov).

- **Sustainability Specialists:** Sustainability Specialists are now a vital part of a business organization and planning due to their potential for considerable cost savings and vital link between organization and regulation. They are active in areas such as corporate branding, public and community outreach, project implementation, procurement, business ethics and policy on the corporate side, and project design, outreach, branding and public perception on the public side. They work alongside such professionals as Sustainability Program Coordinators in aiding program implementation and may report directly to senior management or Sustainability Directors. In some cases, they are expected to act as consultants for raw materials for packaging, encourage actions on waste reduction and in some cases - organize corporate away days. Their role is largely a practical one, looking at methods of encouraging sustainability at all levels of the business. They are expected to foster a positive image about the business in the public eye and internally, encouraging sustainability thinking in the employee base at all levels and (ideally) to examine ways of cost-saving while promoting such green credentials. In some cases, they may be responsible for implementing policy based on industry regulation or state or Federal laws. Bachelor's degrees are usually required. They need good people skills as they will communicate with a variety of different stakeholders every day. It's important they have a good background in understanding environmental issues and may be expected to communicate this in layman's terms to different audiences including the vital business skills. (source: https://www.environmentalscience.org/career/sustainability-specialist)

➢ Provide data showing the current and projected supply of prospective graduates.

Eight associate's degree programs and a number of lower-division certificate programs are currently offered at Maryland community colleges in the area of construction technology/management. For those who want to continue on to earn a bachelor's degree, only two

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programs currently exist in the state. There are three master's level programs in related areas (e.g., Real Estate Development/Infrastructure and Construction Management).

Institution	Program	Degree Type	2016 degrees awarded
University of Maryland Eastern Shore	Construction Management/Technology	Bachelors	17
Morgan State University	Construction Management	Bachelors	8
University of Maryland College Park	Real Estate Development	Masters	24
Johns Hopkins University	Real Estate and Infrastructure	Masters	62
Morgan State University	Construction Management	Masters	0

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

While currently there are several construction management programs at Maryland public universities (e.g., Morgan State University, the University of Maryland Eastern Shore, and the University of Maryland), no identical programs exist in the state. Additionally, several related associates' programs offered at community colleges do not meet the demand for bachelor's-prepared construction managers. Local industry leaders have also supported establishing a Life-Cycle Facilities Management program at FSU, based on recent construction projects and state regulations and expectations.

School Name	Program Name	CIP	2011	2012	2013	2014	2015	2016
Univ. of MD Eastern Shore	CONSTRUCTION MANAGEMENT/TECHNOLOGY	150201	19	28	10	24	8	17
Morgan State University	CONSTRUCTION MANAGEMENT	522001	0	1	7	6	15	8

2. Provide justification for the proposed program.

   Local, state, national, and global municipalities are experiencing the consequences of ongoing and worsening climate change, including the need to design building codes to sustain conditions associated with increasingly violent weather. With this need in mind, Frostburg State University is proposing a climate-change and emergency preparedness-oriented Life-Cycle Facilities Management (LCFM) bachelor's program, which would focus

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on; 1) techniques uniquely critical to responding to climate-change forecasts, and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes.

The proposed LCFM degree would focus uniquely on the sustainability of building construction and operation. These themes would be infused into the program's curriculum: sustainable site development; water savings; energy efficiency; materials selection; and indoor environmental quality. The LCFM program's focus on construction techniques specifically designed to counter climate change, encourage emergency preparedness, and foster community resilience would establish it as unique in Maryland, improve USM's ability to respond to critical workforce shortages, and reinforce Frostburg as the educational hub in western Maryland. Additionally, the program would serve as a job creator on state, region, and local levels; possibly also helping to meet the needs of retraining the existing workforce recently displaced by the closure of the Luke Paper Mill in Luke, MD.

E. **Relevance to High-demand Programs at Historically Black Institutions (HBIs)**
1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

The data related to Historically Black Institutions and Construction Management programs is provided in the previous table. These results indicate that University of Maryland Eastern Shore and Morgan State University have Construction Management degrees but the Life-Cycle Facilities Management degree as demonstrated in the curriculum is unique and distinctive by its focus on the sustainability of building construction and operation, as well as the number of internship hours required.

The numbers of graduates from these institutions do not contribute sufficiently to meet the projected state need for the anticipated number of construction managers needed in Maryland.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

It is not anticipated that the proposed Life-Cycle Facilities Management program will affect the institutional identities and mission of HBIs.

2. G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Provost engaged with a stakeholder group over a two-year planning process, which included a comprehensive group of professionals heavily involved in various aspects of industry (see attachment B). The LCFM program, which would be housed in FSU's College of Liberal Arts and Sciences, has its curriculum and syllabi already developed. Pending approval,

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the university anticipates hiring faculty using enhancement funding in AY 2020, enrolling its first cohort of students in AY 2021, and graduating approximately 30 students annually.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

This program will have the following educational objectives:

- Prepare leaders to properly plan and build environments that would be sustainable for structures' lifetimes.
- Outline an approach to sustainability for construction and manufacturing companies.
- Prepare graduates for a variety of employment opportunities, such as: Construction Manager, Cost Estimator, Product Life-Cycle Specialist/Manager, Fleet Life-Cycle Manager, Building and Systems Analyst, Environmental Engineer, Logistic Data Engineer/Specialist, Facility Manager, and more... Potential employers include general contractors, sub-contractors, projects and construction management firms, real estate developers, architectural engineering firms, research firms, manufacturing companies, and technology solution companies.
- Provide a foundation for those who want to effectively lead a business project, particularly within the area of sustainable construction management, manufacturing, environmental and architectural engineering.
- Create leaders who can balance both the pressure of short-term goals and priorities along with long-term goals and incorporate a new set of ideals centered on improving social and environmental issues in the world, while maintaining financial performance.
- Offer the technical proficiency, financial knowledge, entrepreneurial skills, and business vision needed for success in the continuously evolving industries of construction management, manufacturing, environmental and architectural engineering.
- Aim to integrate multiple professional requirements for bringing construction and business projects to successful completion, including cost estimating, risk management, project scheduling, project control, negotiation strategies by investigating new technologies available nowadays. Coursework also examines the essential skills of contracting, bidding, negotiating strategic business plans, and leadership.

3. Explain how the institution will:

   a) provide for assessment of student achievement of learning outcomes in the program

   The assessment plan will focus on the evaluation of student work on key assignments (artifacts) in LCFM Building Materials and LCFM Capstone Experience. The Capstone Experience is one of the last courses students take prior to graduation, and Building Materials serves as a midpoint in our curricular sequence. The artifacts are assessed anonymously by an assessment committee of faculty from the College of Liberal Arts and Sciences (CLAS). These assessments use common rubrics in both courses to allow for pre- and post-assessment. In addition, CLAS participates in the assessment of institutional learning goals through General Education assessment using institutional rubrics based on the AAC&U LEAP rubrics.

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b) document student achievement of learning outcomes in the program

Annual learning outcome reports are deposited with and evaluated by the College of Liberal Arts and Sciences Assessment Council using a common report hosted by FSU's implementation of Campus Labs' Compliance Assist platform. The institution-wide Student Learning Assessment Advisory Group annually reviews the state of learning assessment campus-wide based on college-level assessment committee reports and recommendations.

Additionally, all academic programs at FSU undergo an intensive review every seven years. Student learning outcomes and the appropriateness of program learning goals and resources are a major component of this review. These reviewed are coordinated at FSU by the Office of Assessment and Institutional Research and the final reports are maintained by that office.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The courses required for this program are as follows. Some are existing courses at FSU. New courses are highlighted in red. Course descriptions are found in Appendix A.

Required Life-Cycle Facilities Management Courses (56 semester hours of credit):

Course	Title	Semester Hours of Credit
LCFM 103	Applied CAD	3.0
LCFM 200	Physical Sciences and Materials	4.0
LCFM 201	Building Materials	4.0
LCFM 202	Construction Methods of Structure and Infrastructures	3.0
LCFM 203	Systems Life-Cycle Cost Analysis	3.0
LCFM 204	Durability of Materials	3.0
LCFM 301	Structures in a Resilient World	3.0
LCFM 302	Facility and Maintenance Scheduling	3.0
LCFM 303	Contracts and Bidding	3.0
LCFM 304	Environmental Building Systems	3.0
LCFM 305	Project Management for Life-Cycle Facilities	3.0
LCFM 306	Estimating Life-Cycle Facilities in the Context of Climate Change Realities	3.0
LCFM 401	Sustainable Building Design	3.0
LCFM 402	Emerging Technologies in Climate Change Context	3.0
LCFM 403	Risk Management	3.0
LCFM 404	Life-Cycle Assessment of Building Materials	3.0
LCFM 405	Negotiation Strategies	3.0
LCFM 485	Life-Cycle Facilities Management Capstone	3.0

Required Geography Courses (19 semester hours of credit):

Course	Title	Semester Hours of Credit
GEOG 103	Physical Geography	4.0
GEOG 205	Meteorology	3.0
GEOG 330	Climate Change	3.0
GEOG 340	Soils	3.0
GEOG 405	Physical Climatology	3.0
GEOG 433	Surveying	3.0

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Required Courses from Other Departments (18 semester hours of credit):

Course	Title	Semester Hours of Credit
IDIS 150	Life-Cycle Facilities Management	3.0
MATH 109	Statistics	3.0
MATH 119	College Algebra	3.0
ECON 201	Principles of Economics (Macro)	3.0
PHIL 102	Contemporary Ethical Problems	3.0
BLAW 291	Legal Environment of Business	3.0

Internship (12 credit hours)

1. Discuss how general education requirements will be met, if applicable.

Students in this program will be required to meet FSU's established general education program. Several courses required for the program are part of FSU's general education program.

Course	FSU GEP Component
IDIS 150	Mode of Inquiry E - FSU Colloquium – Life-Cycle Facilities Management
MATH 109	Core Skills 3 (Mathematics / Quantitative Reasoning)
MATH 119	Core Skills 3 (Mathematics / Quantitative Reasoning)
PHIL 102	Mode of Inquiry B (Humanities)
GEOG 103	Mode of Inquiry C (Natural Sciences)
ECON 201	Mode of Inquiry D (Social and Behavior Sciences)

In addition to the courses required for the program, students in the Option will complete 18 additional credits of general education in first-year and advanced composition, fine and performing arts, humanities, social and behavioral sciences, identity and difference, and interdisciplinary studies. Students in the program will have their choice of available courses for the remainder to the GEP requirements.

2. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

3. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

4. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

FSU provides all students with sufficient information on curriculum, course and degree requirements, cost financial aid, method of delivery, technology requirements, the Canvas learning management system, and support services through the Undergraduate and Graduate Catalogs, the FSU website, FSU admissions and recruiting materials, and FSU's student information system. All undergraduate students are also provided with an 8-semester plan of study for their chosen academic program(s). First-time students take ORIE 101 Introduction to Higher Education, which provides additional information about advising, registration, and campus resources. Transfer students receive this information through advising and orientation

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with the department chair or program representative. FSU also complies with the Higher Education Opportunity Act of 2008 (HEOA) related to disclosure requirements for postsecondary institutions.

5. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All program materials will clearly represent the proposed program and services available. All such materials are checked by the academic department, the Admissions Office, and the Office of Publications for accuracy.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, and adjunct) and the course(s) each faulty member will teach in the proposed program.**

Two full-time tenure track positions will be hired to teach the core LCFM courses with Workforce Development Initiative (WDI) funds awarded by the state of Maryland.

This program will be supported by faculty members in the Department of Geography teaching the required geography courses.

Name	Appointment Type	Terminal Degree	Rank	Status	Courses
Phillip Allen	Tenured/Tenure-Track	Ph.D. in Quaternary Science	Associate Professor	Full-Time	Geography
Tianna Bogart	Tenured/Tenure-Track	Ph.D. in Climatology	Associate Professor	Full-Time	Meteorology and Geography

This program will be supported by faculty members in the Department of Physics and Engineering teaching the required physical science and life-cycle facilities management courses.

Name	Appointment Type	Terminal Degree	Rank	Status	Courses
Eric Moore	Tenured/Tenure-Track	Ph.D. in Applied Physics	Associate Professor	Full-Time	LCFM 200 Physical Sciences and Materials
Thomas Cadenazzi	Non-Tenure Track	Ph.D. in Civil Engineering	Lecturer	Full-Time	Various LCFM courses

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The courses in Business Law, Mathematics, English Composition, Philosophy, and Economics are general education courses or other high demand services courses taught by a variety of instructors in those departments.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
   a) Pedagogy that meets the needs of the students
   Free training and professional development in pedagogy is provided by FSU's Center for Teaching Excellence which hosts a regional conference on teaching and learning annually in January, annual teaching orientations for new faculty, and periodic workshops on various topics throughout the academic year. Additionally, each of the university's academic departments are committed to supporting faculty development within the discipline through the attendance at regional and national conferences.

   b) The learning management system
   FSU uses Canvas as its LMS. The Office of Instructional Design and Technology provides support and training through the onboarding process for new faculty as well as regularly throughout the year.

   c) Evidenced-based best practices for distance education, if distance education is offered.
   N/A

J. **Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

   Current library subscriptions cover subjects related to the new proposed academic program in Facilities Life-cycle Management, including construction engineering, materials engineering, life-cycle facilities management, and project management.

Journal Title	Database Source	Coverage
Architectural Record	Academic Search Ultimate; Business Source Complete; Humanities International Complete; Nexis Uni	1992-Present
Architectural Review	Academic Search Ultimate	2206-Present
Construction Management & Economics	Business Source Complete	1983-Present with 18-month delay
Construction Materials Industry Profiles	Business Source Complete	2006-Present
Concrete Products	Business Source Complete; Computers & Applied Sciences Complete	1997-Present
Public Management	Business Source Complete	1993-Present
Public Management Review	Business Source Complete	2001-Present with 18-month delay
Structural Concrete	Academic Search Ultimate	2012-Present with 12-month delay

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In addition to the titles in the table above, the Library's Find It service that accompanies its OneSearch search engine and databases provides links to articles in open access journals, such as Construction Science, Engineering Management Research, and Project Management Research and Practice.

Additional journal titles and pricing information has been obtained to ensure access for students and faculty to all necessary library resources pending program approval.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

   The proposed Life-Cycle Facilities Management Program will be offered within existing resources. Courses will utilize dedicated laboratory space with appropriate and modern equipment. Geography facilities include environmental science and soils laboratories, as well as PC-based computer labs equipped with programs used in mapping, geography, environmental science and engineering design. Within the Physics and Engineering Department, physical science and materials science laboratories will be available for use by the Life-Cycle Facilities Management courses. These laboratory spaces are sufficient to hold the number of sections currently offered with room to accept the initial cohort of students in this program. Should the program grow, there are sufficient and appropriate laboratory spaces for additional sections to be offered.

   As this program requires additional faculty positions, faculty office space will need to be identified.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

   a)   An institutional electronic mailing system, and

   N/A

   b)   A learning management system that provides the necessary technological support for distance education
   N/A

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)
1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

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TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	44,000	45,100	46,228	47,383	48,568
2. Tuition/Fee Revenue (c + g below)	91,955	156,395	205,848	273,279	344,568
a. Number of F/T Students – In-state	6	9	13	16	19
a. Number of F/T Students – Out of state	1	2	2	3	4
b. Annual Tuition/Fee Rate In-state	9,692	9,983	10,282	10,590	10,908
b. Annual Tuition/Fee Rate Out of state	23,579	24,286	25,015	25,765	26,538
c. Total F/T Revenue (a x b)	81,731	138,419	183,696	246,735	313,404
d. Number of P/T Students – In-state	3	3	4	5	6
d. Number of P/T Students – Out of state	-	1	1	1	1
e. Credit Hour Rate – In state	284	293	302	311	320
e. Credit Hour Rate – Out of state	601	619	638	657	677
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	10,224	17,976	22,152	26,544	31,164
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	375,000	375,000	375,000	375,000	375,000
TOTAL (Add 1 – 4)	510,955	576,495	627,076	695,662	768,136

Resource Narrative:

1.   Based on full-time salary of $75,000 per faculty member and benefits of $30,000; $2,220 per 3-credit course for adjuncts, FICA $176 each.

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2.   Tuition/Fee Revenue Assumptions – Revenue projections are based on the fall 2019 overall university proportions of in-state (84%) vs. out-of-state students (16%). The program will serve students who could be interested in the geography or engineering field who may not succeed in the advanced math skills. Since this program is expected to appeal widely to non-traditional students already working in the field, it is estimated that 25% of students enrolled will be part-time. Estimates for part-time students are based on 6 credit hours. Revenue is calculated using annual undergraduate tuition and fee schedules with a 3% increase each year.

3.   Grants, Contracts, & Other External Sources – None projected.

4.   Other Sources – MHEC enhancement funding.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

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Expenditure Narrative:

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	308,000	315,700	326,701	337,898	346,190
a. Number of FTE	2	2	2.5	2.75	2.75
b. Total Salary	220,000	225,500	233,358	241,356	247,279
c. Total Benefits	88,000	90,200	93,343	96,542	98,912
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	17,269	17,701	18,143	18,596	19,062
a. Number of FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	16,000	16,400	16,810	17,230	17,661
c. Total Benefits	1,269	1,301	1,333	1,366	1,401
4. Technical Support and Equipment	40,000	31,000	20,000	8,000	1,000
5. Library	7,500	8,025	8,587	9,188	9,831
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 – 7)	377,769	377,426	378,431	378,683	381,083

Expenditure Narrative:

1. Faculty – years 1 and 2 - two full-time faculty members; year 3 – two full-time faculty and one adjunct; years 4 and 5 – two full-time faculty and two adjuncts
2. None
3. Half-time administrative assistant

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4.   Includes CAD software, SimaPro 40-user software license, three-D and blueprint printers, construction safety equipment, and miscellaneous construction equipment. Expenditures greater up front in the first three years, decreasing to maintenance level at year 5.

5.   Journal subscriptions

6.   None

7. Office supplies and miscellaneous construction supplies.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1.   Discuss procedures for evaluating courses, faculty and student learning outcomes.

Faculty members at Frostburg State University are evaluated annually by a peer evaluation process that includes student evaluation of instruction data for each course. The student evaluation instrument is common to all courses at FSU and is administered by the Office of Assessment and Institutional Research. Student learning outcomes for the program are assessed as part of two courses, Building Materials and the Capstone Experience, using common departmental rubrics evaluated by a committee of departmental faculty. Learning outcomes for individual courses are assessed by individual instructors.

2.   Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

All academic programs at FSU undergo an intensive review every seven years as required by the USM. This review covers educational and cost effectiveness, assessment of learning outcomes, and adequacy of human, capital, and fiscal resources.

Halfway through this cycle, FSU's Office of Assessment and Institutional Research collects information on enrollment and assessment activities using a midterm review template. Also, at this time, the Institutional Priorities and Resources Committee will review the program to determine if the program is meeting its enrollment projections and receiving the required resources.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1.   Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

FSU is a public institution committed to a campus environment that values human diversity, equity, and inclusion. FSU has a diverse undergraduate student body (40.7%) and implements a number of programs to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. The Life-Cycle Facilities Management Program will provide an option for the more economically disadvantaged students who may not have had the opportunity to take advanced mathematics in high school but have an interest in an engineering related field. It will also serve non-traditional students with experience in the construction field who want to come back and earn a bachelor's degree. We expect this new Life-Cycle Facilities Management program to attract a diverse student population, and we are committed to the success of all students enrolled in the program.

O. Relationship to Low Productivity Programs Identified by the Commission:
1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)
1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

N/A

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

N/A

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Appendix A

Undergraduate Course Descriptions

Geography courses

GEOG 103 Physical Geography   **4 cr.**
Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

GEOG 205 Descriptive Meteorology   **3 cr.**
Aspects of the atmosphere, weather variables and measurement, radiation, clouds and precipitation, atmospheric stability, air masses and severe weather. Principles of weather forecasting. Also offered as PHSC 205. Spring. GEOG 103 recommended.

GEOG 330 Global Climate Change   **3 cr.**
"What causes Earth's climate to change?" is one of the most important questions of our time. This course includes an evaluation of the natural and anthropogenic factors that cause a change in global and regional climates. Modern climate change, future climate scenarios, policy, and mitigation strategies will also be explored. Spring, even numbered years. *Prerequisite: GEOG103/113.*

GEOG 340 Soil: Genesis, Nature and Characterization   **3 cr.**
Origin and processes of soil formation, change with time and environmental factors including use, identification and delineation on the landscape, and interpretation and usage of soil surveys. Two hrs. lecture and 2 hrs. lab./field session. Not open to students who have credit for former GEOG 440. Fall. *Prerequisite: GEOG 103/113 or permission of instructor. GEOG 207 completion or co-registration strongly recommended.*

GEOG 405 Physical Climatology   **3 cr.**
Overview of the physical processes that define Earth's global climate. Movement of energy and water throughout the climate system, global circulation, distribution of climate types, natural and anthropogenic controls of climate, land-atmosphere COURSE DESCRIPTIONS | 169 interactions, spatial and temporal patterns, climate variability and change, and analysis of climate data. Two hrs. lecture and 2 hrs. lab. Fall. *Prerequisite: GEOG 103/113. GEOG 205/PHSC 205 and MATH 109 recommended.*

GEOG 433 Surveying and Field Techniques   **3 cr.**
Theory of measurements, computation and instrumentation; field work, use of Global Positioning Systems (GPS) and compilation of topographic base maps; evaluation of errors; profiling, grading, slope and grade stakes. Fieldwork will include use of a variety of instruments. One hr. lecture and 4 hrs. lab. Fall. *Recommended: GEOG 275*

Life-Cycle Facilities Management courses

LCFM 103 – Applied CAD   **3 cr.**
Students will be introduced to basic Computer-Aided drafting techniques to create and read construction drawings. The course prepares students to utilize AutoCAD (CAD) and Building Information Modeling (BIM) in a coordinated, integrated and consistent approach within the Architecture, Engineering and Construction Industry. Spring.

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LCFM 200 – Physical Sciences & Materials   **4 cr.**
Provides an effective outline of the first essential knowledge of the basic principles and concepts of Physics, Chemistry, Materials, and Earth Science. This interdisciplinary course is designed for the science and non-science major, who are interested in applied material science, in order to provide students with an understanding of some of the methods, ideas and accomplishments in the field of Physical Sciences & Materials and their role in the development of civilization. This course can be taken by any major and it has no math requirement. Fall.

LCFM 201 – Building Materials   **4 cr.**
Covers the nature, composition, properties, characteristics, and applications of common building materials. The course focuses on principles for the selection of building materials, by providing background on the development and production of building materials, in view of life-cycle impacts. A laboratory experience is included and focuses on the analysis and testing of selected construction materials. Fall. *Prerequisites: LCFM 200.*

LCFM 202 – Construction Methods of Structures and Infrastructures   **3 cr.**
Covers the fundamentals of construction equipment and machinery planning and utilization for large infrastructural projects and architectural components, by investigating the latest technologies, capabilities and real-world applications. Topics such as handling of construction economics, earthworks, soil and rock specification and processing are discussed. Safety procedures and life-cycle considerations are thoroughly explained. Spring.

LCFM 203 – Systems Life-Cycle Cost Analysis   **3 cr.**
Estimated cost of developing, producing, deploying, maintaining, operating and disposing of a system over its life-cycle (from cradle to grave). Covers the life-cycle phases of an asset, project, or product from the acquisition to end-of-life. Methods and tools available for the selection and comparison of project alternatives that fulfill the same performance requirements but differ with respect to initial costs and operating costs, in order to select the one that maximizes net savings. Spring. *Prerequisites: ECON 201.*

LCFM 204 – Durability of Materials   **3 cr.**
Durability features, methods and estimation techniques for the assessment of deterioration mechanisms of building materials, including concrete, steel, wood, asphalt, masonry and Fiber-Reinforced-Polymer (FRP) composites. The course focuses on tools and methodologies to effectively estimate materials service life and life-cycle implications. Materials diagnosis and remediation measures are investigated. Regulations, standards, specifications, guidelines, and design codes currently available and in development are also discussed. Spring. *Prerequisites: LCFM 200.*

LCFM 301 – Structures in a Resilient World   **3 cr.**
Review of basic structural principles for structural systems. Basic concepts and design examples are reviewed without in-depth mathematical derivations. Understanding of national, regional, and local infrastructure policies, emphasizing the ability to analyze networks and the environmental and boundary conditions in the context of the structure or infrastructure. Ultimately, students will apply the theory of critical structures resilience to a real-world structure or infrastructure, through a course project package. Scope of the project is to design a structure or infrastructure that address the relevant technical, social, environmental, political and financial dimensions that make a structure more resilient. Fall. *Prerequisites: LCFM 201.*

LCFM 302 – Facility & Maintenance Scheduling   **3 cr.**
This course covers the basics of planning and scheduling industrial and construction projects, for the continuous life-cycle improvement. Workforce and equipment productivity, optimal resources allocation, preventive maintenance, maintenance cost control, coordination of maintenance schedules with production schedules, and performance improvement are throughout discussed. Fall. *Prerequisites: LCFM 202.*

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LCFM 303 – Contracts & Bidding   **3 cr.**
This course covers the basics of legal aspects, administration, and logistics relevant in the construction industry. Delivery methods, construction contracts, surety bonds, insurance techniques, labor law, and essential techniques for accurate cost estimating and effective bidding are deeply investigated and discussed. Students will be exposed to codes, standards, laws, and regulations crucial for up-to-date managers willing to run a business. Fall. *Prerequisites: BLAW 291.*

LCFM 304 – Environmental Building Systems   **3 cr.**
The course provides students with tools and methods for planning and building with efficient, sustainable, mechanical, and electrical systems. Concepts such as building envelope and assemblies, plumbing, fixtures and pipes, safety systems, fire safety, emergency and signal systems are discussed. Modern practices and developments within electrical, lighting, telecommunications, plumbing, HVAC, and conveyors systems are throughout investigated, in view of a sustainable design. Spring. *Prerequisites: LCFM 201.*

LCFM 305 – Project Management for Life-Cycle Facilities   **3 cr.**
Students will be introduced to the efficient planning and controlling of projects. Best practices of life-cycle project management, techniques of work planning, control and evaluation to achieve project goals are investigated. Course will intensively focus on resource allocation, and performance tracking tools that allow project managers to maximize productivity and profits, by reducing waste and minimize expenditures. Spring. *Prerequisites: MATH 109.*

LCFM 306 – Estimating Life-Cycle Facilities in Context of Climate Change Realities   **3 cr.**
Generation and selection of life-cycle cost-efficient solutions among valid design alternatives. Long-term performance analysis of facilities under environmental and material constraints. Methods and tools to develop life-cycle cost analyses and elaboration of technical life-cycle cost reports. A course project package is included in the course. Spring. *Prerequisites: LCFM 203.*

LCFM 401 – Sustainable Building Design   **3 cr.**
Drivers and foundations of sustainable building design. Integrated planning and design, life-cycle view of projects, resource selection and optimization, protection of the natural environment, toxics and pollutants elimination, durability and quality of the construct. Fundamentals and drivers of green building policies, along with current code regulations and impacts. Evaluation of the environmental impacts of structures and infrastructures operations. Innovative design, green construction practices, and their economic feasibility. Case studies will be investigated, and a course project package is included in the course. Fall. *Prerequisites: LCFM 201.*

LCFM 402 – Emerging Technologies in Climate Change Context   **3 cr.**
Current emerging technologies in construction such as robotics, drones, artificial intelligence, 3D printing, the next step for big data, and the impact of digital technology on money and markets. Related technical practices for the proper management of innovation in construction. Extensive and advanced readings, research, and writing assignments are also included. Fall. *Prerequisites: LCFM 201.*

LCFM 403 – Risk Management   **3 cr.**
Introduction to Risk Management, and Resilience. Topics include: Hazards Risk Identification and Management, Risk Management for the Private Sector, Risk Approach, Mitigation Planning, and Risk Reduction Measures. Expose students to the concept of Capacity and Vulnerability, Analysis and Assessment of Risk, and Financing of Risk Reduction methods. Fall. *Prerequisites: MATH 109.*

LCFM 404 – Life-Cycle Assessment of Building Materials   **3 cr.**
Environmental sustainability metrics and tools to qualitatively and quantitively assess the environmental credentials accumulated during any project and/or product life-cycle. This course enables students to develop a full understanding of the frameworks, principles, techniques, and applications of life-cycle assessment (LCA). A course project package is included in the course in order to expose students to apply

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the knowledge acquired from theory through the use of professional software and databases that address social and environmental impacts. Spring. *Prerequisites: LCFM 201.*

LCFM 405 – Negotiation Strategies   **3 cr.**
This course is structured in a way to offer hands-on and in-depth information on business negotiation strategies. The course will provide students with practical real-world examples, to better explain many of the negotiation concepts and offers a skills-based approach to complex, yet commonly occurring negotiating situations, such as negotiating with agents, mediation and arbitration, negotiating via email and conference calls, negotiating with competitor companies, and of course, negotiating cross culturally. Spring. *Prerequisites: LCFM 303.*

LCFM 485 – Life-Cycle Facilities Management Capstone   **3 cr.**
Finalization of the theoretical and practical knowledge gained through the four years. Culmination of prior course work in Life-Cycle Facilities Management. Utilization of modern software, methodologies, and design tools to structure, design, operate, maintain, and dispose of a project from cradle to grave. Spring. *Prerequisites: LCFM 204, LCFM 301, LCFM 302, LCFM 305, LCFM 306, and permission of program coordinator.*

LCFM 495 – Life-Cycle Facilities Management Internship   **6 cr.**
Supervised field experience for Life-Cycle and Facilities Management majors. Repeatable for up to 12 credits. *Prerequisites: LCFM 204, LCFM 301, LCFM 302, LCFM 305, LCFM 306, and permission of program coordinator.*

Mathematics courses

MATH 109 Elements of Applied Probability and Statistics   **3 cr.**
For the non-math major; less rigorous than MATH 380. Elementary probability theory; collection, organization and analysis of data; descriptive statistics; the normal and binominal distributions; introduction to inferential statistics; and applications. Every semester. *Prerequisite: a passing score on the Mathematics Placement test administered by the University or DVMT 095. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.*

MATH 110 Honors: Elements of Appl. Probability & Statistics   **3 cr.**
Introduction to statistics, with emphasis on probability theory and inferential statistics.
More rigorous and broader than MATH 109/209. Use of the computer as a tool in statistical analyses. Probability theory, sampling distributions, estimation, hypothesis testing, parametric and nonparametric tests, correlation, regression and analysis of variance. Written research project required. Credit cannot be earned for both MATH 109/209 and MATH 110/219. Spring. *Prerequisite: acceptance into the University Honors Program or permission of the instructor. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.*

MATH 119 College Algebra   **3 cr.**
Functions and their graphs, inverse functions, solutions of equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and matrices. Every semester. P*rerequisite: A passing score on the Mathematics Placement Test administered by the University or a grade of B or better in DVMT 100/099.MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.*

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Philosophy courses

PHIL 102 Contemporary Ethical Problems   **3 cr.**
Ethical issues such as abortion, euthanasia and physician-assisted suicide, the death penalty, censorship of pornography and hate speech, sex and marriage, social and economic justice, world hunger and global poverty, the environment and the treatment of animals. Every semester. GEP Group B.

Economics courses

ECON 201 Principles of Economics (Macro)   **3 cr.**
An introduction to Principles of Economics focusing primarily on the forces determining the economy-wide levels of production, employment, and prices. Examines monetary and fiscal policy and alternative views of how the economy should be managed. Every semester. *GEP Group D.*

ECON 211 Honors: Principles of Macroeconomics   **3 cr.**
An introduction into the forces at work in the national economy including income, employment, and the monetary system. A variety of written research assignments on current topics in macroeconomics required. Credit cannot be earned for both ECON 201 and 211. Fall. *Prerequisite: acceptance into the Honors program or permission of the instructor. GEP Group D.*

Business Law

BLAW 291 Legal Environment of Business   **3 cr.**
The workings and importance of legal institutions; the law as a system of social thought and social action. The analysis and study of the law of contracts, agency, employment, negotiable instruments, real property, personal property, sales and insurance. Credit cannot be earned for both BUAD 291 and BLAW 291. Every semester. *Additional prerequisite or corequisite: MGMT 110 for all ACCT, BUAD, and ECON majors (Business Economics Concentration) only.*

Appendix B: Life Cycles Facilities Management Stakeholder Group

Name	Position	Organization
Phillip Allen	Associate Professor/Geography	Frostburg State University
Carl Belt	Owner and Operator	The Belt Group
Sara Beth Bittinger	Interim Assistant VP for Analytics/Office of the Provost	Frostburg State University
Aaron Bittner	Operations Professional Arts/Theatre and Dance	Frostburg State University
Tianna Bogart	Associate Professor/Geography	Frostburg State University
Robert Boyce	Director Physical Plant/Facilities Management	Frostburg State University
John Brewer	Assistant Director/Planning and Construction/Physical Plant	Frostburg State University
Thomas Cadenazzi	Lecturer/College of Liberal Arts and Sciences	Frostburg State University
Michael Flinn	Associate Professor/Computer Science and Information Technologies	Frostburg State University
Scott Fritz	Associate Dean/College of Liberal Arts and Sciences	Frostburg State University
Greg Heflin	Principal, Development & Construction	Brickstone Companies

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Former: Jason Hill	Former: Assistant Director of Maintenance/Physical Plant	Formerly associated with Frostburg State University
Kim Hixson	Dean, College of Liberal Arts and Sciences	Frostburg State University
Jason Howard	Manager of Specifications/Physical Plant	Frostburg State University
Robert Larivee	Professor/Chemistry	Frostburg State University
Michael Mathias	Interim Associate Provost/Office of the Provost	Frostburg State University
Brian Mattingly	President, Owner and Operator	Goldin and Stafford, LLC
Stephen Mayoryk	Senior Project Manager	Whiting-Turner Contracting
Eric Moore	Associate Professor/Physics and Engineering	Frostburg State University
Brett Pastorius	VP of Project Management	Clemens Construction Company, Inc.
Thomas Sigerstad	Associate Dean/College of Business	Frostburg State University
Linda Steele	Program Coordinator/College of Liberal Arts and Sciences	Frostburg State University
Tom Sullivan	Transportation Planner	Maryland Department of Transportation
Elizabeth Throop	Provost/VP for Academic Affairs	Frostburg State University
John Walewski	Associate Professor of Practice/Zachry Department of Civil Engineering	Texas A&M University

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Salisbury University: Bachelor of Science in Integrated Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: Salisbury University is pleased to submit a proposal for a Bachelor of Science degree in Integrated Science. The Integrated Science B.S. provides a pathway for students who discover completion barriers in traditional STEM disciplinary majors, learn that a clear post-transfer pathway to completion is difficult, or desire a cross-disciplinary STEM degree. Traditional STEM disciplines are often challenging, particularly for transfer students and veterans, because of the curriculum's sequential nature. Yet, in the latest report on the U.S. Science and Engineering workforce, the Bureau of Labor Statistics estimates growth in STEM occupations will expand much faster than non-STEM occupations. The Integrated B.S. will enable S.U. students another avenue to obtain these jobs. Indeed, a leading job search website yields ~30,000 jobs related to "integrated science," 1,500 in Maryland.

The Integrated Science B.S. is flexible with four core courses, four to five upper-level courses, and a capstone requirement. Graduates will demonstrate knowledge and skills central to the chosen integrated academic disciplines; use formal techniques and methodologies of abstraction to create methods to solve real-world problems; apply their learned knowledge to cross-disciplinary problems as part of a team; and effectively pursue careers to meet growing demand for scientists and technologists. SU is well-prepared in terms of faculty expertise and facilities to deliver this unique undergraduate program, which will launch graduates into successful careers in a diversity of public and private organizations.

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 Salisbury University to offer the Bachelor of Science in Integrated Science.

COMMITTEE RECOMMENDATION: Approval		DATE: May 5, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Salisbury
UNIVERSITY
A Maryland University of National Distinction

April 6, 2020

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

Dear Chancellor Perman,

   On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Science in Integrated Science. The complete proposal for a new instructional program is attached for your review.

   If you have any questions, please contact me at 410 548-3374.

                    Sincerely,

                    Karen L. Olmstead, Ph.D.
                    Provost and Senior Vice President
                    for Academic Affairs

Enclosure

kg

cc   Dr. Charles A. Wight, President, Salisbury University
      Dr. Kara Owens, Associate Vice President for Planning and Assessment
      Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X_____   New Instructional Program

_____   Substantial Expansion/Major Modification

_____   Cooperative Degree Program

X_____   Within Existing Resources, or

_____   Requiring New Resources

Salisbury University
Institution Submitting Proposal

Bachelor of Science in Integrated Science
Title of Proposed Program

Bachelor of Science Degree	**Fall 2020**
Award to be Offered	Projected Implementation Date

490200.00	**41.9999**
Proposed HEGIS Code	Proposed CIP Code

Henson Dean Office	Richard T. Wilkens
Department in which program will be located	Department Contact

rtwilkens@salisbury.edu

410 543-6022	
Contact Phone Number	Contact E-Mail Address

Karen Olmstead	4/6/20
Signature of President or Designee	Date

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A. Centrality to Institutional Mission and Planning Priorities

1. Program Description

   The Richard A. Henson School of Science and Technology at Salisbury University (SU) is pleased to submit a proposal for a new Bachelor of Science degree in Integrated Science. The B.S. in Integrated Science will provide students pursuing careers in a variety of fields with a course of study that balances a breadth of core fundamentals with two or more integrated STEM fields. The B.S. in Integrated Science will provide the knowledge and skills necessary to compete in rapidly-expanding industries that operate in a multifaceted and ever-evolving technological environment. The major accommodates students who wish to develop programs of study in two or more STEM disciplines or create a major in a STEM area of study not offered by any department at Salisbury University. Students will be able to create an individual and flexible major with a foundation in science and technology that is best suited to their interests or career goals. Most importantly, this program gives students the opportunity to integrate information across STEM disciplines fostering a more complete understanding of the chosen area(s) of study. In addition to Henson School of Science and Technology disciplines, students can include courses from other disciplines, e.g., environmental health science, environmental studies, exercise science, health science, information systems, or medical laboratory science. The addition of such courses would enable students to focus on cross-disciplinary areas such as environmental monitoring, renewable energy, human ecology, health information technology, adaptive physical education technology, et al. This unique degree program provides the rigorous technical background and experience to rapidly accelerate graduates into emerging roles across a wide diversity of careers in the public and private sectors. A degree in Integrated Science is a highly employable major according to data provided by the National Association of Colleges and Employers, and graduates will have an opportunity to explore numerous employment options in STEM-related career fields. This degree program, once approved, will be available to students beginning in August 2020 and most students will complete the Bachelor of Science in Integrated Science degree in four years.

2. How Proposed Program Supports Institution's Strategic Goals

   The proposed Integrated Science B.S. program supports Salisbury University's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world" and to "actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation" (SU's Mission and Values, 2019). The Integrated Science B.S. program provides students with a multidisciplinary

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background in science, technology, engineering, and mathematics to prepare them for the demands of STEM career fields.

While its administrative home will be in the Henson School of Science and Technology Dean's Office, the program utilizes an individual-designed, multi-disciplinary approach to allow students to pursue "a broad array of ideas and perspectives" as promoted in the University's mission. This approach will help students achieve excellence, envision their future as scientists, grow intellectually, and pursue career, leadership, and graduate school opportunities.

3. Brief Narrative Describing Adequate Financing of Program

Because this proposal incorporates existing courses into the new major, no new resources are required for the new Integrated Science B.S. program. Salisbury University's existing faculty will largely be able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding. Future program growth may necessitate additional faculty. Advising support will be critical to the success of this program but that capacity is currently available within our Academic Advising Center. If the program were to grow significantly, more advising support would be necessary.

4. Commitment to Adequate Continued Support

Salisbury University is committed to providing additional administrative, financial, and technical support to match increase in student demand. We also pledge to provide the appropriate support to enable all students officially enrolled in the program to complete their degree, even in the unlikely event we phase out the approved degree and stop admitting new students. Nonetheless, the proposed program is expected to attract a new set of students who are interested in designing their own STEM major and pursuing careers which require a broad skillset. Its unique, interdisciplinary curricular nature will draw students from the region and beyond.

For more financial details, see section L below.

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

1. Demonstrate Demand and Need for the Program

Integrated Science is an ideal way to prepare for interdisciplinary fields, like environmental science, ocean sciences, and neuroscience. This program is also a good choice for students interested in several science fields but who are unsure about choosing a major. It also provides a broader background in science that is especially useful in careers such as science journalism,

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teaching, law and biomedical ethics. Graduates of Integrated Science programs are in demand on their own. As of the date of this proposal, the job-search firm Indeed found that there are over 32,000 listings for Integrated Science jobs in the United States and the demand continues to grow.[1]

2. <u>Consistency with Maryland State Plan for Postsecondary Education</u>

The State directs its postsecondary institutions to "respond nimbly to changes in industries, and programs must support student development in critical thinking, problem-solving, and communication skills throughout the curriculum," as indicated in Goal #5 of the Maryland State Plan for Postsecondary Education (2017-2021).[2] The Integrated Science degree will advance this goal by providing a unique high-quality program that facilitates "lifelong learning, preparing students to enter the workforce and advance in their careers, fostering cultural understanding, emphasizing ethical principles and practices in personal and professional interactions, and conveying the importance of contributing to the common good as a citizen of the local, national, and global communities."[3] The program prepares students to be effective scientists who can be competitive in an area of expanding demand.

In addition, this proposed Integrated Science degree program targets a very specific subpopulation that is a focus of the current Maryland State Plan for Postsecondary Education – veterans.[4] Veterans often have difficulty completing their degree in a reasonable period because the academic credits they earn during their time in-service do not naturally align with traditional academic disciplines/majors. Many veterans arrive at institutions like Salisbury University with as many as 60 credits of science and technology coursework but are often disappointed and frustrated to learn that much of that credit will not count toward any particular disciplinary major. Because the Integrated Science program is designed to be flexible and does not have many prescribed required courses, veterans will be able to achieve a STEM degree in a shorter period than current practice allows.

Similarly, students interested in science careers who are transferring to SU may find that the Integrated Science program provides a more manageable pathway to a B.S. degree within two years as compared to more sequential majors in several traditional science disciplines.

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[1] https://www.indeed.com/q-Integrated-Science-jobs.html
[2] https://bit.ly/2GgJnw8, pg. 51
[3] https://bit.ly/32Dzvpx, pg. 19
[4] https://bit.ly/2GgJnw8, pgs. 15, 44-45, 54

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

As of the date of this proposal, there are currently 1,447 integrated scientist jobs in Maryland listed on Indeed.[5] Upon graduation, a student with this major should be able to apply for entry-level scientist or analyst positions. Approximately 40% of the jobs listed seeking "integrated science" ask for a bachelor's degree as a requirement. The remaining 60% generally require an advanced degree or "a bachelor's degree plus equivalent work experience."

D. Reasonableness of program duplication

Salisbury University is one of only two USM institutions that serve the residents of the Eastern Shore of Maryland and the other, the University of Maryland Eastern Shore, does not offer an undergraduate degree in integrated science. Currently, no other USM institutions offer an undergraduate degree in integrated science.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

HBIs in Maryland do not offer an undergraduate degree in integrated science.

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

HBIs in Maryland do not offer an undergraduate degree in integrated science.

G. Adequacy of curriculum design and delivery to related learning outcomes

1. <u>How the Proposed Program was Established; Faculty Oversight</u>

   A full course listing with course titles and descriptions is provided in Appendix A. These courses were chosen to include stated industry needs of mathematics, computer programming, and various science disciplines. The unique design of this program combines a breadth of knowledge developed from a group of fundamental courses and the integration of two or more integrated STEM fields. By integrating specific science disciplines, students in the program will better develop an array of critical thinking, communication, and leadership aptitudes, which are broadly applicable in a rapidly changing technological environment and interdependent society.

   The Integrated Science Major will be housed in the Henson School of Science and Technology Dean's Office, and will generally be managed by the Associate Dean, Dr. Mark W. Muller. However, chairs of departments with courses selected for a student's integrated science curriculum will be consulted as necessary: Dr. Matthew Bailey, Physics; Dr. Les Erickson,

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[5] https://www.indeed.com/jobs?q=Integrated+Science&l=Maryland

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Biological Sciences; Dr. David Rieck, Chemistry; Dr. Donald Spickler, Mathematics and Computer Science; Dr. Dan Harris, Geography and Geosciences.

The Integrated Science B.S. program core requires 34 course credits, with additional general education courses, and electives.

2. <u>Educational Objectives and Learning Outcomes</u>

The Integrated Science B.S. program follows a student-centered learning approach that is the hallmark of Salisbury University[6] and focuses on principles, models and techniques that scientists use to perform their jobs effectively and support a broad array of applications.

Program objectives for graduates of the B.S. in Integrated Science are: 1) demonstrate the knowledge and skills central to the chosen integrated academic disciplines; 2) use formal techniques and methodologies of abstraction to create methods to solve real-world problems; 3) apply acquired knowledge to cross-disciplinary problems as part of a project team; and 4) effectively and competitively pursue careers to meet the growing demand for scientists and technologists. Before any program opens for admission, SU updates all curricular, course and degree requirements in our catalog and online (in both narrative and checklist formats). The Academic Advising Center prepares all advisors to assist incoming students with all academic programs; furthermore, the Academic Advising Center dedicates one of their advisors as a liaison to the Henson School of Technology, the home of the proposed degree. Our catalog and website make available all pertinent information to prospective and current students regarding academic and student support, SU's learning management system, financial aid resources and costs and payment policies.

3. <u>Assessment and Documentation of Student Learning Outcomes</u>: see Section M below.

4. <u>List of Courses with Credit Hours and Course Descriptions</u>

Overall Accounting of Credits

Courses	# of Credits
Core – Integrated Science Major	13-16
Upper Level – Integrated Science Major	15-20
Capstone – Integrated Science Major	6
General Education	29-31
Free Electives	47-57
TOTAL	**120 credits (minimum)**

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[6] https://www.salisbury.edu/discover-su/mission-values.aspx

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Integrated Science Major Courses: Required courses include the following (see Appendix A for course descriptions).

CORE COURSES (4 Courses)
  Complete the following:
A. Select two courses from the following (courses must be from two different areas):

BIOL 210 – Biology: Concepts and Methods	4
BIOL 211 – Microbiology	4
CHEM 121 – General Chemistry I	4
ENGR 100 – Introduction to Engineering Design	3
ENGR 110 – Statics	3
GEOG 104 – Earth and Space Science	4
GEOG 105 – Introduction to Physical Geography	4
GEOG 111 – Introduction to Oceans and Coasts	3
GEOG 150 – Environmental Science: Concepts and Methods	4
GEOG 201 – Weather and Climate	4
GEOL 103 – Introduction to Physical Geography	4
PHYS 108 – Introduction to Astronomy	4
PHYS 109 – Principles of Astronomy	3
PHYS 121 – General Physics I	4
PHYS 221 – Physics I	4

B. Select one course from the following:

MATH 155 – Modern Statistics with Computer Analysis	3
MATH 198 – Calculus I for Biology and Medicine	4
MATH 201 – Calculus I	4
MATH 210 – Introduction to Discrete Mathematics	4
MATH 216 – Statistical Thinking	4

C. Select one course from the following:

COSC 117 – Programming Fundamentals	4
COSC 118 – Introductory Scientific Programming	4
COSC 120 – Computer Science I	4
Total Core Credits	**13-16 credit hours**

CAPSTONE COURSES (6 credits)
  Complete a minimum of 6 semester hours from the following:

BIOL 415 – Research in Biology	3
BIOL 420 – Readings in Biology	3
BIOL 450 – Internship	3
BIOL 490 – Special Topics in Biology	4
CHEM 310 – Intermediate Chemistry Research	3
CHEM 403 – Principles of Chemical Research	3
CHEM 410 – Chemical Research	3
CHEM 413 – Internship/Co-Op in Chemistry	3
COSC 380 – Internship	3
COSC 385 – Directed Study	4
COSC 390 – Undergraduate Research Project	3
DSCI 470 – Research Methods in Data Science	3
DSCI 490 – Capstone Project	3
ENGR 395 – Intermediate Engineering Research	3
ENGR 490 – Research in Engineering	2
GEOG 414 – Research and Writing	3
GEOG 415 – Selected Problems	3
GEOG 460 – Internship	3
MATH 380 – Internship	3
MATH 385 – Directed Study	4
MATH 390 – Undergraduate Research Project	3

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PHYS 450 – Internship/Co-Op in Physics	3
PHYS 470 – Senior Seminar	1
PHYS 490 – Research in Physics	2
Total	**6 credit hours**

UPPER-LEVEL COURSES (4-5 courses)
Complete a minimum of 15 semester hours in approved 300-/400-level STEM courses.

Total	**15-20 credit hours**

GENERAL EDUCATION COURSES: The following courses are required to meet the general education requirements for Salisbury University. In order satisfy the general education requirements, Salisbury University students must take courses from five different groups.

General Education Requirements

Group I: English Composition and Literature (2 Courses)

A.	ENGL 103 (C or Better) or HONR 111	4
B.	Literature course (from either ENGL or MDFL Depts.)	4

Group II: History (2 courses)

A.	HIST 101, 102, or 103	4
B.	HIST 101, 102, 103 or a HIST course above 103	4

Group III: Humanities and Social Sciences (3 courses)

A.	ART, CMAT, DANC or THEA, MDFL, MUSC, PHIL, HONR 211		4
B.	ANTH, CADR, ECON or FINA, ENVR, Human GEOG, POSC, PSYC, SOCI, HONR 112	3/4	
C.	Select one course from either Group IIIA or IIIB (course must be from a different area than previously selected)		3/4

Group IV: Natural Science, Math or Computer Science (4 courses)

A.	Select courses with laboratories from at least two of the following four areas: BIOL, CHEM, GEOL or Physical GEOG, PHYS	4	4
B.	Select one additional course (need not be a lab) from Group IVA or ENVH or ENVR or COSC or MATH or HONR 212		3/4
C.	Select one course from MATH		3/4

Group V: Health Fitness (1 course)

FTWL 106 – Personalized Health/Fitness	3

Total general education credit hours	**43 - 47 credit hours**

5. <u>Specialized accreditation or graduate certification requirements</u>: N/A

6. <u>Contracting with another institution or non-collegiate organization</u>

   There are no contracts with other institutions or organizations.

7. <u>Assurance that SU provides clear, complete and timely information to students</u>

8. <u>Assurance that advertising, recruiting and admission material are clear and accurate</u>

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All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and Communications Department at SU, which fact-checks all submissions.

H. Adequacy of Articulation: N/A

I. Adequacy of Faculty Resources as outlined in COMAR 13B.02.03.11.

1. <u>Narrative of Faculty Demonstrating Quality of Program Faculty</u>

   The integrated science courses will be taught by SU's faculty from the Henson School of Science and Technology. Collectively, these faculty have decades of experience teaching undergraduates.

   Table of Faculty Resources. (note: all faculty are regular state employees, not contractual)

	Faculty Member	Terminal Degree	Field	Degree-granting Institution	Academic Rank	Full- or Part-Time	Courses overseen
Biological Sciences	Les Erickson	Ph.D.	Molecular and Cell Biology	Univ of Texas Dallas	Professor and Chair of Biological Sciences	FT	All BIOL courses
Chemistry	David Rieck	Ph.D.	Chemistry	Univ of Wisconsin Madison	Professor and Chair of Chemistry	FT	All CHEM courses
Geography and Geosciences	Daniel Harris	Ph.D.	Geoscience Education	Univ of Maryland College Park	Associate Professor and Chair of Geography/ Geosciences	FT	All GEOG and GEOL courses
Mathematics and Computer Science	Donald Spickler	Ph.D.	Pure Mathematics	Univ of Virginia	Professor and Chair of Mathematics and Computer Science	FT	All COSC, DSCI, and MATH courses
Physics	Matthew Bailey	Ph.D.	Physics	Utah State Univ	Associate Professor and Chair of Physics	FT	All ENGR and PHYS courses
	Mark W. Muller	Ph.D.	Mechanical Engineering	Univ of Hawai'i Manoa	Associate Professor and Associate Dean of the Henson School	FT	Program Coordinator

2. <u>Demonstrate Pedagogical Training for Faculty</u>

   The Office of Instructional Design & Delivery provides professional development in pedagogy and instructional technologies. They provide ongoing online and in-person workshops on the

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Canvas learning managements system, plagiarism detection service, lecture capture software and more. In their weekly newsletter during Fall and Spring semesters, they provide best practices for traditional, hybrid and online learning environments. Additional opportunities are provided through the Faculty Development Committee and our Faculty Learning Communities such as the Distance Education FLC and the Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual faculty development events – one in August at the beginning of the semester (our most recent focused on Effective Teaching Strategies) and a Teaching & Learning conference in the Spring where faculty present on evidence-based practices and their experiences at SU.

J. Adequacy of Library Resources as outlined in COMAR 13B.02.03.12.

Salisbury University Libraries have existing resources to support completely the new Integrated Science major. In relation to journal and newspaper articles, SU has a number of relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTOR; ProQuest Newspapers; Science Direct; and Web of Science. In regard to monographic titles, SU has a significant number of titles that would support this major and is frequently adding more. SU's ability to share resources within the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they requested it.

In sum, no new library resources are directly required to support the Integrated Science major. Existing resources that relate to integrated science will be purchased or acquired in the future as needed once the major is officially implemented. Active and ongoing communication from faculty teaching these courses regarding relevant resources is strongly recommended, with particular emphasis placed on areas of particular curricular focus along with information regarding newly released titles.

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K. Adequacy of Physical Facilities, Infrastructure and Instructional Resources as outlined in COMAR 13B.02.03.13.

Delivery of the program will be in existing space and is not contingent on additional resources. Incremental growth of the program will support equipment maintenance and updates. We do not currently have plans to offer this program through distance learning.

Adequacy of Financial Resources as outlined in COMAR 13B.02.03.14.

TABLE 1: RESOURCES for the Integrated Science B.S. at Salisbury University					
Resources Categories	(Year 1 - FY21)	(Year 2 -FY22)	(Year 3 -FY23)	(Year 4 -FY24)	(Year 5 -FY25)
1.Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c+g below)	$157,788	$195,318	$244,732	$285,375	$349,272
a. #F.T. Students	15	18	22	25	30
b. Annual Tuition/Fee Rate (FY20 Resident rate)*	$10,044	$10,245	$10,450	$10,659	$10,872
c. Annual Full Time Revenue (a x b)	$150,660	$184,410	$229,900	$266,475	$326,160
d. # Part Time Students	2	3	4	5	6
e. Credit Hour Rate*	$297	$303	$309	$315	$321
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$7,128	$10,908	$14,832	$18,900	$23,112
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$157,788	$195,318	$244,732	$285,375	$349,272

*Figured with a 2% Annual Increase

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TABLE 2: EXPENDITURES – for the Integrated Science B.S. at Salisbury University					
Expenditure Categories	(Year 1-FY21)	(Year 2-FY22)	(Year 3-FY23)	(Year 4-FY24)	(Year 5-FY25)
1. Total Faculty Expenses (b + c below)	$94,292	$96,178	$122,626	$125,079	$127,580
a. # FTE	1.00	1.00	1.25	1.25	1.25
b. Total Salary (plus 2% increase each year)	$70,896	$72,314	$92,200	$94,044	$95,925
c. Total Benefits (33% of salary)	$23,396	$23,864	$30,426	$31,035	$31,655
2. Total Administrative Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$94,292	$96,178	$122,626	$125,079	$127,580

L. **Adequacy of provisions for evaluation of program as outlined in COMAR 13B.02.03.15.**

The Henson School of Science and Technology has a long tradition of assessment and accreditation. Within the Henson School's Departments of Mathematics and Computer Science, Biological Sciences, Geography and Geosciences, Chemistry, and Physics, all faculty members are evaluated every year by their department chairs and all degree programs undergo comprehensive review every seven years. With guidance from the SU's Office of University Analysis, Reporting, and Assessment, course and program-based assessments are being developed at the start. Thus, the curriculum, program faculty and other resources, and student learning outcomes will be routinely evaluated through the annual and periodic review assessment cycles. In addition, once the

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Integrated Science B.S. program is launched, the program and courses will be evaluated using student surveys and program committee reviews on a regular basis.

M. Consistency with the State's minority student achievement goals as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education.

Any student meeting the SU admissions requirements can choose to pursue the B.S. in Integrated Science. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State's minority student achievement goals.

More specifically, Strategy 7 of the Maryland State Plan for Postsecondary Education (2017-2021) calls on universities to enhance career advising and planning services and integrate them explicitly into academic advising and planning.[7] The program will reach out to undeclared undergraduate students at Salisbury University to inform them of the wide array of career opportunities available with the Integrated Science major.

Strategy 8 of the State plan calls on universities to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness."[8] As the only undergraduate program of its kind in the USM, the Integrated Science B.S. program will result in new public-private partnerships for students in this program. The program requires that students complete a senior capstone project, and the project can be completed through collaborations with local, state, federal, and private sectors.

N. Relationship to low productivity programs identified by the Commission: The proposed program is not directly related to an identified low productivity program.

O. Adequacy of Distance Education Programs as outlined in COMAR 13B.02.03.22: No distance learning is proposed at this time.

Appendix A

B.S. Integrated Science - Salisbury University
Course Descriptions

Core Courses

BIOL 210: BIOLOGY: CONCEPTS AND METHODS (4 credit hours)
  Introduction to the study of biology, focusing on how biologists know things and study the world of life, with emphases on cell biology, genetics, ecology and evolution. First course required for biology majors. Four hours lecture/laboratory, two hours online per week.

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[7] https://bit.ly/2GgJnw8, pg. 60
[8] https://bit.ly/2GgJnw8, pg. 66

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BIOL 211: MICROBIOLOGY (4 credit hours)
  Fundamental course in the study of microorganisms and their activity, with emphasis on bacteria.
  Prerequisite: BIOL 101 or 210 or 215. Two hours lecture, four hours laboratory per week.

CHEM 121: GENERAL CHEMISTRY I (4 credit hours)
  Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships.
  Prerequisite: Two years high school algebra and chemistry, or CHEM 100. Three hours lecture, one three-hour
  laboratory per week.

COSC 117: PROGRAMMING FUNDAMENTALS (4 credit hours)
  Introductory course in computer programming, which involves solving problems by designing, implementing
  and testing algorithms. Emphasis is on problem solving through the use of algorithms and learning to develop
  computer programs that are reliable, well-documented, and correct. Implementation is done in object-
  oriented based languages concentrating on fundamental instructions and the development and
  implementation of events, methods, and functions. Three hours lecture, two hours lab per week.

COSC 118: INTRODUCTORY SCIENTIFIC PROGRAMMING (4 credit hours)
  Introduction to program design and development. Programs focus on development of applications for science
  including applications related to GIS. The object-oriented approach is emphasized throughout. No previous
  programming experience is required. Three hours lecture, two hours lab per week.

COSC 120: COMPUTER SCIENCE I (4 credit hours)
  Step-by-step approach to problem solving, modular structured design, and structured programming in C++.
  Emphasizes production of readable, well documented, efficient, tested and correct programs. Includes time
  intensive assignments. Prerequisite: C or better in COSC 117 or permission of department. Three hours
  lecture, two hours laboratory per week.

ENGR 100: INTRODUCTION TO ENGINEERING DESIGN (3 credit hours)
  Introduction to the art and science of engineering design. Students work in teams to design, manufacture,
  assemble and test a product. Examples of products include a postal scale, solar cooker and human-powered
  water pumping systems. CAD and modeling software will also be used. Four hours lecture/activity per week.

ENGR 110: STATICS (3 credit hours)

  The equilibrium of stationary bodies under the influence of various kinds of forces. Forces, moments, couples,
  equilibrium, trusses, frames and machines, centroids, moment of inertia, beams and friction. Vector and scalar
  methods used to solve problems. Prerequisite: PHYS 221. Prerequisite/Corequisite: MATH 202. Three hours
  per week.

GEOG 104: EARTH AND SPACE SCIENCE (4 credit hours)
  An introductory course in earth and space science for prospective elementary school teachers. An examination
  of the physical character of the Earth and its place in the solar system. Students cannot receive credit for both
  GEOG 104 and GEOG 105. Prerequisite: Intended for elementary education majors. Three hours lecture and
  one two-hour lab per week.

GEOG 105: INTRODUCTION TO PHYSICAL GEOGRAPHY (4 credit hours)
  Introduction to the variable physical character of the earth. Treatment of weather, climate, soil, vegetation,
  landforms and oceanic circulation with emphasis on processes, interrelationships and distributional patterns.
  Students cannot receive credit for both GEOG 104 and GEOG 105. Three hours lecture, one two-hour
  laboratory per week.

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GEOG 111: INTRODUCTION TO OCEANS AND COASTS (3 credit hours)
  The study of coastlines, coastal landforms, and the tectonic and oceanographic forces that shape them. One mandatory Saturday half-day field trip to Assateague Island is required. Three hours per week.

GEOG 150: ENVIRONMENTAL SCIENCE: CONCEPTS AND METHODS (4 credit hours)
  Explores global and regional environmental processes and systems, as well as the impact of humans on these systems. Addresses current environmental issues such as climate change, habitat loss and water pollution, emphasizing the role of science in identifying problems and finding solutions. May not receive credit for both BIOL 150 and GEOG 150. Three hours lecture, two hours laboratory per week.

GEOG 201: WEATHER AND CLIMATE (4 credit hours)
  Examination of weather and climate with emphasis on processes and distributional patterns. Interrelationships between climatic controls stressed. Three hours lecture, two hours laboratory per week.

GEOL 103: INTRODUCTION TO PHYSICAL GEOLOGY (4 credit hours)
  Introduction to the nature and character of the Earth's crust and the geological processes that generate and shape landform features. Topics include minerals, rocks, earth structure and plate tectonics, geological processes and associated landforms. Three hours lecture, two hours laboratory per week.

MATH 155: MODERN STATISTICS WITH COMPUTER ANALYSIS (3 credit hours)
  Descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences. May not receive credit for more than one: MATH 150, 155, 213 or 216. Prerequisites: High school Algebra II and plane geometry. Three hours per week.

MATH 198: CALCULUS I FOR BIOLOGY AND MEDICINE (4 credit hours)
  Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of derivatives and antiderivatives in a biological context. May not receive credit for both MATH 198 and MATH 201. Prerequisite: C or better in MATH 140 or equivalent. Four hours per week.

MATH 201: CALCULUS I (4 credit hours)
  Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of the derivatives. May not receive credit for both MATH 198 and MATH 201. Prerequisite: MATH 140 or equivalent. Four hours per week.

MATH 210: INTRODUCTION TO DISCRETE MATHEMATICS (4 credit hours)
  Introduction to basic techniques and modes of reasoning for discrete problem solving. Set theory, recurrence relations, counting, graphs and lattices, number theory. Prerequisites: MATH 140 or equivalent. Four hours per week.

MATH 216: STATISTICAL THINKING (4 credit hours)
  Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use and interpretation. Parametric and non-parametric methods are compared and contrasted. Includes a weekly laboratory. Prerequisite or Corequisite: C or better or concurrent enrollment in MATH 160, 198, 201 or similar calculus experience. Four hours per week.

PHYS 108: INTRODUCTION TO ASTRONOMY (4 credit hours)
  Survey of modern astronomy for non-science majors. Basic physics concepts utilized to study the night sky, light, optics and telescopes, planets, the moon and sun, stars nebulae, galaxies and the universe. Some night observations required. May not be taken for credit if student already has credit for PHYS 109. Three hours lecture, two hours laboratory per week.

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PHYS 109: PRINCIPLES OF ASTRONOMY (3 credit hours)
  Introductory course for non-science majors. Principles of astronomy are developed in a conceptual way. Topics covered include scale of the universe, a guide to the sky, cycles of the sun and moon, atoms and spectra, the sun and stars, structure and evolution of stars, the Milky Way and other galaxies, the solar system, and life on other worlds. May not be taken for credit if student already has credit for PHYS 108. Three hours lecture per week.

PHYS 121: GENERAL PHYSICS I (4 credit hours)
  Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, rotational motion, equilibrium, conservation laws and fluids. Not intended for physics or chemistry majors. Recommended Prerequisite: College algebra. Three hours lecture, two hours laboratory per week.

PHYS 221: PHYSICS I (4 credit hours)
  Introduction to calculus-based Newtonian mechanics for students majoring in physics, engineering and chemistry. Prerequisite or Corequisite: MATH 201. Six hours lecture/activity per week.

Capstone Courses

BIOL 415: RESEARCH IN BIOLOGY (3 credit hours)
  Independent student research under the supervision of a faculty member. May receive credit within the major for up to six credits combined of BIOL 415, 416, 417 and 420. Prerequisite: Permission of instructor. Schedule to be arranged individually. Forty-five contact hours per credit hour.

BIOL 420: READINGS IN BIOLOGY (1-3 credit hours)

  Readings designed to permit in-depth study of selected topics. Students submit written reports of their findings at the end of the semester. Specific topics are indicated on students' transcripts. Prerequisites: Sixteen hours in biology, permission of instructor.

BIOL 450: INTERNSHIP IN BIOLOGY (1-3 credit hours)
  Experiences in biology-related work provide students with an opportunity to use acquired biological knowledge in a professional way and to investigate potential career options. Under special circumstances this course may be taken a second time for credit, but only with permission of the internship coordinator. Prerequisites: Junior standing, biology major and approval of Internship Coordinator. 45 student contact hours per credit hour. Permission to register must be granted prior to the experience and registration must be concurrent with the experience. (P/F)

BIOL 490: ADVANCED SPECIAL TOPICS IN BIOLOGY (1-4 credit hours)
  Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. Prerequisites: Permission of instructor or 12 credits of biology, junior standing. One to four hours per week.

CHEM 310: INTERMEDIATE CHEMISTRY RESEARCH (1-3 credit hours)
  Intermediate level individual chemical research on an approved subject under supervision of a member of the faculty. Written report and seminar presentation required. May be taken twice for credit. Prerequisites/Corequisites: CHEM 221 and permission of department chair. Three hours per week per credit.

CHEM 403: PRINCIPLES OF CHEMICAL RESEARCH (3 credit hours)
  Individual undergraduate research on approved subject under supervision of a member of the faculty. Students will be introduced to the chemical literature, writing styles, and presentation styles used in

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chemistry. Prerequisite: Twenty-four hours of chemistry and permission of department chair. Nine hours per week.

CHEM 410: CHEMICAL RESEARCH (3 credit hours)
Individual undergraduate research on approved subject under supervision of a member of the staff. Written report, seminar presentation required. May be taken twice for credit. Prerequisites: CHEM 403 and permission of department chair. Nine hours per week, conference with the instructor.

CHEM 413: INTERNSHIP/CO-OP IN CHEMISTRY (3 credit hours)
Work experience designed to provide qualified students opportunities to use acquired chemical knowledge in a professional way. Written report, seminar presentation required. Prerequisites: Twenty-four hours of chemistry, consent of instructor. Six hours work per week, conference with supervisor.

COSC 380: INTERNSHIP (3 credit hours)
Students work under supervisors in a local firm or public institution in conjunction with an advisor from the department. Cross-listed with MATH 380. MATH/COSC 380 may be taken twice for a maximum of six credits but used only once toward a major in mathematics or computer science. Prerequisite: Approval of department chair. Eight to ten hours per week. (P/F)

COSC 385: DIRECTED STUDY (1-4 credit hours)
For students who desire to pursue a special topic in computer science not covered in the current curriculum. Under most circumstances' students will take this course for three credit hours. This course may be repeated under different subtitles for a total of nine credits, but only a total of four credit hours from MATH 385 and /or COSC 385 may be used toward a major or minor. Prerequisite: Consent of the instructor and Chair of the Department of Mathematics and Computer Science. One to four hours per week.

COSC 390: UNDERGRAD RESEARCH PROJECT (1-3 credit hours)
Offers study of some area of computer science in more depth than is possible in the usual classroom setting. Students work on projects under the direction of faculty members. Prerequisite: Department approval. (P/F)

DSCI 470: RESEARCH METHODS IN DATA SCIENCE (3 credit hours)
Preparation for professional research and problem solving in data science and DSCI 490 projects. This course includes discussion of methodologies that can be used within data science, to ensure that the data used in problem solving is relevant and properly manipulated to support data science projects. Students will gain an understanding of the philosophy of using experimentation to gain scientific knowledge and the important components of successful experimentation and presentation. Basic information literacy techniques including; searching for primary literature and information using library reference materials and on-line databases; writing reports and research papers; analyzing and presenting graphical data; the ethical use of information; and presenting research using presentation development software will be discussed. Prerequisite: C or better in COSC 311. Three hours per week.

DSCI 490: CAPSTONE PROJECT (3 credit hours)
Capstone project in one of the areas of data science chosen, designed, and carried out by the student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation is required. Pre-requisites: DSCI 470 and permission of instructor who will direct study.

ENGR 395: INTERMEDIATE ENGINEERING RESEARCH (1-3 credit hours)
Intermediate level, individual research project in engineering with supervision of a member of the faculty. May be repeated for up to six credits. Prerequisites: Eight credits of physics and/or engineering and departmental approval. Two hours per week per credit.

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ENGR 490: RESEARCH IN ENGINEERING (2 credit hours)
  Research project in engineering chose, designed and carried out by student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation required. Prerequisites: PHYS 470, 40 credits of physics/engineering (or senior standing), department chair approval. Six hours per week.

GEOG 414: RESEARCH AND WRITING (3 credit hours)
  Development of research methods in geography. Topics include formulation of problems, establishment of hypotheses, development of structures for testing hypotheses and practice with forms of geographic presentation. Maps, numerical and field methods are used. Cannot receive credit for both GEOG 300 and GEOG 414. Prerequisites: Twelve hours of geography, including completion of GEOG 204 or consent of instructor. Three hours per week.

GEOG 415: SELECTED PROBLEMS (1-3 credit hours)
  Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography and/or geology. Prerequisite: Permission of department chair. Three hours per week for each credit hour.

GEOG 460: INTERNSHIP (1-3 credit hours)
  Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. Cannot be used to satisfy requirements for the major. May be offered for undergraduate or graduate credit. Prerequisite: Approval of the department. Three hours per week for each credit hour. (P/F)

MATH 380: INTERNSHIP (3 credit hours)
  Students work under supervisors in a local firm or public institution in conjunction with an advisor from the math department. Cross-listed with COSC 380. MATH/COSC 380 may be taken twice for a maximum of six credits but used only once toward a major in mathematics or computer science. Prerequisite: Approval of department chair. Eight-to-ten hours per week. (P/F)

MATH 385: DIRECTED STUDY (1-4 credit hours)
  For students who desire to pursue a special topic in mathematics not covered in the current curriculum. Under most circumstances' students will take this course for three credit hours. This course may be repeated under different subtitles but only a total of four credit hours from MATH 385 and/or COSC 385 may be used toward a major or minor. Prerequisite: Permission of the instructor and chair of the Department of Mathematics and Computer Science. One to four hours per week.

MATH 390: UNDERGRADUATE RESEARCH PROJECT (1-3 credit hours)
  Offers study of some area of the mathematical sciences in more depth than is possible in the usual classroom setting. Students work on a project under the direction of faculty members. Prerequisite: Approval of research committee and department chair. (P/F)

PHYS 450: INTERNSHIP/ CO-OP PHYSICS (3 credit hours)
  Work experience in which qualified students use knowledge of physics in a professional setting. Students summarize experiences in written reports with seminar presentations. Prerequisites: Twenty hours of physics, permission of department chair. Six hours per week.

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PHYS 470: SENIOR SEMINAR (1 credit hour)
  Senior seminar for Physics majors. Introduction to research practices. Preparation for PHYS 475 or PHYS 490 projects. Prerequisites: 30 credits of physics and/or engineering, or department chair approval. One hour per week.

PHYS 490: RESEARCH IN PHYSICS (3 credit hours)
  Research project in one of the areas of physics chosen, designed and carried out by student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation required. Prerequisites: PHYS 470 and 40 credits of physics (or senior standing) and department chair approval.

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Towson University: Master of Science in Athletic Training

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: The University has offered a Bachelor of Science degree in Athletic Training (BSAT) since 1996. The Commission on Accreditation of Athletic Training Education accredits the program and successful completion leads to eligibility to sit for the certification examination that the Board of Certification for the Athletic Trainer administers. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022.

The program will be anchored in the foundation and long-standing success of the TU BSAT. Specifically, the BSAT program has a strong reputation and is recognized for its success in educating athletic trainers to serve as members of Maryland's healthcare workforce (e.g., graduation rate; first-time student pass rate on the certification examination; employment of graduates). Graduates of the program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and across the United States. Graduates have also pursued advanced medical education following completion of the Athletic Training degree.

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 Towson University to offer the Master of Science in Athletic Training.

COMMITTEE RECOMMENDATION: Approval	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman	jboughman@usmd.edu

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TU
TOWSON
UNIVERSITY

Office of
the President
8000 York Road
Towson, MD 21252-0001

April 9, 2020

Jay A Perman, PhD.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman,

Towson University requests approval for a new **Master of Science in Athletic Training**. The University has offered a Bachelor of Science degree in Athletic Training since 1996. The Commission on Accreditation of Athletic Training Education accredits the program and successful completion leads to eligibility to sit for the certification examination that the Board of Certification for the Athletic Trainer administers. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022; that directive prompts this proposal.

Please find attached the program proposal. Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.
Sincerely,

Kim Schatzel, Ph.D.
President
KS/wrf
cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM

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Dr. Karen Eskow, Interim Dean of Graduate Studies

Dr. Westley Forsythe, Director, Accreditation and Compliance Services

Dr. Maggie S. Reitz, Vice Provost for Academic Affairs

Dr. Tab Uhrich, Associate Dean, College of Health Professions

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University
Institution Submitting Proposal

M.S. Athletic Training
Title of Proposed Program

Master of Science
Award to be Offered

Fall 2020
Projected Implementation Date

0835-05
Proposed HEGIS Code

51.0913
Proposed CIP Code

Kinesiology
Department in which program will be located

Jaime DeLuca
Department Contact

410.704.2748
Contact Phone Number

jdeluca@towson.edu
Contact E-Mail Address

Signature of President or Designee

04/09/2020
Date

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Executive Summary

The Department of Kinesiology in the College of Health Professions (CHP) at Towson University (TU) has offered a Bachelor of Science degree in Athletic Training (BSAT) since 1996. Successful completion of the Athletic Training Program, which is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), leads to eligibility to sit for the certification examination administered by the Board of Certification for the Athletic Trainer (BOC-AT) and to enter the workforce in the profession of athletic training. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022. In response to that directive and to continue educating athletic trainers to meet Maryland's healthcare, wellness and fitness needs, TU proposes to offer the Master of Science in Athletic Training (MSAT).

The TU MSAT will be anchored in the foundation and long-standing success of the TU BSAT. Specifically, the TU BSAT program has a strong reputation and is recognized for its success in educating ATs to serve as members of Maryland's healthcare workforce (e.g., graduation rate; first-time student pass rate on the certification examination; employment of graduates).

Graduates of the program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and across the United States. Graduates have also pursued advanced medical education following completion of the AT degree.

The MSAT curriculum will address emerging healthcare system complexities with focused attention on population health. TU has developed a robust graduate curriculum that has been approved institutionally and is in alignment with the CAATE standards. A two-year, full-time graduate program will be offered to meet the educational and workforce needs for athletic trainers. TU has the resources, experience, and expertise to offer the MSAT program providing graduate-level academic rigor and clinical excellence, while responding to healthcare workforce needs, opportunities, and accreditation changes.

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A. CENTRALITY TO INSTITUTIONAL MISSION STATEMENT AND PLANNING PRIORITIES

Description of the Program

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment under the direction of, or in collaboration with, a physician. As a part of the health care team, services provided by ATs include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The education required to meet growing and more complex healthcare needs has advanced to a graduate professional degree. Specifically, in May 2015, the Athletic Training Strategic Alliance, a group of four leading organizations (i.e., National Athletic Trainers Association (NATA); Board of Certification for the Athletic Trainer (BOC-AT); Commission on Accreditation of Athletic

Training Education (CAATE); National Athletic Trainers Association Research and Education Foundation) mandated that the professional degree for athletic training programs must be a Master of Science by 2022.[1] In response to that directive and to continue to offer athletic training education opportunities, the current bachelor's degree in athletic training (BSAT) will transition to a master's degree for entry into practice as a certified athletic trainer.

The Master of Science in Athletic Training (MSAT) program will use a competency-based approach in both the classroom and clinical settings. The program will use a medical-based education model that includes acquisition of knowledge, skills and clinical abilities combined with a broad scope of foundational behaviors of professional practice. In creating the courses for the MSAT, a key component was to ensure the use of current evidence-based best practices in athletic training education and pedagogical strategies for instruction of athletic training knowledge and skills.

The Department of Kinesiology (Kinesiology) will house the MSAT program. The MSAT curriculum is a two-year, full-time graduate program developed to fully align with CAATE standards. Specifically, the MSAT is comprised of 60 credits which include 30 credits of theory and didactic coursework, 12 credits of on-campus laboratory coursework, and 18 credits of clinical coursework. During the final semester, a 9-credit immersive clinical experience

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will focus on comprehensive patient-centered care. The following chart offers the proposed MSAT Program of Study:

MSAT Program of Study

Year #1		
Summer	**Fall**	**Spring**
KNES 560: Fundamental Concepts and Competencies in Athletic Training *(3 credits; 45 lab hours)* KNES 565: Health Informatics and Quality Improvement *(3 credits)*	KNES 615: Acute & Traumatic Injury: Assessment and Management *(3 credits; 45 lab hours)* KNES 625: Evidence-Based Assessment of the Lower Extremity *(3 credits; 45 lab hours)*	KNES 626: Evidence-Based Assessment of the Upper Extremity *(3 credits; 45 lab hours)* KNES 623: Rehabilitative Care: Therapeutic Exercise *(3 credits; 45 lab hours)*
	KNES 622: Acute and Rehabilitative Care: Therapeutic Modalities *(3 credits; 45 lab hours)* KNES 602: Practicum I: Clinical Application of Athletic Training Competencies *(3 credits – 150 clinical fieldwork hours)*	KNES 681: Epidemiology and Research Methods in Athletic Training *(3 credits)* KNES 604: Practicum II: Clinical Care of the Lower Extremity *(3 credits – 150 clinical fieldwork hours)*

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Year #2		
Summer	**Fall**	**Spring**
KNES 650: Human Performance Optimization *(3 credits; 45 lab hours)* KNES 606: Practicum III: Clinical Care of the Upper Extremity *(3 credits – 150 clinical fieldwork hours)*	KNES 627: Evidence-Based Assessment of the Head and Spine *(3 credits; 45 lab hours)* KNES 701: Maximizing Rehabilitation Interventions *(3 credits; 45 lab hours)* KNES 702: Pathophysiology of Medical Conditions *(6 credits; 90 lab hours; 45 clinical fieldwork hours)*	KNES 668: Advanced Diagnostic Imaging and Pharmacology *(3 credits)* KNES 703: Practicum IV - Comprehensive PatientCentered Care *(9 credits – 450 clinical fieldwork hours)*

The MSAT is a competency-based curriculum that allows students to begin their education at a foundational, basic skills level. As students progress through the six-semester year-round program, each semester builds on knowledge and skills learned in previous courses. Successful completion of each course and each semester indicates growing levels of demonstrated knowledge and competency in the athletic training skills needed to provide safe and effective healthcare across multiple populations in professional, amateur, and recreational settings. Graduates of TU's BSAT program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and the United States. Further, the BSAT program has been successful in retaining and graduating 88% of the students who were admitted (3-year aggregate rate).[2] In addition, the student pass rate on the certification examination administered by the BOC-AT is 98% compared to a national average of 80.8%,[2,3] and the current employment rate of program graduates as athletic trainers is 77%.[2] Ultimately the MSAT builds on this strong foundation, reputation, and success of athletic training education at TU and includes clinical education experiences as well as didactic learning opportunities, and supports student success, institutional need, and workforce demand.

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Proposed Program Supports the Institution's Goals

In preparing the MSAT program, ensuring consistency with the vision, mission, and strategic planning of TU has been a priority. *TU 2020: A Focused Vision for Towson University* defines eight priorities. The MSAT is strongly aligned with these priorities, in particular the following areas will be supported by this program:

• Academic Excellence and Student Success

Academic excellence is generally considered the ability to perform, achieve, or excel in scholastic activities. While promoting academic excellence is a goal of the MSAT program, an equally important goal of the program is ensuring student success. Student success is not simply measured by grades earned or grade point average (GPA), rather it reflects the individual growth of the "whole" student, including, intellectual, emotional, social, and ethical development. The MSAT program affords students opportunities to achieve success by providing experiences that extend beyond the classroom. Students in the MSAT program will have a range of activities from which to choose depending on their personal needs and/or interests, including active participation in professional associations (i.e., state, regional, and national levels), active involvement with student groups (e.g., Athletic Training Majors Club; Graduate Student Association), engagement in research projects that result in oral presentations and/or published articles, participation in seminars on a variety of topics, and engagement in outreach activities. The current athletic training faculty have an established record of excellence in scholarship, teaching, and service. The accomplishments of the faculty ensure a commitment to excellence in the educational, clinical, and professional experiences that will be provided through the MSAT program.

• Internships and Experiential Learning Opportunities

Clinical experience is an essential component of an athletic training program. Providing internship and clinical experience opportunities expands the educational learning opportunities for students as well as enhances our community outreach programs. The MSAT program will provide clinical education in sites currently being used in the BSAT program. These sites include colleges/universities, high schools,

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sports medicine centers, hospitals, and the TU campus (Health Center, Athletics, Campus Recreation). With the advanced graduate program, the MSAT program will develop additional community and healthcare partnerships to support required clinical education and internship experiences. New partners will help provide a greater diversity of experiential opportunities for athletic training students.

• A Model for Leadership Development

A recurring theme evidenced in the curricular design of the MSAT program promotes developing outstanding professional and lifelong leadership. Exposing students in the MSAT program to leadership development will be accomplished through several means, including coursework, clinical experiences, and professional opportunities that may include student organizations, community engagement and volunteer outreach to vulnerable populations. The *Practice Analysis, 7the edition (*previously, the *Role Delineation Study/ Practice Analysis*) published by the BOC-AT identifies leadership as an important role for the AT in performing responsibilities for managing human resources to provide efficient and effective health care and educational services.[4] The curriculum has been developed to support leadership as an expected competency.

• A Model of Outstanding Stewardship

As a major educator of health professions in the region, the MSAT program will support building and strengthening the healthcare workforce throughout Maryland. The MSAT program advances the rigor and education of ATs to manage complex care and address injury prevention and rehabilitation needs of those across the lifespan. ATs, by virtue of their emphasis on sport and fitness, will lead to a healthier community and address lifelong well-being.

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In keeping with the *TU 2020: A Focused Vision for Towson University*, the *University System of Maryland Strategic Plan*, and the *Maryland State Plan for Higher Education*, the following TU student learning outcomes are promoted in the MSAT program:

• Information Literacy and Technology Competency

Competency in the use of healthcare informatics is essential to the ability of the AT to perform numerous and varied tasks. These tasks can range from searching, retrieving, and utilizing information derived from online databases and/or internal databases for clinical decision support to properly protecting the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data. The MSAT program will prepare students to efficiently, effectively, and appropriately use information technology as allied health care practitioners.

• Effective Communication

Effective and efficient communication is crucial in healthcare. Accordingly, written and oral communication is an area that is addressed in coursework, clinical experiences, and CHP interprofessional education opportunities throughout the MSAT program. The goal is for students to demonstrate the ability to communicate effectively with patients, family, and health care personnel appropriate to their level of understanding.

• Specialized Knowledge in Defined Fields

Athletic training is recognized by the American Medical Association (AMA), Health

Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession. The practice domains for athletic training are injury/illness prevention and wellness, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being. The purpose of the MSAT program is to prepare students as entry-level ATs through an extensive curriculum of didactic and clinical experiences in alignment with national CAATE standards. Successful completion of the program will allow the student to sit for the certification examination administered

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by the BOC-AT and begin a career in one of the many employment settings available to ATs.

• Working in Multifaceted Work Environments

ATs are highly qualified, multi-skilled health care professionals who provide care for a wide range of patients across diverse settings. ATs are employed in schools, colleges and universities, professional and Olympic sports, youth leagues, municipal and independently owned youth sports facilities, physician practices, rural and urban hospitals, urgent and ambulatory care centers, clinics with specialties in sports medicine, cardiac rehabilitation, medical fitness, wellness and physical therapy, police and fire departments and academies, the military, and the performing arts. MSAT students will be exposed to these multifaceted environments throughout their education.

Proposed Program: Adequate Funding for First Five Years

Funding for the MSAT program will be provided by a combination of reallocated funds from the current BSAT program and graduate tuition dollars from the MSAT program revenue. The majority of resources will be reallocated.

• Physical Resources/ Facilities

The MSAT program will be located in Burdick Hall on the TU campus, the current location of the BSAT program. No renovation of current labs or facilities is needed. The current facilities contain sufficient program space and state-of-the-art equipment used for daily instruction of athletic training students enabling acquisition and mastery athletic training knowledge and skills. Regular classrooms, computer labs, and athletic training faculty offices are also available in Burdick Hall. In addition, graduate students in the MSAT program will have access to additional faculty research laboratories that include a gait analysis lab, biomechanics lab and the TU Wellness Center at the Institute for WellBeing.

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• Equipment

Kinesiology is fully equipped to meet the teaching, learning and practices needs of the MSAT students. Operational funds for equipment for the BSAT program will be transferred directly into the MSAT budget. Athletic training students will also share equipment in Kinesiology as needed. The CHP and the Department of Nursing maintain high tech simulation equipment and facilities that can be accessed by MSAT faculty and students.

• Student Support Services

TU offers a wealth of student support services as well as a dedicated focus on resources for graduate students. The Division of Student Affairs at TU is designed to provide comprehensive resources to support students' academic achievement. These include, but are not limited to, services through the Career Center, Counseling Center, Accessibility and Disability Services, Health Center, Office of Student Conduct and Civility Education, and Veterans Center. In addition, the Office of Graduate Studies provides paid graduate assistantships, resources for professional development with conference attendance at major meetings, and leadership opportunities with dedicated mentors.

• Faculty, Staff, and Administrative personnel

All faculty and staff supporting the current BSAT program will be reallocated to the MSAT program. With the development of this advanced professional graduate level degree and the increasing rigor and implementation of evidence-based practice and quality health outcome metrics, one full-time faculty and one dedicated staff program specialist will be required to meet the teaching, research and accreditation needs of the MSAT program. The full-time faculty member will assist in delivery of coursework and the program specialist will manage the extensive administration work including clinical affiliation agreements, detailed documentation needs and clinical scheduling and coordination.

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

Demand and need for the program in terms of meeting present and future needs of the region and the State.

In 2018, there were 385 CAATE-accredited athletic training programs in the United States.[1] It was estimated that there would be a reduction of approximately half of the athletic programs in the country subsequent to the CAATE mandate that programs transition from a Bachelor of Science to a Master of Science degree.[1] Some institutions would either not choose to or be unable to transition successfully to a Master's level program. As a result, an increase in demand for student capacity in MSAT accredited programs is projected.

TU is one of three CAATE-accredited athletic training programs in the state of Maryland. Each of the programs is in a different geographical region of the State and has existed for more than 20 years. Salisbury University and Frostburg State University have successfully transitioned from a Bachelor of Science Degree to a Master of Science Degree.

The demand to attend TU has been high for many years. Given the documented successes of the BSAT (e.g., retention rate; graduation rate; first time pass rate BOC-AT certification examination; graduate school acceptance; employment rate) coupled with the anticipated decrease in the availability of Master's level programs, an increase in applicants for the MSAT program at TU is expected.

Evidence that perceived need is consistent with Maryland State Plan for Postsecondary Education.

The MSAT addresses several aspects of the 2017-2021 *Maryland State Plan for Postsecondary Education* including, but not limited to, the following:

- Strategy 4. Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.
  Consistent with TU policy and practices, the MSAT program will ensure commitment to equal education opportunities, regardless of race, disability, ethnicity, gender, or sexual identity. The MSAT at TU will be the only athletic training program available in the Central Maryland region. As such, it provides a large population of Maryland

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residents with access to a specialized program of study with significant health workforce needs.

- Strategy 5. Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.

  The MSAT, which will require the completion of 60 graduate credits, is structured so that students have the option to complete the program in two years or extend completion over a period of four years. To accommodate traditional and non-traditional graduate students, an abundance of opportunities for career exploration and goal-setting are available to students in the program. In addition, the program of study is based on the requirements for accreditation as a Professional Program in Athletic Training as defined by the CAATE. Professional programs lead to eligibility to sit for the BOC-AT examination and to enter the workforce as a certified AT.

- Strategy 7. Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

  As a goal of the MSAT program is to prepare students for employment as an AT, the integration of academic and career advising will be an integral component of the program. Advising will encompass the following: o provide students with a clear understanding of program requirements and a plan for completion of the requirements;

  o work with students to determine their individual needs, interests, and career trajectories; and
  o ensure student access and use of familiarity with the resources available through the NATA Career Center and the TU Career Center.

- Strategy 8. Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

  The MSAT will utilize partnerships with public and private high schools, other colleges/universities, sports medicine centers, and hospitals in Baltimore and surrounding areas which have been established by the BSAT. These institutions/organizations (n=25) serve as clinical education sites. The clinical preceptors at these sites are directly involved in the education and evaluation of the

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athletic training students. The MSAT program will continue to use the existing clinical sites as well as actively recruit additional sites and preceptors to support advanced rigor and diversity of learning experiences. In doing so, there are increased opportunities for students to experience, understand, and apply competencies needed in real-world workplaces. As current and new sites are used for MSAT student education, industry partners will have opportunities to recruit new graduates for their practices. Furthermore, partnerships also afford TU the opportunity to bridge the gap between the institution and local employers in supporting and improving workplace development and readiness.

- <u>Strategy 9. Strengthen and sustain development and collaboration in addressing teaching and learning challenges.</u>

  One of the greatest teaching and learning challenges for clinical healthcare education is the ability to secure strong clinical placements. In shifting to graduate level education, preceptors will likely need additional education about the advanced rigor and curricular changes required to support graduate athletic training education. The BSAT faculty offer annual preceptor workshops to insure clinical education meets program goals and supports student success. These workshops and on-site evaluations by the MSAT Clinical Coordinator will insure graduate level education standards are achieved.

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

Work Settings

According to the United States Department of Labor/Bureau of Labor Statistics (BLS) as of April 2019, ATs are employed in a variety of settings. The largest employers of ATs are provided in Table 1.[5] ATs also work with military law enforcement, professional sports teams and performing arts programs.

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Table 1. Bureau of Labor Statistics – Largest Employers of Athletic Trainers	
Educational services; state, local, and private	37%
Hospitals; state, local, and private	17%
Offices of physical, occupational and speech therapists, and audiologist	16%
Fitness and recreational sports centers	7%
Self-employed workers	6%

Employment Opportunities

According to the BLS, there were 31,100 jobs in athletic training in 2018.[5] Employment of ATs is projected to grow by 5,900, or 19 %, from 2018 to 2028. This rate is much faster than the average for all occupations (Figure 1).[5]

Figure 1. Projected Change in Employment of Athletic Trainers

(Retrieved from https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6)
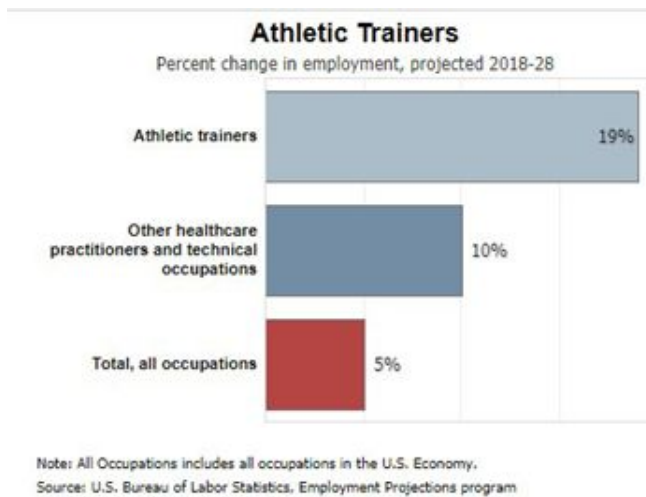
Increased demand is attributed to several factors, including:

- The general public becoming aware of the effects of sport-related injuries
- The continued growth of sport programs at all ages and experience levels contributing to an increased incidence of injuries

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- Larger numbers of physically active middle-aged and older populations that will likely result in an increased incidence of musculoskeletal injuries
- A rise in the number of states requiring public secondary schools to employ ATs as part of their athletic programs; ATs are typically on-site and the first responders when injuries occur; given the expertise and skill-set of ATs, on-site availability has numerous advantages
- Increasingly sophisticated treatments used by ATs in injury prevention, assessment, and rehabilitation
- Employers in settings other than athletic programs (e.g., industrial setting; military bases) hiring ATs as a means for reducing injuries, on-site assessment, treatment, and rehabilitation of injuries.

Projected Employment in Maryland

The projected employment for ATs in many central Maryland counties is expected to increase by an average of 12%.[6] Projected employment for ATs in nearby counties in Maryland is outlined in Table 2.

Table 2. Projected Employment for Athletic Trainers in Surrounding Counties for 2019-2023				
Area/County	2019 Jobs	2023 Jobs	2019-2023 Change	Percent Change
Baltimore City	70	80	10	+14%
Montgomery	52	57	5	+10%
Baltimore	45	50	5	+11%
Anne Arundel	26	29	3	+12%
Prince George's	20	23	3	+15%
Howard	19	22	3	+16%
Frederick	13	15	2	+15%
All counties	318	356	38	+12%

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D. REASONABLENESS OF PROGRAM DUPLICATION

TU has one of three CAATE-accredited athletic training programs in the state of Maryland. Each of the programs is in a different geographical region in the state and has provided athletic training student education for more than 20 years, demonstrating a need for all three programs. As student interest in athletic training education exceeds the number of seats available in Maryland's programs, academic program duplication has not been an issue. With Maryland's continuing need for healthcare providers to meet the growing needs of Maryland citizens, further program expansion may be indicated. Given the three institutions have successfully offered academic majors in athletic training at the undergraduate level and the increased need for Master's programs in athletic training, the development of a Master's level program in athletic training, by any or all of the three schools, should not have a negative impact on the sustainability of the these programs.

Table 3 outlines enrollment numbers for state and regional competitive "Master of Science in Athletic Training" programs. As per the CAATE, programs are required to report three years of enrollment data.[7]

Table 3. Enrollment Numbers for State and Regional Competitive "Master of Science in Athletic Training" Programs				
Institution	Location	Enrollment Data per Year		
		2017	2018	2019
Bridgewater College	Bridgewater, VA	N/A[1]	N/A[1]	6
East Stroudsburg University	East Stroudsburg, PA	7	8	6
Gannon University	Erie, PA	8	6	10
Marshall University	Huntington, WV	9	8	TBD[2]

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Moravian College	Bethlehem, PA	7	13	11
Salisbury University	Salisbury, MD	10	15	14
Shenandoah University	Winchester, VA	13	15	TBD[2]
West Chester University	West Chester, PA	N/A[1]	12	TBD[2]

Table 3 Notes:

1Program had not yet begun admitting students at the Master of Science level.

2Program has not yet posted 2019 enrollment data.

Justification for proposed program

Several factors provide justification for the proposed MSAT program at TU including:

- First and foremost, the academic credential to enter practice as an AT has been mandated to change from the baccalaureate degree to the master's degree precipitating closure of TU's BSAT program by 2022.
- TU has a long history of success educating ATs. Successes include retention and graduation rate, first time student pass rate on the certification examination administered by the BOCAT, and the employment rate of program graduates.
- The TU MSAT program supports the University's mission and reflects the *TU 2020: A Focused Vision for Towson University.*
- The TU MSAT program is consistent with the *University System of Maryland Strategic Plan* and the *Maryland State Plan for Higher Education.*
- The TU MSAT program is the only program proposed for the central Maryland region and one of only three athletic training programs in the state.

In addition, given the market demand for ATs is projected to grow by 19% from 2018 to 2028 and the loss of baccalaureate athletic training programs, there is a need to ensure the development of athletic training programs and the master's level. The demand for ATs as first

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line healthcare providers is increasing; therefore, TU expects continued high interest in athletic training education resulting in a high demand program. As sustainability at the baccalaureate level has not been problematic with three programs statewide, no interference with the sustainability of master's level programs throughout Maryland is expected.

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

At present, no athletic training programs are currently housed in HBIs in Maryland, thus the MSAT program at TU is not expected to have a direct impact on high-demand programs at HBIs.

Baccalaureate graduates from HBIs, however, are eligible to apply for MSAT admission. Athletic training provides a strong and dynamic education and career pathway for baccalaureate graduates in health science majors for HBIs across the state.

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

With no athletic training programs at Maryland HBIs, there is no relevance to the identity of HBIs anticipated from the proposed MSAT program.

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

Establishment of proposed program and faculty who will oversee the program

The TU MSAT will be anchored in the foundation and long-standing success of the TU BSAT. With the increasing complexities of technology, advances in healthcare and greater needs for population based health care, a shift from the undergraduate level to a professional graduate degree was mandated by the CAATE. Based on these dynamic and shifting practice and industry changes, the MSAT curriculum will address emerging healthcare system complexities

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with additional rigor and attention to population health. TU has developed a robust graduate curriculum that has been approved institutionally and is in alignment with the CAATE standards.

Athletic training programs must be accredited by the CAATE for graduates to be eligible for certification and practice as an AT. The mission of the CAATE is defining, assessing, and continually improving AT education. The *Standards for Accreditation of Professional Athletic Training Programs* (*Standards*), published by the CAATE, are used for the development, evaluation, analysis, and maintenance of athletic training programs.[7] The MSAT program at TU is designed to ensure compliance with the *Standards* to obtain and maintain recognition as a CAATE-accredited professional athletic training program while addressing complex, population based care.

The MSAT program, which requires the completion of 60 credits, will be delivered using traditional face-to-face, on-campus didactic and laboratory coursework with clinical fieldwork placements at many off-campus locations. Face-to-face experiences will enable the formal acquisition, practice, and evaluation of knowledge and clinical proficiencies through classroom, laboratory, and clinical experiences. Didactic and clinical education will take place concurrently through introduction of knowledge and skills in a logical progression with increasing levels of student responsibility as they progress through the curriculum. By completion of the final semester, students shift to an entry-level collaborative-autonomous practice. In addition, a variety of additional learning opportunities will be available to students, including research projects, interprofessional engagement among students in other health profession programs, and service activities,. The program has been designed to reflect best-practices in athletic training education.

The faculty who will oversee the MSAT program include the Chairperson of the Department of Kinesiology, the MSAT Program Director (PD) and the Clinical Education Coordinator (CEC). As required by the CAATE, the PD serves as the lead athletic training faculty, is a full-time faculty member, and is responsible for management and administration of the program.[7] Responsibilities include program planning and operation; program evaluation; reporting and documentation of accreditation compliance; input into budget management, appointment of program personnel and the evaluation of athletic training faculty and staff.

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Also critical to the support and education of athletic training students is the CEC, another fulltime role required by the CAATE.[7] This faculty member is responsible for oversight of the clinical education portion of the program. Oversight responsibilities of the CEC include student assignments to athletic training clinical experiences and supplemental clinical experiences; clinical site evaluation; student evaluation; and preceptor identification, selection, evaluation, professional development and regular and on-going communications. In addition to these formal faculty appointments within the athletic training program, additional faculty prepared and certified as ATs support the course, learning, and advising needs of the athletic training students.

Educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.

Student learning outcomes align with core competencies associated with the *Standards* and are as follows:

Patient Centered Care: Demonstrate clinical competence in the areas of injury assessment, diagnosis, immediate management, and rehabilitation, including knowledge, psychomotor skills, and clinical reasoning to effectively treat patients.

Evidence-Based Practice: Implement evidence-based practice to connect didactic content with clinical decision making in the delivery of patient care to maximize patient outcomes.

Professionalism: Demonstrate involvement in service and professional associations; advocate for the profession of athletic training at the local, state and national levels; and practice athletic training in a manner that is congruent with ethical standards.

Health Care Informatics: Integrate principles and practices of health care informatics to the administration and delivery of patient care, including data to drive informed decisions; document, communicate, and manage health-related information; mitigate error; and support decision making.

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Interprofessional Practice: Promote the role of athletic trainers as members of a broader health care community and the importance of working collaboratively with other health care providers in optimizing patient care.

Quality Improvement: Interpret patient outcomes measures to assess patient status, progress, and changes over time lending to quality care and improvements.

Student achievement learning outcomes and assessment of student achievement learning outcomes in the program

TU's academic assessment initiative requires each program to provide an assessment plan that includes student learning outcomes; minimum two assessment measures per student learning outcome where at least one is a direct measure; minimal level of expectation per measure; and data collection cycle. The initiative requires programs assess student learning outcome annually as documented in an annual report submitted to TU's Office of Assessment. These annual reports are peer-reviewed every January at TU's Assessment Day for Programs event. Measures intended to provide evidence of the aforementioned student learning outcomes for the MSAT program include course-based clinical simulation exams, clinical-based performance evaluations, and case study assignments. Additional information pertaining to learning outcomes and assessment is available in Section M of this document.

Courses that comprise the curriculum and program requirements

The courses that comprise the MSAT program have been approved by the various curriculum committees at TU (i.e., Kinesiology Curriculum Committee; CHP Curriculum Committee; University Curriculum Committee) and are as follows:

- KNES 560: Fundamental Concepts and Competencies in Athletic Training (3 credits) Knowledge, skills, and professional foundations of athletic training and the role of the athletic trainer as a multi-skilled health care professional. The primary content areas include health care organization and administration; the pre-participation physical examination; the clinical evaluation process; protective taping and wrapping; and protective equipment.

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• <u>KNES 565: Health Informatics and Quality Improvement</u> (3 credits)

Organizational, administrative, and management theories pertaining to the delivery of health care by the athletic trainer. The primary content areas include: program management; information management; financial management; development and maintenance of sport medicine facilities; health insurance systems/reimbursement for services; risk management and legal considerations; and administrative issues in educational and clinical settings.

• <u>KNES 602: Practicum I: Clinical Application of Athletic Training Competencies</u> (3 credits)

Clinical experience designed to provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities. Completed under the supervision of a preceptor, the clinical proficiency focus is on basic, fundamental athletic training skills and organization and administration related skills.

• <u>KNES 604: Practicum II: Clinical Care of the Lower Extremity</u> (3 credits)

Clinical experience designed to provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities. Completed under the supervision of a preceptor, the clinical proficiency focus is emergency care, evaluation of lower extremity injuries/conditions, and use of therapeutic modalities in injury management and rehabilitation.

• <u>KNES 606: Practicum III: Clinical Care of the Upper Extremity</u> (3 credits)

Clinical experience designed to provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities. Completed under the supervision of a preceptor, the clinical proficiency focus is the evaluation of upper extremity injuries/conditions and the use therapeutic exercise in rehabilitation.

• <u>KNES 615: Acute and Traumatic Injury: Assessment and Management</u> (3 credits)

Knowledge and clinical skills essential for evaluation and management of physically active individuals with acute life-threatening or emergent conditions. The primary

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content includes the assessment, diagnosis, and immediate management of patients with potentially life-threatening or emergent conditions as well as specific acute life-threatening or emergent conditions commonly seen with physically active individuals.

• KNES 622: Acute and Rehabilitative Care: Therapeutic Modalities (3 credits)

Evidence-based and outcome-based types of modalities applied in the treatment and rehabilitation of disease and injury to physically active individuals, including the basic theory and principles of thermal, acoustic, electrical, light, and mechanical modalities and expected physiological responses during and following intervention.

• KNES 623: Rehabilitative Care: Therapeutic Exercise (3 credits)

Evidence-based and outcome-based types of exercise applied in the treatment and rehabilitation of disease and injury to physically active individuals, including the basic principles of range of motion, strength, proprioception, performance-specific, and functional exercises.

• KNES 625: Evidence-Based Assessment of the Lower Extremity (3 credits)

Knowledge, clinical examination skills, and application of the principles of examination, diagnosis, and management of lower extremity musculoskeletal injuries/conditions sustained by physically active individuals. The primary content areas include clinical anatomy, clinical examination, on-site examination, and on-site management of injury to the lower extremities and the etiology and pathophysiology of common lower extremity injuries sustained by physically active individuals.

• KNES 626: Evidence-Based Assessment of the Upper Extremity (3 credits)

Knowledge, clinical examination skills, and application of the principles of examination, diagnosis, and management of upper extremity musculoskeletal injuries/conditions sustained by physically active individuals. The primary content areas include clinical anatomy, clinical examination, on-site examination, and on-site management of injury to the upper extremities and the etiology and pathophysiology of common upper extremity injuries.

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• <u>KNES 627: Evidence-Based Assessment of the Head and Spine</u> (3 credits)

Knowledge, clinical examination skills, and application of the principles of examination, diagnosis, and management of injuries/conditions to the axial region sustained by physically active individuals. The primary content areas include clinical anatomy, clinical examination, on-site examination, and on-site management of injuries/ conditions involving the axial region and the etiology and pathophysiology of common injuries/conditions involving the axial region.

• <u>KNES 650: Human Performance Optimization</u> (3 credits)

Comprehensive, systematic, and integrated training approaches to enhancing performance and reducing injury susceptibility of physically active individuals. The primary content areas include components of integrated performance training, design and application of sport performance training programs, and injury prevention strategies for the major joints and regions of the body.

• <u>KNES 668: Advanced Diagnostic Imaging and Pharmacology</u> (3 credits)

The principles of diagnostic imaging and testing and their role in the diagnostic process is one component of this course. The primary topics in this area include principles and types of diagnostic imaging, the use of diagnostic imaging in determining pathologies, interpretation and analysis of diagnostic imaging, and clinical decision making. A second component of the course is the use of therapeutic medications in the treatment and rehabilitation of injuries/conditions sustained by physically active individuals. The primary topics in this area include basic principles of pharmacotherapies and application of clinical decision-making skills regarding pharmacodynamics and pharmacokinetics. • <u>KNES 681: Epidemiology and Research Methods in Athletic Training</u> (3 credits) Concepts of epidemiology and research methodology as applied to the discipline of athletic training, including the knowledge and skills required to critically analyze and use evidence in athletic training and related fields to examine injury pathology, prevention, assessment, diagnosis, immediate management, and therapeutic intervention. The primary content areas include epidemiological measures, healthcare informatics, quantitative and qualitative research, diagnostic accuracy,

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critical appraisal, clinical prediction, disablement models, and patient-oriented outcomes assessment.

• KNES 701: Maximizing Rehabilitation Interventions (3 credits)

Theoretical principles, development, and implementation of a comprehensive rehabilitation program for injuries/conditions sustained by physically active individuals. Knowledge, clinical skills, and application of the principles of rehabilitation designed to enhance function by identifying, remediating, and preventing impairments and activity restrictions to maximize participation specific to the major joints and regions of the body will be addressed.

• KNES 702: Pathophysiology of Medical Conditions (6 credits)

Current, evidence-based assessment and treatment for medical conditions and diseases that affect the physically active population. The clinical experience component of the course includes directed observation and supervised instruction by physicians and other healthcare professionals in performing examinations and developing and implementing treatment plans. The primary content areas include specific conditions and diseases of the body/body systems (e.g., cardiovascular; gastrointestinal; neurological; ear, nose, and throat; infectious diseases; systemic disorders) and relevant anatomy and physiology, signs and symptoms, referral and diagnostic tests, treatment and return to participation, prognoses, and prevention.

• KNES 703: Practicum IV - Comprehensive Patient-Centered Care (9 credits)

Immersive clinical experience designed to provide students with authentic, real-time opportunities to analyze, synthesize, integrate, and apply athletic training knowledge, skills, and clinical abilities. During this full-time experience, under the supervision of a preceptor, students will engage in the full scope of athletic training clinical practice (e.g., injury prevention; assessment and diagnosis; emergency and acute care; rehabilitation; reconditioning; return to sport/activity) as part of a sports medicine team.

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General education requirements.

As the MSAT program is graduate level, no general education courses are required or embedded within the program.

Specialized accreditation or graduation certification requirements for the program and its students.

TU will seek full accreditation from the CAATE. In order for MSAT graduates to be eligible for examination by BOC-AT, CAATE accreditation is required. With TU's long history of CAATE accreditation at the undergraduate level, graduate program accreditation should not pose an issue. In addition to program accreditation, all students are also required to hold and maintain CPR/AED certification.

Assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system. Availability of academic support services and financial aid resources, and costs and payments.

The students in the MSAT program will have access to the online *TU Athletic Training Program Student Resource Manual*. The manual provides detailed information pertaining to all aspects of the MSAT program. The information provided addresses topics specific to the following:

- Academic policies and procedures as established by TU, CHP, the Office of Graduate Studies, and Kinesiology (e.g., academic suspension or dismissal; disability accommodations; polices on academic dishonesty; registration procedures; graduation deadlines; professional behavior; petition and appeals process).
- TU MSAT program (e.g., program curriculum; academic policies and standards; grading policies; student advising; required certifications, training; clinical education; criminal background checks; professional behavior).

Students are required to acknowledge in writing, having read and accepting the information provided in the manual.

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College and department information specific to the MSAT program will be provided on the program and university website. Athletic training program outcome data are published on the program website. University website information includes, but is not limited to, the following: resources for students; career support; degree/ program requirements; academic advising; career advising. A wealth of student resources and information is available at https://www.towson.edu/studentlife/services/. An online resource guide also addresses unique graduate student life; see https://www.towson.edu/academics/graduate/gsa/documents/gsresource-guide.pdf. In addition, information pertaining to graduate studies and programs is available online through the Office of Graduate Studies website and the *Graduate Catalog* for TU. The information includes, but is not limited to, the following: financial information (e.g., tuition and fees; financial aid; financial resources); student support services (e.g., disability support services; career center); and academic policies and procedures. The University has an active Graduate Student Association with student support resources; see https://www.towson.edu/academics/graduate/gsa/ .

Students in the MSAT program will be assigned a dedicated AT faculty advisor. The advisor will be able to assist students in a variety of areas, including the development of a plan for completion of degree requirements and monitoring progress toward completion, familiarizing the student with the various academic and administrative resources available, and answering questions pertaining to the information in the *Graduate Catalog* and the *TU Athletic Training Program Student Resource Manual.*

Assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly present the proposed program and the services available. As an accredited program, all program materials, print and online, are reviewed annually for accuracy by the program director. The advertising, recruiting, and admissions materials provided to prospective students will accurately and clearly present the MSAT. Regardless of the type of presentation (e.g., website; brochures; face-to-face meetings) or the content, transparency will be maintained to insure students have the most current program and student support services available to them.

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It should also be noted that the CAATE website identifies the schools that have earned accreditation as a Master of Science degree in Athletic Training. Individuals are able to use the website to check availability of programs in any state in the United States. While prospective students may not be familiar with the CAATE, it is likely that they are familiar with the NATA.

The NATA website provides links that direct individuals to the CAATE's website and other sites for information pertaining to a master's degree in athletic training.

H. ADEQUACY OF ARTICULATION

The proposed MSAT at TU does not include or require articulations with other institutions.

I. ADEQUACY OF FACULTY RESOURCES

Brief narrative demonstrating the quality of program faculty. Include a summary of faculty with appointment type, terminal degree title and field, academic title/rank, status, and course(s) each faculty member will teach in the proposed program.

All athletic training faculty are full-time members in Kinesiology. They hold specialty certification and have experience as an AT. In addition to their teaching and service, tenure track faculty pursue disciplinary research to support understanding of injury prevention, mechanisms of injury and rehabilitation needs following injury. Table 4 provides a summary of the expert athletic training faculty who will teach in the MSAT program.

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Table 4. Athletic Training Faculty				
Current Faculty	**FTE/ AT % effort**	**Highest Degree/ Field of Study**	**Rank**	**Planned Course Assignments & AT Expertise Areas**
Lisa Custer	1.0/ 100%	PhD/ Sports Medicine	Assoc. Prof.	KNES 623: Rehabilitative Care: Therapeutic Exercise KNES 606: Practicum III: Clinical Care of the Upper Extremity KNES 627: Evidence-Based Assessment of the Head and Spine KNES 701: Maximizing Rehabilitation Interventions
Emily Hildebrand	1.0/ 100%	PhD/ Teaching & Administration	Clinical Asst. Prof.	KNES 560: Fundamental Concepts and Competencies in Athletic Training KNES 565: Health Informatics and Quality Improvement KNES 625: Evidence-Based Assessment of the Lower Extremity KNES 622: Acute and Rehabilitative Care: Therapeutic Modalities KNES 604: Practicum II: Clinical Care of the Lower Extremity
Peter Lisman*	1.0/ 20%	PhD/ Exercise Physiology	Assoc. Prof.	KNES 650: Human Performance Optimization KNES 681: Epidemiology and Research Methods in Athletic Training

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Mary Nadelen	1.0/ 100%	MA/ Exercise & Sport Science	Clinical Assoc. Prof.	KNES 615: Acute and Traumatic Injury: Assessment and Management KNES 626: Evidence-Based Assessment of the Upper Extremity KNES 702: Pathophysiology of Medical Conditions KNES 703: Practicum IV - Comprehensive Patient-Centered Care
Ashley Santo*	1.0/ 20%	PhD/ Human Movement Science	Assist. Prof.	KNES 560: Fundamental Concepts and Competencies in Athletic Training KNES 565: Health Informatics and Quality Improvement KNES 627: Evidence-Based Assessment of the Head and Spine
TBD	1.0/ 100%	PhD/ Athletic Training related field	Assist. Prof.	KNES 602: Practicum I: Clinical Application of Athletic Training Competencies KNES 681: Epidemiology and Research Methods in Athletic Training KNES 650: Human Performance Optimization KNES 668: Advanced Diagnostic Imaging and Pharmacology

* Exercise science faculty who also provide support to the AT program.

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Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices.

Towson University provides the faculty with an abundance of resources related to evidence based best practices in teaching. These resources, available for faculty across all ranks and titles, are available through the Office of the Provost, CHP, and Kinesiology. The *Faculty Academic Center of Excellence at Towson*, a department under the Office of the Provost, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level. CHP provides professional development support for faculty through conference travel as well as faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university and college workshops. At the department level, Kinesiology provides a mentorship program for faculty specific to teaching. In particular, the one-to-one interaction (i.e., faculty mentor to instructor) is particularly advantageous as it allows for addressing the specific interests, needs, or goals of the instructor. Annual peer reviews of teaching support faculty excellence in the classroom.

J. ADEQUACY OF LIBRARY RESOURCES

The library resources available will be adequate for meeting the needs of MSAT students as these resources are already available for current athletic training faculty and students. Cook Library on the campus of TU houses an extensive collection of athletic training-related materials, including print and electronic books, on-line government documents, and a compilation of scholarly journals (print and electronic). Specific subject headings relevant to athletic training include sports medicine, sports emergencies, exercise training and prescription, physical education, recreation and sports, strength and conditioning, physical therapy, and rehabilitation sciences. Many electronic journals are also indexed through indexing/abstracting databases for athletic training and multidisciplinary topics. Table 5 provides a summary list of the athletic training holdings in the Cook Library as of 2019.

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Table 5. Cook Library – Athletic Training Holdings as of 2019	
Print books	1500 titles
Electronic books and on-line government documents	3,775 titles
Print and electronic scholarly journals	More than 1000 titles

Faculty and students can access all of the databases, catalogs, e-book content, and electronic journals from any location on campus through TU's secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page. Table 6 provides the available indexing/abstracting databases for AT and related disciplines.

Table 6. Indexing/Abstracting Databases	
Health/Biomedical Databases	**Multidisciplinary Databases**
PubMed: Medline (with library link resolver)	PsycINFO
Medline (on the Ebsco search platform)	ScienceDirect
SPORTDiscus with Full Text	Scopus
CINAHL Plus with Full Text	Ebook Central (ProQuest)
Health Source-Nursing/Academic Edition	Ebsco eBooK Collection
Merck Manuals	Dissertations & Theses Global (ProQuest)
R2 Digital Library	

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well across the University System of Maryland and Affiliated Institutions (e.g. University of Maryland, College Park; University of Maryland, Baltimore County). Members of the TU academic community have borrowing privileges at these institutions. Further, Cook Library provides access to athletic training resources in libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically within 48 hours.

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K. ADEQUACY OF PHYSICAL FACILITIES, INFRASTRUCTURE, AND INSTRUCTIONAL EQUIPMENT

The MSAT program will be located predominantly in Burdick Hall, which houses Kinesiology. All faculty offices, classrooms and skill laboratories for the athletic training program are located in Burdick Hall. The Kinesiology wing has over 21,000 square feet dedicated to state-of-the-art classrooms, a student computer lab, a computer classroom, practical instructional facilities, faculty research space, faculty and staff offices, a student lounge, and an athletic training simulation laboratory.

The Kinesiology Main Office Suite is more than 5300 square feet dedicated to faculty and administrative space. It includes over 35 faculty offices, including offices for the Department Chair (n=1) and Program Coordinators (n=4), two conference rooms, space for three full-time administrative assistants, a kitchen/common room, and two rooms for administrative supplies and equipment. Supply rooms have ample cabinets and storage units for faculty/staff office and general classroom needs, and faculty/staff mailboxes. Additionally, there is a photocopy machine, fax machine, and color printer for faculty/staff use.

Kinesiology utilizes 10 didactic and/or clinical lab classrooms, including an 84-seat capacity lecture hall. Classrooms are equipped by TU's Office of Technology Services (OTS) with state of-the-art instructor workstations. Classrooms also have ceiling-mounted LCD display projectors and motorized projection screens, document cameras and complete A/V equipment.

Additionally, classrooms have multi-paneled Whiteboards. Any classroom may be used by the MSAT program for teaching purposes.

Burdick Hall includes several specialized rooms. These include:

• Burdick Hall Room 110 – Student Computer Lab

   The room is an open computer lab accessible to students Monday through Friday from 9 am to 5 pm. It is available to faculty at all hours of the day. The room contains 30 Dell desktop computers that OTS maintains and replaces on a regular schedule.

• Burdick Hall Room 112 - Computer Classroom

   The classroom is used primarily for course-based teaching. It is equipped with an instructor workstation provided by OTS as well as 27 Dell desktop computers and work stations for

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student learning. Instructors may use this classroom for teaching an entire semester course or may reserve the room for particular dates/individual class sessions.

• Burdick Hall Room 117 – Athletic Training Simulation Lab

The Athletic Training Simulation Lab, approximately 1200 square feet, is designed and equipped specifically for athletic training needs. The room is equipped with a state-of-the-art instructor workstation, a ceiling-mounted LCD display projector and motorized projection screen and two 65" flat screen televisions (one mounted on each side of the classroom).

Other unique areas include storage space and a handwashing station.

Equipment/ supplies available in the lab for athletic training instructional purposes includes the following:

- First aid and general health care: stethoscopes, reflex hammers, bracing and splinting supplies, ambulatory aids, standard protective equipment (e.g. helmets, shoulder pads), elastic wraps, models and equipment for assessing body temperature including rectal thermometers, glucometer.
- Emergency care: spine board, AEDs, CPR manikins, equipment to administer oxygen therapy, metered dose inhaler, auto injectable epinephrine, cervical stabilization devices, oropharyngeal airways, drills, and nasal lubricant.
- Therapeutic modalities: short wave diathermy, combination electrotherapy units, paraffin bath, portable transcutaneous electrical neuromuscular stimulation units, hi-lo traction table, and laser therapy units.
- Assessment: goniometers, inclinometers, tape measures, penlights, scissors, and shears/sharps.
- Therapeutic exercise: elastic bands and straps, medicine balls, weights, balance pads and devices, foam rolls, finger webs, and physio balls.

The following expendable supplies available for instructional purposes in the lab include:

- First aid, emergency care, and general health: examination gloves, gauze, various kinds of athletic tape, urinalysis strips, cotton-tipped applicators, thermometer covers, alcohol pads, and Steri-strips.
- Miscellaneous cleaning supplies.

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Kinesiology also has access to facilities in the Towson Center (TC) on the TU campus. The TC is a space that is occupied by both Kinesiology and the Department of Athletics. The space maintained by Kinesiology includes one traditional 40-seat classroom, two faculty research labs, one fitness center learning space, a multi-purpose classroom (for activities such as dance, yoga, self-defense, as well as didactic instruction), and a strength and conditioning lab/classroom space. The TC houses one of the three athletic training rooms on campus which is maintained by Athletics. The other two rooms are located in the Fieldhouse and Burdick Hall. The MSAT program is able to use any of the athletic training rooms for instruction of specific lessons (e.g., the hydrotherapy room is used in the therapeutic modalities course for the unit on the cryotherapy).

The MSAT will utilize existing physical facilities and instructional equipment currently being utilized by the BSAT program. It should be noted that during the 2017 CAATE accreditation visit, it was determined that the instructional environment (e.g., classroom space, instructional equipment, and additional resources) was well maintained and appropriately equipped. The program believes that the existing physical facilities, infrastructure, and instructional equipment are fully sufficient to operate the MSAT program.

L. ADEQUACY OF FINANCIAL RESOURCES WITH DOCUMENTATION (AS OUTLINED IN COMAR 13B.02.03.14)

Program resources for the MSAT program will come from a combination of reallocated funds and MSAT program tuition and fee revenue. All faculty salaries from the BSAT program will be used to support the MSAT program. The current BSAT program has select course-related fees for lab supplies and disposable medical supplies; the MSAT program will assign a similar course fee structure.

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TABLE 7: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds[1]	438,063	454,386	471,361	489,016	507,376
2. Tuition/Fee Revenue[2,3]	243,824	730,740	1,056,040	1,229,620	1,258,420
a. Annual Full-time Revenue of New Students					
Number of Full-time Students					
In-State	8	19	26	30	30
Out of State	2	6	9	10	10
Annual Tuition Rate					
In-State	$611	$629	$648	$667	$687
Out of State	$1,099	$1,132	$1,166	$1,200	$1,236
Subtotal Tuition	$183,252	$562,290	$820,260	$960,300	$989,100
Annual Fees					
University Fees	$60,072	$167,700	$234,780	$268,320	$268,320
AT Course Fees	$500	$750	$1,000	$1,000	$1,000
Subtotal Fees	$60,572	$168,450	$235,780	$269,320	$269,320
Total Full-time Revenue of New Students	$243,824	$730,740	$1,056,040	$1,229,620	$1,258,420
b. Annual Part-time Revenue					
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate	0	0	0	0	0
Annual Fees Per Credit Hour	0	0	0	0	0
Annual Credit Hours Per Student	0	0	0	0	0
Subtotal Tuition	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Part Time Revenue	$0	$0	$0	$0	$0

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3. Grants, Contracts & Other Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$681,887	$1,185,126	$1,527,401	$1,718,636	$1,765,796

Table 7 Notes:

[1]Reallocated funds include 3 FT BSAT faculty FTEs (salary with fringe) and operational funds from the current BSAT program.

[2]Student cohorts are calculated at 75% in-state and 25% out-of-state.

[3]Tuition increases by 3% annually.

Complete Table 8 Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Provide narrative rationale for each expenditure category

Table 8 details anticipated program expenditures. Faculty FTE is listed as four and thus requires an additional FTE to support the MSAT program.

TABLE 8: EXPENDITURES					
Expenditure Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Total Faculty Expenses (b + c below)	$461,191	$479,638	$498,824	$518,777	$539,528
a. #FTE	**4.4**	**4.4**	**4.4**	**4.4**	**4.4**
b. Total Salary[1]	**346,760**	**360,630**	**375,056**	**390,058**	**405,660**
c. Total Benefits	114,431	119,008	123,768	128,719	133,868
2. Total Administrative Staff Expenses (b + c below)	66,240	68,890	71,645	74,511	77,491

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a. #FTE	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary$_1$	**48,000**	**49,920**	**51,917**	**53,993**	**56,153**
c. Total Benefits	18,240	18,970	19,728	20,518	21,338
3. Total Support Staff Expenses	24,200	25,168	26,174	27,221	28,310
(b + c below)					
a. #FTE graduate assistant)	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary$_1$	**17,536**	**18,237**	**18,967**	**19,726**	**20,515**
c. Total Benefits	6,664	6,930	7,207	7,496	7,796
4. Equipment	**5,000**	**2,000**	**5,000**	**2,000**	**5,000**
5. Library	**500**	**500**	**500**	**500**	**500**
6. New or Renovated Space	**0**	**0**	**0**	**0**	**0**
7. Other Expenses (equipment calibration, preceptor training & professional development, ATrack, etc.)	**26,000**	**26,000**	**26,000**	**26,000**	**26,000**
a. CAATE accreditation costs	**8,000**	**11,000**	**5,000**	**5,000**	**5,000**
TOTAL (1-7)	$591,130	$613,196	$633,144	$654,009	$681,830

Table 8 Notes:

1All salaries increase by 4% per year.

Four full-time faculty FTEs will support the MSAT. In addition, two exercise science faculty from Kinesiology will also provide teaching, research and program support. All faculty hold certification as athletic trainers and have practice experience. One administrative staff FTE will provide program specialist needs to address the intensity of detailed documentation associated with student clinical tracking using the ATrack electronic management system, electronic CAATE documentation, clinical fieldwork affiliation agreements, preceptor tracking and professional development programming for preceptors.

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Equipment needs in the MSAT program are modest and select equipment is shared with the Exercise Science program in Kinesiology. Equipment is replaced over time due to use, deterioration over time and equipment lifespan; equipment needs include spine boards, otoophthalmoscopes, airway manikins, inclinometers, etc.

Resources for annual software license of ATrack for clinical student tracking, large equipment calibration, preceptor training and professional development and accreditation are also needed. The CAATE annual fees are $5,000. With the substantive change from the BS to MS, an additional fee of $3,000 and a site visit fee of $6,000 are anticipated and noted in years 1 and 2 of the program.

M. ADEQUACY OF PROVISIONS FOR EVALUATION OF PROGRAM (AS OUTLINED IN COMAR 13B.02.03.15)

Procedures for evaluating courses, faculty, and student learning outcomes

• Course Evaluation

Initial course evaluation occurs subsequent to the development of a course. The AT faculty developed the courses that comprise the MSAT program. As part of the development process, courses were reviewed by athletic training faculty to ensure the following:

- o Course content reflected the subject matter dictated by the *Standards[7]* o Appropriateness of course difficulty and workload o Effective assessment and grading practices in the course syllabus consistent with the guidelines established by TU.
- o It should be noted that the guidelines reflect best practices in course development.

Following the development and review of courses by athletic training faculty, per TU protocol, courses are reviewed by the KNES Curriculum Committee, the CHP Curriculum Committee, and the Graduate Studies Committee. While the primary focus at the department level is to ensure course content accuracy, the focus at the college and graduate level is to facilitate the production of quality course proposals. In

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addition, college and graduate level review includes addressing any resource issues and determining if conflicts exist between departments/colleges.

Ongoing evaluation of courses takes place primarily in two ways, namely review by athletic training faculty and student evaluation. The athletic training faculty reviews courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, athletic training faculty work to develop strategies for addressing/rectifying problems. Student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students have the opportunity to primarily assess instructor performance (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness). Students are not involved in evaluating the adequacy, relevance, and timeliness of course content. However, students can comment on the "things liked about a course," suggested "improvements" for a course, and recommending the course to others.

• Faculty Evaluation

Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment and merit committees and associated documents. As part of those procedures, faculty evaluation takes place at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- o Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings) and service work
- o A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and new technology projects)
- o Review of course syllabi o Peer teaching observation reports
- o Quantitative and qualitative student evaluation of instruction

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- Clinical Preceptor Evaluation

    Given the significant role that preceptors play in the clinical education experiences of the student, preceptors will be evaluated on an annual basis. Formal and informal evaluations will take place through meetings with the CEC and/or the PD. In addition, similar to faculty evaluation, students will have the opportunity to submit evaluations (i.e., quantitative and qualitative) of a preceptor's performance.

- Courses – Student Learning Outcomes

    Each of the courses in the MSAT program include learning outcomes that identify the unique knowledge and skills expected to be gained from a given course. The learning outcomes are clear, observable, and measurable. Because the learning outcomes reflect the six categories in Blooms' taxonomy, they range in complexity from lower skill levels (e.g., recall; define) to higher skill levels (e.g., evaluate; synthesize; analyze). Assessment measures exist for each learning outcome in a course. On an annual basis, specific learning outcomes are identified for assessment purposes. The PD will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

Institution evaluation of the proposed program's educational effectiveness, including assessment of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Evaluation of the MSAT program will include two components, namely completion of the CAATE Annual Report and completion of the directives for assessment as established by TU's Office of Assessment in the Division of Academic Affairs:

- CAATE Annual Report

    The assessment process will be completed by the athletic training faculty under the supervision of the PD. The process will entail creating a comprehensive assessment plan that evaluates all aspects of the MSAT program to ensure compliance with the requirements established by CAATE. The comprehensive plan will include 4 major areas:

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- o Development of the plan: The plan will be developed so that it is ongoing and documents regular assessment of the educational program. The plan will address assessment that includes: clinical site evaluations, preceptor evaluations, completed clinical proficiency evaluations, academic course performance, and retention and graduation rates.

- o Assessment Measures: The plan will include assessment measures as required by the CAATE, including aggregate data for the most recent three test cycle years for the following metrics: number of students graduating from the program who took the BOC-AT examination, number and percentage of students who passed the BOC-AT examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts. The plan will also include measures that relate to the program's stated educational mission, goals and objectives associated with the quality of instruction, student learning, and overall program effectiveness. o Data collection and analysis: Data from the assessment measures will be collected. It will then be analyzed to determine the extent to which the MSAT program is meeting its stated mission, goals, and objectives.

- o Action Plan: Based on a review and discussion of the data analysis, an action plan to ensure continual program improvement will be generated. The action plan will include:
    - Targeted goals and actions if the program and/or student learning outcomes are not met
    - Timelines for reaching goals
    - The specific faculty member(s) responsible for action steps
    - Evidence of periodic updating steps taken as they are met, or circumstances change

The Annual Report submitted to the CAATE for the BSAT has been approved each year for the past 5 years. Further, the most recent comprehensive accreditation review in 20172018 awarded the program a 10-year accreditation period (the maximum possible). It is expected that the MSAT program will continue to demonstrate compliance with assessment as defined by the CAATE.

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• TU Program Assessment

Consistent with TU policy, the MSAT program will participate in the university-wide internal assessment process conducted through the TU Office of Assessment. The PD will oversee athletic training faculty in completion of program assessment based on policies and procedures identified by the TU Office of Assessment. As part of the assessment process, student learning outcomes are identified, monitored, and reviewed annually. As warranted, athletic training faculty will develop improvement strategies based on analyses of data. It should be noted that assessment of the BSAT program per TU guidelines has received best practice recognition for the last five years. It is expected that the MSAT program will continue to demonstrate compliance with assessment as defined by the TU Office of Assessment.

N. CONSISTENCY WITH THE STATE'S MINORITY STUDENT ACHIEVEMENT GOALS (AS OUTLINED IN COMAR 13B.02.03.05)

TU is committed to playing its role in securing the state's minority student achievement goals. The Center of Student Diversity (CSD) was established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The CSD provides academic, social, and transition support for underserved students and promotes exchange and dialogue among individuals of diverse backgrounds and lifestyles. The CSD, housed in the Division of Student Affairs, supports the academic success of historically under-represented groups through programs and services that enhance the student experience.

Additional evidence of TU's commitment to minority student's achievement goals are as follows:

• TU's Career Center recognizes the importance of racial and ethnic diversity and is committed to providing resources for the social and professional development of our minority students.

• Dr. Schatzel, President of TU, has publicly and prominently articulated the importance of diversity to TU's role, purpose, and mission, including recently in an open editorial in the Baltimore Sun.[8]

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- TU received a $1m grant from the Howard Higher Medical Institute to cultivate minority student achievement in STEM. Towson is one of twenty-four universities, from more than 500 applicants, selected by the Howard Hughes Medical Institute, which is committed to diversity and inclusion.[9]

TU's strategic plan *TU 2020: A Focused Vision for Towson University* has committed the university to "further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming and peaceful community respectful to all. Towson will continue as a recognized national model for diversity and closing the achievement gap. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action."[10] Dr. Schatzel's *Presidential Priorities* are implementing this objective, most notably via the establishment of the Office of Inclusion and Institutional Equity.[11]

O. Relationship to Low Productivity Programs Identified by the Commission The MSAT program is not identified as a low productivity program.

P. Adequacy of Distance Education Programs

The MSAT program is not a distance education program.

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UNIVERSITY SYSTEM
of MARYLAND

TOPIC: University of Baltimore Bachelor of Science in Cyber Forensics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: The proposed Bachelor of Science in Cyber Forensics is a 14-course, 42-credit major designed to provide students with a broad-based practical understanding of cybercrimes and cyber investigations. The core of the program exposes students to forensic investigation techniques and skills, computer and digital information crimes, fraudulent activities in the use of technology and digital systems, prevention and security management strategies, and legal interventions and resolutions.

Combating cyber threats/attacks effectively requires that we educate investigators and administrators in a multidisciplinary manner, combining several branches of learning into a common forensic studies program: criminal justice, cyber investigations, cybersecurity, incident response management, computer technology, and law and business regulations. A degree in cyber forensics provides the knowledge and skills needed to interpret electronic data to solve crimes; it combines investigative skills with digital technology in the examination and preservation of evidence. Civil and/or criminal investigations within businesses and public agencies require the same legal understanding and forensic evidence skills and techniques used in traditional criminal investigations. For this reason, forensics will play a critical role as an organizing concept for this program because the systematic collection and presentation of evidence is critical in a court of law.

The program was developed in collaboration with Maryland community colleges to align with associate degree offerings and to take that education to the next level of expertise. This would be the **first cyber forensics bachelor's degree in Maryland**. It also leverages the strengths of the MS in Forensic Science-Cyber Investigations.

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 University of Baltimore to offer the Bachelor of Science in Cyber Forensics.

COMMITTEE RECOMMENDATION: Approval	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

March 30, 2020
Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783

Dear Dr. Perman,

The University of Baltimore is proposing a new Bachelor of Science in Cyber Forensics (proposed CIP 43.0403 and proposed program code 2105-10). This is a 42-credit program that provides an undergraduate degree in an area of study that is already available at the graduate level at UB through the Master of Science in Forensic Science – Cyber Investigations.

This proposed program addresses an area of high need within metropolitan Baltimore, the State of Maryland, and the region. The program was developed in collaboration with community college partners and other units at UB, so students could begin the program at UB or easily transfer in from a Maryland community college and continue this educational pathway.

UB is grateful to the University System of Maryland and to the Governor's Workforce Development Program, which helped support the development of this program.

If you have any questions, please contact the Office of the Provost at 410.837.5243. Thank you for your review. Sincerely,

Darlene Brannigan Smith, Ph.D.
Executive Vice President and Provost

Encl.

**Office of the Executive
Vice President and Provost**

**UNIVERSITY OF
BALTIMORE**

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Baltimore

Institution Submitting Proposal

B.S Cyber Forensics

Title of Proposed Program

B. S. Cyber Forensics	**FALL 2020**
Award to be Offered	Projected Implementation Date
2105-10	**43.0403**
Proposed HEGIS Code	Proposed CIP Code
School of Criminal Justice College of Public Affairs	Debra L. Stanley, Ph.D.
Department in which program will be located	Department Contact
(410) 837-5243	ccaraco@ubalt.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	Date

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New Instructional Program – University of Baltimore Bachelor of Science in Cyber Forensics

A. Centrality to Institutional Mission and Planning Priorities

The mission of the University of Baltimore (UB) is to offer career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. The University's vision is to be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges. One of the greatest challenges in our region and globally is the rapidly evolving character and reach of cybercrime.

UB's School of Criminal Justice already offers a highly regarded bachelor's degree in **Forensic Studies**, with options in police science and in forensic sciences, and a growing **Master of Science program in Forensic Science – Cyber Investigations**, which is offered both at the downtown campus and at the Universities at Shady Grove. This graduate program has attracted both professionals working in the field and those who wish to move into cyber forensics. The proposed Bachelor of Science in Cyber Forensics would both leverage the strengths of existing offerings and align with Maryland community college offerings in cyber forensics. The program fills a significant gap in cyber forensics undergraduate education in Maryland. Having been developed in collaboration with community college cybercrime, cybersecurity and cyber forensic technology programs, the B.S. in Cyber Forensics would provide the next level of education for A.A. and A.S. graduates to complete a baccalaureate degree. The proposed program is fully consistent with the UB mission and will help provide the region with needed leaders in the growing field of cyber forensics.

The first B.S. Cyber Forensics degree program beyond an associate degree in Maryland

The proposed BS in Cyber Forensics is a 42-credit major designed to provide students with a broad-based practical understanding of cybercrimes and cyber investigations. The core of the program exposes students to forensic investigation techniques and skills, computer and digital information crimes, fraudulent activities in the use of technology and digital systems, prevention and security management strategies, and legal interventions and resolutions.

It is expected that coursework in the B.S. Cyber Forensics program will enhance students' digital and technology fluency as many courses involve accessing information that is available online. In addition, students will, in some classes, learn to access online data and use software tools designed to sort and make sense of data. It is expected that such fluencies will make graduates more competitive and more marketable for professional opportunities post-graduation.

Program Requirements:

Total number of credits: 42 semester credit hours. The program requires the successful completion of 14 three-credit core courses:

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Code	Course Title	Credits	Faculty
FSCS 301	Fundamentals of Cyber Forensics	3	de la Cruz/Xu/Zahadat
FSCS 310	Cyber Crime and the Law	3	Hall/Rosenblatt
FSCS 320	Operating System Forensics	3	de la Cruz/Xu/Zahadat
FSCS 325	Mobile Forensics	3	de la Cruz/Zahadat
FSCS 360	Network Forensics	3	Xu/Zahadat
FSCS 375	Scripting for Cyber Forensics	3	Zahadat/Xu/Leggette
FSCS 380	Fundamentals of Cryptography	3	Xu/Leggette
FSCS 400	Ethical Hacking	3	Xu/Zahadat
FSCS 430	Forensic Investigations	3	de la Cruz/Zahadat
FSCS 445	Forensic Data Analysis	3	Zahadat/Xu
FSCS 480*	Forensic Documentation	3	Everett/Tumosa
FSCS 482*	Moot Court	3	Hall/Rosenblatt
FSCS 487*	Field Internship in Forensic Science	3	All
FSCS 490	Forensic Incident Response-Capstone	3	All
	Total Credits	42	

Courses already exist in the Forensics Studies – Trace Evidence degree program. Students from both programs will be enrolled in each of these three courses

Admissions Standards: Students may begin as freshmen at UB or transfer into the program. Transfer students will be expected to have at least a 2.8 grade point average (GPA). Students with a high GPA who have completed an AA or AS in a related cyber forensics discipline will have a clear pathway to advanced studies in their fields with the addition of the Cyber Forensics bachelor's degree.

Preparation for Further Study: UB has a law school, and high GPA undergraduates may be eligible for UB's automatic admit program. And the BS Cyber Forensics graduates would directly feed into the MS in Forensic Science Cyber Investigations should they wish to pursue their education further. Accelerated study options may be available to high GPA students.

Program supports the institution's strategic goals and priorities.

The mission of the University of Baltimore assures that the university's emphasis on career-oriented education attracts students with clear professional objectives and provides them with a broad foundation of knowledge to meet the rapidly changing conditions of today's work environment, as well as equipping them with the latest skills and techniques for productive careers in the public and private sectors. The College of Public Affairs, which houses the School of Criminal Justice, seeks to prepare problem-solvers who will analyze policy and lead public, nonprofit, health-care, and third sector organizations of the future. The proposed program aligns with these institutional goals.

As part of its strategic planning process in 2018, the University developed five Signature Areas of Excellence:
- Law, Justice and Public Service
- Business and Entrepreneurship
- Media, Communications and Design
- Behavioral, Health and Human Services
- Cyber, Gaming and Technology

The proposed program in Cyber Forensics bridges the signature areas of Law, Justice and Public Service as well as Cyber, Gaming and Technology. The proposed program builds on the School of Criminal Justice's history of delivering quality forensic science and cyber investigations education.

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The University of Baltimore and the College of Public Affairs excel in the preparation and the delivery of education that has practical application and prepares students for professional careers. The School of Criminal Justice is uniquely situated to provide education to students who seek careers in forensic investigations. The proposed degree program fills a significant gap in undergraduate education in Maryland. The B.S. Cyber Forensics program is a 21st-century reflection of the university's mission to impart knowledge that works and provide students an opportunity to be agents of positive change. The program supports several strategies related to the strategic plan's first goal of focusing on career-oriented professional education.

The proposed B.S. in Cyber Forensics builds on and supports each of the institutional goals set forth by the University of Baltimore and the College of Public Affairs, while also contributing to the university's projected growth goals (plan goal 4). The program will also provide opportunities for the expansion of existing degree programs by attracting students interested in forensic science who might not otherwise pursue undergraduate study at the University of Baltimore. The degree program will develop students' knowledge and skills as experts in the recognition of cybercrimes, thereby preparing them to investigate the expanding area of cyber-related criminal activity. Just as the digital world has grown, cybercrimes are one of the fasted growing areas of criminal behavior in the 21st Century.

Five-Year Funding Plan

a. Ongoing institutional administrative, financial and technical support of the program.
b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

As noted above, UB already offers an undergraduate degree and a graduate degree in related fields. These programs have been operating over five years, and the University is confident that this program will be sustainable. The faculty already on staff at UB can offer the BS in Cyber Forensics, and the prospective program director is tenured. That said, the program will also make additional hires through resources already identified once the program is launched. The physical facilities needed for specialized labs are also already in place. Annual technology needs are typically funded using course fees and other discretionary funding to ensure the most up-to-date technology is afforded to students.

In addition, this program targets a key area in Governor Hogan's workforce development initiative for expanding degree programs and is approved for FY21 University System of Maryland Enhancement funding that supports that initiative. The Enhancement funds will support technology resources and personnel. AY21 personnel will include a faculty position and full-time Cyber Lab director, and in AY22 an additional faculty position will be hired. The Enhancement funding also will support ongoing technology costs: in AY21 the technology expansion will include both hardware and software updates in the labs and the installation of virtual learning environment technology. This support will facilitate the program becoming self-sustaining through enrollment before the end of year 5. As the program grows and further enrollment demands are needed to support the program, the institution's financial models are designed to support growth and high-enrolled programs. Through this model, additional lab space can be prepared as demanded by enrollments.

The job growth in this field is expected to continue to increase for the next decade. According to the US Bureau of Labor Statistics (2019), there were 112,300 jobs in the field of cyber forensics and security analysts, the job outlook for 2018-2018 is predicted to grow 32 percent, a rate much faster than the average for all occupations, which is at 5 percent. Based on the market analysis, we anticipate enrollments to increase rapidly in the first several years; and while it may taper off a bit, enrollments are expected to maintain at a robust level. The University anticipates that this program will generate enrollments for at least this coming decade.

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B. Critical and Compelling Regional and Statewide Need

    a) Need for advancement and evolution of knowledge
    b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
    c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Maryland is one of the top employing regions for forensic science investigators in the US, with the Washington, D.C.-Baltimore metro area ranking fourth in the country (US Department of Labor's Bureau of Labor Statistics, 2019). The job market in the Maryland-Washington, DC region is expected to grow by 8 percent annually, with an annual growth rate of 270 new positions. Forensic investigators may seek employment in local, state and federal governments, corporate and private businesses, financial institutions, hospitals, schools, and non-profit organizations. Today, most organizations and governmental agency require cyber forensics experts to protect and manage cyber technology and systems. The proposed program targets a key area in Governor Hogan's workforce development initiative for expanding degree programs and has been approved for FY21 funding through the University System of Maryland to support State priorities.

The University of Baltimore has one of the state's most diverse student populations, and most students are from the great Baltimore region. The proposed program will help expand educational opportunities in this area in what is a high-demand and high-growth field. The workforce demand for an increase in the number of hires in the area of computer and digital forensic investigators surpasses the current capacity of qualified workers.

UB's program will not infringe on the ability of historically black institutions to offer high quality and unique educational programs.

Evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education *(Student Success with Less Debt)*

The BS in Cyber Forensics can provide students with quality postsecondary education at an affordable, public education price. UB attracts a highly diverse student population and is well prepared to provide students with equitable access and to assist them in succeeding in meeting their educational goals. Goal 3 of the State Plan calls for fostering innovation in all aspects of higher education to improve access and student success. The BS in Cyber Forensics is a unique program in an exciting, cutting-edge field. As students at UB as a whole and particularly in the College of Public Affairs tend to be non-traditional students, we anticipate that this program will attract similar students. Training students in a rapid growth, high demand area would enhance UB's national recognition in providing high levels of social mobility to largely non-traditional and widely diverse students.

The curriculum for BS in Cyber Forensics was developed in consultation with programs at community colleges in Maryland. This level of consultation should ensure that the ability of students to transfer seamlessly from community college programs to the BS degree and thereby complete their education faster (State Plan strategy 6). In addition, this program could potentially provide strong students with accelerated routes through a graduate or law program.

As noted above, the program focuses on a key target in Governor Hogan's Workforce Development Initiative and was provided USM Enhancement Funding for FY21. Recognizing the need for practical experience, the BS in Cyber Forensics has a mandatory internship requirement (FSCS 487). This internship requirement will foster development of partnerships between the university, government and the private sector as these internships are developed. (cf. Strategies 7 and 8 of the State Plan).

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

The BS in Cyber Forensics program is intended for students interested in pursuing employment in government, private corporations, and nonprofit organizations who desire to advance their competencies in managing advanced technological resources to combat cyber threats, and related crime. It will qualify graduates for positions such as incident response manager, information security supervisor, cyber investigator, forensic analyst, law enforcement, private investigator, corporate security manager, and fraud manager. Job opportunities may include:

Cyber Investigator	Health Care Fraud Management
Forensic Analyst	Intelligence Analyst
Private Security Investigator	Independent or Internal Auditing
Government Accounting	Cybersecurity Investigator/Analyst
Digital Forensic Specialist	Forensic Examiner
Cyber Threat Investigator	Incident Forensics Specialist
Senior Network and Threat Specialist	Intelligence Research Specialist/ Analyst
Forensics Technician	Cyber Defense Forensics Analyst

The program, developed in consultation with the local community colleges, FBI representatives, and statewide law enforcement, is intended for members of private corporations, nonprofit organizations, and governmental agencies who desire to advance their competencies in managing advanced technological resources to combat cyber threats, and cybercrimes. Students who have not yet been employed will benefit from the expertise of other students and will be required to gain job experience in the field through a required internship.

Cybersecurity is a fast-growing market with tremendous career opportunities; cyber-crime is now the number one threat to United States national security (USDOC, 2020). As the number of large-scale data breaches and cyber-attacks continue to rise year after year, there is an increasing need for educated and dedicated cyber professionals to protect our nation, businesses, and individuals from cyber threats. In 2018, the U.S. Department of Commerce estimates that there are approximately 350,000 cybersecurity jobs currently unfilled in the U.S. Cybersecurity Analytics and Cybersecurity Ventures predict that there will be 3.5 million unfilled cybersecurity jobs globally by 2021 (Cybersecurity Ventures, 2017); these estimates are before the new field of cyber forensics and investigations fully develops and new jobs are added to the job listings. The cybersecurity unemployment rate has effectively been at zero percent for the last 8 years. Recent figures indicate that in the past 12 to 24 months, there have been 700,000 to 1 million tech job openings, with cybersecurity positions making up 32-45 percent of all US tech job openings.

Maryland is viewed as the US Headquarters for cybersecurity with more than 110,000 cyber-related jobs, and 40 government agencies with strong cybersecurity programs (Martin, 2019). Maryland leads the US in

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cyber employment for classified national-state jobs. According to the Maryland Chamber of Commerce, there are currently, over 15,000 open cybersecurity jobs in Maryland.

The most recent employment data (2019) from the Bureau of Labor Statistics (BLS) affirms the demand for employees in cyber security related work, both within government and in the private sector with 112, 300 jobs available at the bachelor's degree level. The BLS predicts that the job growth rate into 2028 will increase by at least 32 percent, which is much faster than average for all occupations.

The Baltimore-Washington region has one of the highest concentrations of job opportunities in the country for computer forensics and cybersecurity related positions. The average salary for the greater Baltimore-Washington, DC-Northern VA regions, where BLS provides statistics, is over $107, 960. In Maryland, 68,000 people are employed in security-related occupations, and BLS data show that 20,516 jobs are currently vacant in Maryland alone; and another 50,000 in Virginia (Cyberseek, 2020). The Md-DC-VA region has over 14, 540 open jobs; with 2,610 of those jobs in Baltimore-Columbia-Towson, Maryland (BLS, 2019). A recent search of Indeed.com, a jobs website, indicates over 914 job openings at all levels in cyber security in Maryland, with a third of these jobs at starting salaries of $50,000 or more. Linkedin.com reported over 10,000 positions in the Baltimore-Washington region as of July 2019.

The bachelor's-level education this program provides would enable current employees at entry-level positions to move up to positions of greater responsibility and pay, and it would prepare students for professional positions in the field.

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D. Reasonableness of Program Duplication
1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

The proposed program does not duplicate any other program in Maryland. It will be the only cyber forensics bachelor's degree program. There are associate degree programs at the community colleges that will prepare students for the BS in Cyber Forensics. There is one graduate certificate program in Cyber Forensics that was recently approved at UMBC.

While there are several undergraduate bachelor's cybersecurity programs, the curriculum for the undergraduate cybersecurity programs are based on computer security and prevention of security breaches. The proposed program curriculum is based on forensic investigations and evidence collection; therefore, the program focuses on responding to criminal behavior and intentional attacks on computer and digital technology, investigating incidents, and gathering evidence that may be used in court to prosecute offenders. The BS degree program is a uniquely defined area within the forensic discipline because of its emphasis on cybercrime, particularly that which occurs within the workplace. **Currently, there are no cyber forensic**

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bachelor's degree programs offered at any other USM institution, or any private or HBI institution within Maryland.

2. Provide justification for the proposed program.

This is a unique program in a high-demand area of the workforce. Many of the major national security risks involve technology threats from cyber-espionage, computer and financial crimes, hacktivism, the proliferation of mobile devices, social engineering, phishing and malware, advanced persistent threats and attacks on critical infrastructures. The increasing internationalization of the world's economies, coupled with global networks, electronic commerce, foreign direct investment, and capital flows, has facilitated financial crime and other attacks. Combating cyber threats/attacks effectively requires that we educate investigators and administrators in a "multidisciplinary" manner—i.e., combining several branches of learning into a common forensic studies program - criminal justice, cyber investigations, cybersecurity, incident response management, computer technology, and law and business regulations. A degree in cyber forensics provides the knowledge and skills needed to interpret electronic data to solve crimes; it combines investigative skills with digital technology in the examination and preservation of evidence.

Civil and/or criminal investigations within businesses and public agencies require the same legal understanding and forensic evidence skills and techniques used in traditional criminal investigations. For this reason, forensics will play a critical role as an organizing concept for the development of this program because the systematic collection and presentation of evidence is critical in a court of law. However, knowledge of forensics and criminal justice investigatory techniques alone is not sufficient. We know that law enforcement as well as businesses often lack expertise within their organizations in the fields of computer technology, forensic analysis, incident response management and data privacy protection issues that hamper successful investigations. A new bachelor's degree in this area is well-justified for the State of Maryland.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The proposed program does not duplicate or compete with the implementation or maintenance of high-demand programs at HBI's.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

It does not have any potential impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. Program Establishment and Faculty Oversight

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Faculty from the highly successful Master of Science in Forensic Studies—Cyber Investigations met with representatives of Maryland Community Colleges that offer Associate degrees or certificates in Cyber Forensics to design a transfer program at a four-year institution for graduates of these community college programs. [1] This new baccalaureate program will be overseen by the program director of the graduate program and other faculty devoted to both the MS Program in Cyber-Investigations and the Bachelor of Science in Forensic Studies.[2]

The Cyber Forensics program consists of core courses in forensic investigative techniques, cyber investigations, incident management, data protection, legal aspects of management, infrastructure protection and security, computer and digital forensics, forensic investigations, preservation of evidence, cybercrimes, and forensic data analytic techniques. While all courses will be taught in traditional classrooms, the program's applied pedagogy features an interactive virtual learning environment that provides students access to course scenarios and software both in and out of the traditional classroom experience.

2. Educational Objectives:

The program offers an opportunity for students who are interested in advanced cyber forensics to develop knowledge and skills that will allow them to compete for careers in government and private sector corporations for highly evolving jobs in the cybersecurity field.

Program Outcomes: With the completion of the B.S. Cyber Forensics program, the student should be able to:

- Recognize the many modes of attack through digital space on computer systems and articulate how these relate to criminal acts
- Demonstrate specialized knowledge to remediate such attacks
- Evaluate commercial or governmental programs with regard to criminal attacks
- Design solutions for commercial or governmental programs with regard to criminal attacks
- Effectively manage counter-crime programs

3.   Assessment of Learning Outcomes for the Program:

Once approved, the program will fully develop a schedule for assessment and map the level of student competency for each SLO (introduction, intermediate and mastered). The program director will oversee course data collection and program assessment procedures under the direction of the School Executive Director and the Associate Dean. The current graduate program in this area assesses all program SLOs every other year. Adjustments are made to the curriculum and then reassessed in the following year as part of the continuous improvement cycle. It is likely that the undergraduate program will employ a similar format. Results of these assessments will be entered into the university's assessment management software (TaskStream).

As is the case for all USM programs, this program will participate in the 7-year Program Review process that includes a self-study process and external peer evaluation. Finally, as UB is accredited by the Middle States Commission on Higher Education, the overall assessment process at UB was reviewed during the most recent accreditation of the University in 2017.

4.   Course Descriptions:

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[1]As one example, see Howard Community College Programs in Cyber-Forensics (https://www.howardcc.edu/programs-courses/programs/cyber-forensics-tech-aa/index.html)

[2] Courses currently offered in the BSFS program that teach basic principles and skills used in other areas of forensics (such as Moot Court, Forensic Documentation) will be included in the new program.

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The BS in Cyber-forensics is a 42-hour program with all 14 courses being required for successful completion.

FSCS 301   Fundamentals of Cyber Forensics (3)
It provides a basic understanding of cyber Forensics and its relationship with networks and operating systems. Recognize threats to an organization and to infrastructure. Also examines the frameworks, roles, and competencies involved with information Forensics. The fundamentals of cyber Forensics that will be examined include network and security concepts, attacker techniques, data security, system and applications security.

FSCS 310   Cyber Crime and the Law (3)
Examines terminology and dynamics associated with business policies and civil, criminal and administrative law in high technology crimes. Explores various laws specific to combatting cybercrimes. Examination of statutory and Constitutional laws, regulations, and Acts, pertaining to the possession, extraction, and analysis of electronic evidence. The legal policies established for the prevention, apprehension, and prosecution of cybercrimes are defined. Protocols for evidence gathering, documentation, and presentation through a proper chain of custody are explored.

FSCS 320   Operating System Forensics (3)
Explore the roles of an operating system, its basic functions, and the services provided by the operating system. Learn the forensic analysis of the three major operating systems (Windows, Mac OS X, and Linux) in the real world. Topics include disk acquisition and analysis, file system forensic, memory acquisition and analysis, timeline investigation, as well as tracking and analyzing operating system configuration settings.

FSCS 325   Mobile Forensics (3)
Provides a framework for learning the latest developments in wireless and mobile communications; the characteristics and operations of wireless network technologies. Examines wireless network principles, protocols, and applications and provides basic knowledge necessary to complete a logical acquisition of digital evidence from mobile devices. Demonstrates the use of wireless networks and mobile forensics investigative techniques and tools. Explains mobile forensics procedures and principles, related legal issues, mobile platform internals, bypassing passcode, rooting, logical and physical acquisition, data recovery and analysis. Some of the topics covered will include hand-on extraction using iOS, PDA, Blackberry and Android platforms.

FSCS 360   Network Forensics (3)
Explores the methodology and procedures associated with analyzing and mitigating threats in a network environment; identification of potential risks, inappropriate software activity, and security breaches. Examines the topologies, protocols, and applications required to conduct forensic analysis in networks. Other topics include an overview of the various types of VPNs and the utility of firewalls and limitations of firewalls. Explains network forensic principles, legal considerations, digital evidence controls, and documentation of forensic procedures. Laboratory exercises will reinforce practical applications of course instruction.

FSCS 375   Scripting for Cyber Forensics (3)
Provides advanced elements of regular expressions in Python; explores scripting languages working with databases, files, Unicode and text encoding, and object-oriented coding in scripting language as it relates to forensics. Examines how to test and debug scripting codes. Builds scripts to automate diagnostics and investigations, and ways to visualize data. The course will teach students to use the scripting libraries as an investigative tool.

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FSCS 380   Fundamentals of Cryptography (3)
Introduces the historical and modern cryptography to ensure the confidentiality, integrity, and authenticity of data and communication. Study how cryptographic algorithms and protocols work and how to use them. Topics include symmetric cryptography, asymmetric cryptography, hash functions, as well as various attacks to cryptographic algorithms and protocols. Explores decryption techniques as applied to businesses and to government. Steganography is a process by which information is hidden within other media. Also presents the processes of hiding or encrypting data to inhibit a forensic analysis and of the detection and counter-resolution of hidden information.

FSCS 400   Ethical Hacking (3)
Learn how to apply knowledge of engineering to security evaluations, design and conduct security assessment experiments as well as analyze and interpret the resulting data. Learn various practice techniques for penetration testing and provide various methods of discovering ways of exploiting vulnerabilities to gain access to a system. Understand professional and ethical responsibility. Recognize the need for life-long learning in the quickly changing cybersecurity environment

FSCS 430   Forensic Investigation (3)
Examines the theory, best practices, and methodologies to conduct computer forensics investigations; it includes the ethical issues, evidence collection and preservation, data presentation, and chain-of evidence procedures. Explore current tools and technologies used to analyze, acquire, and organize digital evidence. Case studies are used to illustrate successful and sometimes less successful investigations. An introduction to LAN investigation as well as PC and Mac Forensics will be included.

FSCS 445   Forensic Data Analysis (3)
Learn concepts and techniques related to data analytics and analysis techniques to discover forensic evidence. Applying basic statistical, machine learning, and artificial intelligence tools to describe, visualize, and analyze forensic data collected from computing devices. Focus on detecting anomalies on collected forensic log files.

FSCS 480   Forensic Documentation (3)
Prepares students to document and manage cases properly from inception to successful conclusion. Students gain a basic understanding of investigative and forensic case documentation.

FSCS 482   Moot Court (3)
The skills of courtroom presentation techniques and skills required for qualified expert witnesses, designed to elicit direct, persuasive, and comprehensive testimony relative to evidentiary issues in criminal/civil matters are practiced. Formal reports pertaining to evidence in accordance with the law, explain the scientific methodologies applied, and develop techniques to conduct effective presentations.

FSCS 487   Field Internship in Forensic Science (3)
Provides field experience to students through laboratory assignments with various criminal justice entities. This requirement is completed at the end of the program. Eligible for continuing studies grade.

FSCS 490   Forensic Incident Response – Capstone (3)
Examines the methods, procedures, and policies necessary for a collaborative incident response team. Allows opportunity to review, analyze, and integrate what has been learned in each of the prerequisite courses. Students will learn how Incident response teams organize, identify, and gather evidence using a number of real-world scenario cases related to various aspects of cyber forensics to complete a capstone project that demonstrate mastery of the culmination of the cyber forensics degree program.

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5. Discuss how general education requirements will be met, if applicable.

Students must complete 38 credits of general education in the following areas:[3]

- Arts & Humanities (6 credits)
- Arts & Humanities – Ethics (3 credits, upper-division)
- Social & Behavioral Sciences (6 credits)
- Physical & Biological Sciences (7 credits)
- Mathematics (3 credits)
- English Composition (6 credits to include WRIT 101 and 300)
- General Education Electives (7+ credits)

In addition, students must meet Graduation Requirements in four areas. Courses within the major or in the overall general education curriculum can fulfill these requirements. Apart from the capstone, it may also be possible to transfer in credits that could meet a graduation requirement; students may ask advisors about their specific cases and course equivalencies. UB courses seeking to fulfill graduation requirements are reviewed by UB's General Education Committee to see if they meet the SLOs for these areas[4]:

- Global Awareness and Diversity: students will be directed to courses that have been certified to fulfill this requirement.

- Information Literacy: If one or more courses in this major satisfy these GR SLOs, they will be nominated for certification by the General Education Committee. In addition, freshmen typically take INFO 110.

- Oral Communication: students will be directed to courses that have been certified to fulfill this requirement

- Technological Fluency: If one or more courses in this major satisfy these GR SLOs, they will be nominated for certification by the General Education Committee.

- Capstone Experience: FSCS 490 will be designed to meet the SLOs for this requirement.

Transfer Students: As this program was developed in consultation with community college faculty, it is anticipated that a sizeable proportion of students matriculating in the program will transfer with their AA or AS degree, which would mean all general education at the lower-division level has been completed. Articulation agreements will be developed to assure ease of transfer. In general, transcripts are evaluated by admissions and transfer evaluators for meeting General Education requirements as well as graduation requirements and electives.

- Students missing lower division General Education courses after review will be directed to lower-division courses offered at UB;

- Upper division general education requirements: Ethics Requirement (IDIS 302 or PHIL 301) and English Composition (WRIT 300) are offered regularly during the Fall and Spring semesters at UB in both online and face to face modalities.

- Transfer students must also satisfy Graduation Requirements through general education classes or classes in the major.

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[3] A list of courses meeting General Education requirements by area can be found at:
https://www.ubalt.edu/academics/undergraduate/general-education/gen-ed-2017.cfm
[4] The SLOs for each General Education area and Graduation requirements can be found at:
http://www.ubalt.edu/academics/undergraduate/general-education/gen-ed-SLO.cfm

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6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

   Not applicable

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

   Not applicable

8. Provide assurance and appropriate evidence the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial resources, and costs and payment policies.

   Once approved, a set of program pages will be established on UB's website to provide students with current information on curriculum, course and degree requirements, technology competence and other skills required for the degree, equipment requirements for the degree, and links to financial aid and tuition and fee costs. If a course has a lab fee, that is indicated by the course description when the student registers. Also listed are student support services available to the wider university community.

   Students at UB are assigned to a professional advisor and must meet with them when they achieve certain credit-hour milestones. In addition, students are provided with degree requirements sheets by their advisor; these guides to graduation may also be available online through the program pages. These professional advisors are the primary point of contact with the students on curriculum and degree requirements. They may also provide students with referrals to the Achievement and Learning Center, UB's primary tutoring service, which has not only writing and math tutoring but tutoring for other subjects as well. The Center for Excellence in Learning, Teaching and Technology (CELTT) provides a number of video guides for UB's Learning Management System (Sakai).

   The students will also be advised by the faculty program director as to the technology competence and skills needed by students in the program. In terms of technical equipment, UB maintains two dedicated digital forensic laboratories for student use. As noted elsewhere in this application, the program will also establish a "virtual" lab for students to complete homework assignments. The University offers computer labs for students to use for free in the Bogomolny Library, the Student Center, and the Academic Center, as well as in specialized labs operated by the programs.
   Faculty members all have a web page as well, where contact information is listed. Faculty office hours are identified on syllabi.

   All such requirements are also part of UB responsibilities through its Middle States regional accreditation.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

   Recruitment, advertising, and admissions materials will clearly and accurately represent the proposed program and the services available, as is consistent with standards for Middle States accreditation. UB's marketing professionals have extensive higher education experience. The UB website readily provides information on programs, costs, and services, as well as admission requirements. The Consumer Information web page and UB Fact Book, posted on the Institutional Research page,

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provide plenty of information to support advertising materials. The University's undergraduate catalog is updated annually and posted online.

H. Adequacy of Articulation

If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

At this time no articulation agreements exist; however, the institution has been in discussions with faculty at community colleges throughout the state to ensure the proposed program curriculum is consistent post-AA and AS undergraduate requirements within the field of cyber forensics. UB prides itself on being transfer-friendly with respect to Maryland community colleges and is open to developing articulation agreements to facilitate transfer into the BS.

I.   Adequacy of Faculty Resources

Quality of Program Faculty:

A combination of full-time faculty from the University of Baltimore and selected adjuncts from the commercial and government arenas with appropriate expertise and field experience will teach the courses. ***Faculty teaching assignments for the program are noted in the course list on page 2.***

The UB forensics faculty are expert professionals who, in addition to their academic expertise, have acquired decades of practical experience in the investigation and prosecution of crime, cybersecurity and digital forensics. A complement of theoretical and practical expertise, forensic faculty work in metropolitan, state and national agencies and in corporate and private industry; they research with professionals from other countries and consult nationally and internationally. All full-time faculty have terminal Ph.D. in the field, all adjuncts are working in the field and have the appropriate graduate level education to teach in the program. Qualified faculty include:

Weifeng Xu, Associate Professor and MSFS Program Director.
Ph.D. in Software Engineering, North Dakota State University.

His areas of expertise include software security, mining software engineering data, and applied formal methods. He has published more than 50 peer-reviewed papers in international journals and conference proceedings, including prestigious venues such as IEEE Transactions on Dependable and Secure Computing and IEEE Transactions on Reliability. He was successfully awarded over $1.5M in research grants from NSF, DoE, and General Electric.

Nima Zahadat, Assistant Professor and USG MSFS Program Director
Ph.D. in Computer Science, The George Washington University

Dr. Zahadat has spent most of his career in high education or professional training. He has more than 20 years as a trainer/educator. He has written curriculum for numerous programs and courses. He currently teaches in the MSFS Cyber Investigations program and serves as the Program Director of that program at the USG campus.

Melvin de la Cruz, Assistant Professor, MSFS Program
Ph.D. in Linguistics, Forensic Speech Science, University of Huddlesfield (U.K.)

Most of Dr. de la Cruz's professional experience has been in federal law enforcement. He has 14 years of experience working with the US Department of Labor, US Department of Homeland Security, and the US

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Department of Justice as a federal agent. While working full-time for the federal government, he taught Criminal Law, Statutory Law, Ethics and Advanced Firearms, and he also taught algebra and analytical geometry, calculus, and administration of justice courses.

Patricia Hall, Esq., Lecturer, MSFS and BSFS Programs
J.D., University of Baltimore

Attorney Hall has more than 28 years of professional experience in the field of law processing high-technology crime cases. Prior to her appointment as lecturer this year, she had six years' experience as a part-time faculty member in higher education. She has an outstanding background in the legal field and brings enormous professional experience and real-world application of the law and business regulations to the classroom. She currently teaches in UB's MSFS Cyber Investigations and BS in Forensic Science programs.

Donte Leggette, Cyber Investigations Lab Director and Adjunct Professor
MSFS in Cyber Investigations, University of Baltimore

Mr. Leggette has served as the Lab Director for he MSFS Cyber Investigations Program since 2016. His full-time position is with MECU as a network administrator managing the networks security and infrastructure protections. He has 18 years of experience working in IT and cyber security at MECU.
Joshua Rosenblatt, Esq., Adjunct Professor, MSFS Program
J.D., University of Baltimore

Mr. Rosenblatt is a former police officer who has more than 12 years' experience as a practicing attorney. He was the first appointed Chief of Criminal Strategies Unit, Baltimore State's Attorney's Office, before he moved to the Baltimore Police Department's Training Academy faculty as the head of Legal training. He currently teaches in UB's MSFS Cyber Investigations and BS Forensic Science programs.

UB's Center for Excellence in Learning, Teaching and Technology (CELTT) includes among its staff a Director of Online Learning who holds a doctorate in instructional technology and has extensive experience with faculty professional development in the area of online pedagogy. CELTT provides online and in-person opportunities for faculty to learn more about using technology effectively and how to enhance students' learning. There are regular opportunities for faculty fellowships in CELTT, and the new associate director has extensive experience in assessment.

Program faculty are also active in professional organizations, both academic and technical, and maintain currency in their fields through research, grant projects, consulting and collaboration.
J. Adequacy of Library Resources
Library Requirements:

UB has a law library as well as the Bogomolny Library, and as a University System of Maryland member, UB has electronic and interlibrary loan access to the entirety of the System libraries.

The materials students need are largely available through open source databases, governmental archives, or are available online through organizations like the Department of Justice, Police Research Foundation, Westlaw, or a variety of professional organizations and businesses. Peer reviewed material in journals is easily accessible through existing library subscriptions.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

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1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The program will utilize the current Forensic Computer Laboratories in the Academic Center built for the Master of Science in Forensic Science – Cyber Investigations degree program. Courses with a lab component will need a classroom space that will allow students to break down computer hardware and hard-wire computer workstations and special software tools.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to: a) An institutional electronic mailing system, and b) A learning management system that provides the necessary technological support for distance education

The program will not be taught online. However, all students enrolled in the program will have access to a virtual learning environment to complete their external classroom assignments. All students enrolled in the institution have access to the UB email system and technology, and all courses, whether online or face-to-face, have dedicated space on the learning management system (Sakai), where the syllabus and various resources are available. The Center for Excellence in Learning, Teaching, and Technology provides resources and training for faculty and students so they are able to use Sakai resources effectively.

L. Adequacy of Financial Resources:

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES					
Resource 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)	$177,044	$213,013	$285,060	$328,364	$344,207
a. Number of F/T Students[2a]	17	20	26	30	30
b. Annual Tuition/Fee Rate[2b]	$9,236	$9,379	$9,567	$9,716	$9,868
c. Total F/T Revenue (a x b)	$157,012	$187,582	$248,743	$291,476	$296,032
d. Number of P/T Students	4	5	7	7	9

[2a] Proportion of students in each category (FT, PT) were calculated using current forensic program students: 78% of students in program are full-time and 22% are part-time. Students may vary from term-to-term as to whether they are full-time or part-time.
[2b] FT students in Forensic studies generally take 15 credit hours per semester. However, tuition rates do not increase once a student enrolls for more than 12 credits. Projections indicate that the program may attract up to 2 out-of-state students per year and using current Forensic Studies enrollments, all of these students are full-time. However, in-state rates will be used in the revenue calculations. Rates assume a 2% tuition increase per year and a 2% fee increase in year 3 (placing the AY2021 tuition at $7154 and fees at $2082).

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e. Credit Hour Rate[2e]	$5,008	$5,086	$5,188	$5,270	$5,353
f. Annual Credit Hour Rate[2f]	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$20,032	$25,432	$36,318	$36,888	$48,175
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources[5]	$27,500	0	0	0	0
TOTAL (Add 1 – 4)	$204,544	$213,013	$285,060	$328,364	$344,207

2. Complete **Table 2: Program Expenditures and Narrative Rationale**
Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$71,118	$98,881	$114,833	$129,817	$131,345
a. Number of FTE[6]	.70	1.1	1.3	1.4	1.4
b. Total Salary[7]	$54,121	$77,251	$89,714	$101,420	$103,145
c. Total Benefits[8]	$16,997	$21,630	$25,119	$28,397	$28,200
2. Admin. Staff (b + c below)	$5107	$5208	$5310	$5413	$5515
a. Number of FTE	.1	.1	.1	.1	.1
b. Total Salary	$3,990	$4,069	$4,149	$4,229	$4,309
c. Total Benefits	$1,117	$1,139	$1,161	$1,184	$1,206
3. Support Staff (b + c below)	$37,425	$38,071	$38,817	$39,563	$40,309

[2e] The PT in-state rate for a 6-credit hour semester is used here. With the proposed 2% increase for AY 21, tuition would be $1958 and fees would be $546. Part-time tuition and fee increases are estimated in the same manner as full-time.

[2f] Part-time forensic studies students take (on the average) 12 credit hours per year.

[5] Line 4 Resources – USM Enhancement Funds grant, part of which is assigned to this program for initial technology needs.

[6] Faculty teaching in this program also teach in the undergraduate Forensic Studies program and the graduate program in Cyber Investigations. Therefore, the FTE is calculated based on a standard formula that each class constitutes 10% of a faculty members annual workload.

[7] Total salary is calculated as the proportion of faculty salary devoted to this program. A 2% COLA is added for Years 2-5.

[8] Benefits are calculated as 28% of salary.

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a. Number of FTE[9]	.5	.5	.5	.5	.5
b. Total Salary	$29,260	$29,743	$30,326	$30,909	$31,492
c. Total Benefits	$8,165	$8,328	$8,491	$8,654	$8,817
4. Technical Support and Equipment[10]	$10,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses[11]	$17,500	0	0	0	0
TOTAL (Add 1 – 7)	$141,150	$142,160	$158,960	$174,793	$177,169

Data in Table 2 shows anticipated expenditures for the new program. We anticipate that as the program grows, additional faculty lines will be made available. In addition, we are providing for a one-course release for the program director. As noted in the program proposal, we do not anticipate that new resources will be needed from the library as many of the topical areas relevant to this area are available through ResearchPort. Staff assistance to faculty will be provided through the Academic Program Specialist assigned to the School of Criminal Justice. Student advising will be undertaken through the College of Public Affairs Advising staff.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15)

Procedures for conducting program and individual course evaluations will be outlined in a program assessment plan, which is required of every program at the University. An Assessment Plan will be developed for the BS Cyber Forensics degree prior to the implementation of the program, and the plan is documented in TaskStream, the University's assessment management system. The plan will identify overall program learning objectives and measurable course-level objectives for each of the required courses for the program; the program SLOs are mapped to courses as part of the assessment planning. The plan will also outline a process for setting student learning goals and objectives; shared governance processes at UB have new courses with the SLOs reviewed up to the provost. Assessment of all program SLOs will be conducted at least once every two years, and the data will be used to identify the strengths and weaknesses of the program to guide faculty in making improvements to the program and to modify as appropriate student learning outcomes. In addition to the internal program and course review process, an external program review will be conducted every seven years. As noted above, that process involves a self-study and external peer review.

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[9] This position is a Digital Forensics Laboratory Director. Half the cost of this position will be charged to the graduate Cyber-Investigations Program

[10] The University was awarded $20,000 in Workforce Development Funds for Technology Upgrades in the Digital Forensic Labs. Half the cost of these upgrades have been allocated to the graduate program. In the future, technical upgrades are supported through student fees.

[11] The University was awarded funding for a Virtual Lab Environment ($35,000) through Workforce Development Funds. Half the cost was allocated to the graduate program. This effort will also be supported by course fees.

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Student course evaluations, course syllabi, course materials, exams, assignment criteria, and classroom peer observation will be used to evaluate faculty annually and as part of the evaluation of teaching that is included in promotion and tenure review processes.

N. Consistency with the State's minority student achievement goals and in the State Plan for Postsecondary Education.

The B.S. Cyber Forensics Program is committed to minority student achievement and overall student success. The program is in conformance with the University's recruitment and retention of a diverse student body. UB has a long-standing commitment to the recruitment of a diverse student body and has proactively sought to identify multiple recruitment channels and communication strategies to ensure that there is outreach to a diverse population. The University also has a number of programs in place that will help the program's diverse student body persist until graduation. The University continuously assesses the success of these programs and has developed an achievement gap plan to further increase minority graduation rates of students. In 2019, the undergraduate graduation rate for African-American students was the same as for white students, and the freshmen-to-sophomore retention rate was well over 80%.

In addition, the University has just launched the Parsons Scholarship program, which is a last-dollar scholarship program that would enable Pell-eligible, full-time students with a Maryland associate degree who transfer to UB to complete their bachelor's degree for free. The University anticipates that this program could assist many minority students in furthering their education in Maryland.

O. Relationship to Low Productivity Programs Identified by the Commission:
Not Applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

While UB is approved to offer distance education—and has been offering online degrees for 20 years--the proposed program will be taught in traditional classrooms and laboratories. Students will, however, have full access to an interactive virtual learning environment for use outside the classroom to complete course assignments, and courses will, like all UB courses, have dedicated space on the learning management system.

Off-Campus Delivery of Program

The program will only be offered at the University of Baltimore campus.

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: University of Maryland, Baltimore: Master of Science in Global Health

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: The Master of Science (M.S.) in Global Health program will be a predominantly online, 31-credit program. The proposed degree will allow students to be trained in best practices of global health education, research, and practice and to specialize in one of three areas of concentration, which are also designed to be PBCs. The M.S. in Global Health program will be organized around a completely online core curriculum (19 credits). The areas of concentration include: 1) Implementation and Dissemination Science (online, existing PBC); 2) Global Health Program Monitoring and Evaluation (online, proposed PBC); and 3) Global Health Innovation (10-week study abroad in Costa Rica, existing PBC). We would also like to make available a fourth option of a generalized 31-credit master's with no area of concentration; the curriculum which would consist of the online core and a representative selection of credits from each of the other, existing areas of concentration/PBC's. Finally, students are required to complete a research seminar (online) followed by a capstone project (online) on a global health topic chosen in cooperation with UMB faculty. Full- and part-time plans of study will be available to students.

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 University of Maryland, Baltimore to offer the Master of Science in Global Health.

COMMITTEE RECOMMENDATION: Approval	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

Office of Academic Affairs/Graduate School
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April 7, 2020

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Perman:

The University of Maryland Graduate School is seeking authorization from the Maryland Commission on Higher Education to offer a Master of Science (M.S.) in Global Health program. The University is submitting a proposal to MHEC at this time, as well.

The program will be organized around a completely online core curriculum global health coursework and one of three areas of concentration. The areas of concentration include: 1) Global Health Epidemiology and Research; 2) Global Health Delivery and Practice; and 3) Global Health Innovation, a 10-week study abroad experience in Costa Rica. Unfortunately, the Global Health Innovation program is on hold due to the COVID-19 pandemic, however, we plan to launch it when it becomes prudent to do so.

UMB's mission is to improve the human condition, and we have long been engaged in global health to further this cause. Last year, more than 700 students, faculty, and staff made 1,537 visits to 62 countries. They worked on global health projects with impact including vital initiatives of health, well-being, and justice. UMB is home to the premier Center for Vaccine Development and Global Health, which has made profound advances in vaccinology over the past 40 years. Another of our global health successes is the Institute of Human Virology, an international pioneer in combating HIV/AIDS and other infectious diseases like Ebola. UMB employs approximately 1,200 program staff and community health workers at our international sites, along with 86 support staff. These UMB global health practitioners train, treat, and serve some of the most vulnerable people on the planet. Graduate School now aims to augment its deep global health engagement by offering graduate-level training in the discipline.

Thank you for giving consideration to our proposal. Please contact me if you need further information.

Sincerely,

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X   New Instructional Program

_____   Substantial Expansion/Major Modification

_____   Cooperative Degree Program

X   Within Existing Resources, or

_____   Requiring New Resources

University of Maryland, Baltimore
Institution Submitting Proposal

Master of Science in Global Health
Title of Proposed Program

	Fall 2020
Master of Science	
Award to be Offered	Projected Implementation Date

	51.2210
Proposed HEGIS Code	Proposed CIP Code

	Dr. Flavius Lilly
University of Maryland Graduate School	**Senior Associate Dean**
Department in which program will be located	Department Contact

(410) 706-7767	**flilly@umaryland.edu**
Contact Phone Number	Contact E-Mail Address

	April 7, 2020
Signature of President or Designee	Date

A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND, BALTIMORE FOR A MASTER OF SCIENCE IN GLOBAL HEALTH

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A. Centrality to Institutional Mission and Planning Priorities:

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

   The University of Maryland, Baltimore (UMB) submits this proposal to create a Master of Science in Global Health. We intend to offer it as a predominantly online, 31-credit program. The proposed degree will allow students to be trained in best practices of global health education, research, and practice and to specialize in one of three areas of concentration, which are also designed to be PBCs. The M.S. in Global Health program will be organized around a completely online core curriculum (19 credits). The areas of concentration include: 1) Implementation and Dissemination Science (online, existing PBC); 2) Global Health Program Monitoring and Evaluation (online, proposed PBC); and 3) Global Health Innovation (10-week study abroad in Costa Rica, existing PBC). We would also like to make available a fourth option of a generalized 31-credit master's with no area of concentration; the curriculum which would consist of the online core and a representative selection of credits from each of the other, existing areas of concentration/PBC's. Finally, students are required to complete a research seminar (online) followed by a capstone project (online) on a global health topic chosen in cooperation with UMB faculty. Full- and part-time plans of study will be available to students.

   A proposal for the PBC in Global Health Program Monitoring and Evaluation has been submitted concurrently to MHEC for review.

   The curriculum for the proposed M.S. in Global Health and the PBC in Global Health Monitoring and Evaluation are informed by the Consortium of Universities for Global Health (CUGH) competencies for global health education (www.cugh.org/resources/2063). These competencies are peer-reviewed and were first published in 2017 but continue to be updated by notable global health scholars, researchers, and practitioners. Approximately 75% of the M.S. in Global Health, and 25% of the PBC in Global Health Monitoring and Evaluation curriculum already exist at the University because of the institution's longstanding work internationally and its commitment to improving health not only in Maryland, but worldwide.

   UMB's mission is to improve the human condition, and we have long been engaged in global health to further this cause. Last year, more than 700 students, faculty, and staff made 1,537 visits to 62 countries. They worked on global health projects with impact including vital initiatives of health, well-being, and justice. UMB is home to the premier Center for Vaccine Development and Global Health, which has made profound advances in vaccinology over the past 40 years. Another of our global health successes is the Institute of Human Virology, an international pioneer in combating HIV/AIDS and other infectious diseases like Ebola. UMB employs approximately 1,200 program staff and community health workers at our international sites, along with 86 support staff. These UMB global health practitioners train, treat, and serve some of the most vulnerable people on the planet. Now we aim to augment our deep global health engagement by offering graduate-level training in the discipline.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

   UMB has a long history of developing a qualified workforce in global health. The M.S. in Global health continues this tradition by recognizing the disciplinary distinctiveness of global health. The new M.S. in Global Health will train students for careers as future leaders prepared to address real-world issues affecting the human condition. The curriculum, which represents the essential orientation to the field of global health; captures the notion of praxis and prepares

students for multiple employment opportunities that will positively transform health and well-being of people across the world.

The M.S. in Global Health program directly aligns with the first theme of UMB's strategic plan: "Health, Justice, and Social Impact." The strategic objective of this theme is to "deepen and expand local and **global engagement** by providing health, legal, and social work programs and engaging in research to promote social justice and improve health." The intended outcomes of this work are to leverage "institutional expertise and knowledge to tackle systemic problems impacting local and **global communities**," and position UMB as an "anchor institution at the forefront of finding solutions to local and **global health** disparities and social injustices."

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.**

The proposed program will be well-resourced as there is an already existing faculty and coursework to support the proposed M.S. in Global Health. There is a total of 31 credits required to complete the degree and 55 total credits available when factoring in elective courses. Among the sum of 55 credits available in the program only 15 credits (or five courses) need to be developed to align our M.S. in Global Health curriculum with the competencies set forth by the Consortium of Universities for Global Health. In other words, the UMB Graduate School has the capacity to offer the proposed degree program within existing resources and to ensure continued funding to support the program into the foreseeable future even if enrollment should not meet our expectations, which we do not anticipate.

4. **Provide a description of the institution's a commitment to ongoing administrative, financial, and technical support of the proposed program and continuation of the program for a period sufficient to allow enrolled students to complete the program:**

The UMB Graduate School has an ongoing commitment to sustaining new degree programs it has developed. The Graduate School has committed significant resources in the realm of administrative support including a senior associate dean, assistant dean, and program director who will provide leadership for the quality and sustainability of the M.S. in Global Health. Additionally, the Graduate School plans sufficiently to ensure the financial viability of all new degree programs including the provision of faculty instruction and advisement at a level to ensure a high touch learning experience for students. The Graduate School has also invested in technical assistance through our centralized Center for Information Technology Services and the Faculty Center for Teaching and Learning, which both assist our faculty and students in their success as teachers and learners, respectively. If for some unforeseeable reason the Graduate School discontinues the M.S. in Global Health, then we are committed to a teach-out plan for all enrolled students, so they may complete the program and earn their degree.

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

Secretary of Education, Dr. James Fielder in his opening letter in the 2017-2021 Maryland State Plan explains that Maryland's students are "entering an economy that is challenging, innovative, **global**, and diverse." The Secretary's sentiments are reflected in a growing interest in global education and in global health as an academic discipline. Students at all levels – sometimes as early as high school – are participating in projects and programs related to addressing health disparities outside of their home countries. The best of these programs helps students use the transformative experience of international immersion to approach domestic social challenges with new ideas and enhanced problem-solving skills. These skills earned by Maryland students will undoubtedly benefit the state. More American students are entering undergraduate, graduate,

professional school, and even residency programs having amassed international experiences and are seeking advanced training in the budding field of global health.

The 2017-2021 Maryland State Plan articulates three primary goals for postsecondary education: access (ensure equitable access to affordable and quality postsecondary education all Maryland residents); success (promote and implement practices and policies that will ensure student success); and innovation (foster innovation in all aspects of Maryland higher education to improve access and student success). The proposed M.S. in Global Health aligns well with the State Plan.

Relative to "Access," placing the bulk of the program online offers non-traditional students a pathway to earning their M.S. in Global Health in a format that allows them to balance their educational objectives with competing demands of family and work. The curriculum itself also focuses on innovation with one area of concentration focused on "global health innovation" in which students have a multi-sectoral immersion experience in Costa Rica. Finally, regarding "Success," programs such as UMB's M.S. in Global Health are expected to attract students from diverse backgrounds originating both locally and internationally. UMB has a full-service student support model to ensure early identification of students who may be struggling academically and to intervene to improve the likelihood of graduate school completion.

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

At UMB, we find that many applicants inquire about institutional global health opportunities during their interviews for nursing, pharmacy, social work, medical and dental school – a clear indication that global health offerings are an important factor in their school selection process. Beyond UMB's existing students who may elect to complete a dual degree in professional education (RN, PharmD, MD, MSW, DDS) and a M.S. in Global Health, we expect interest from adult learners in the fields of health administration, research, non-governmental organizations, multi-sectorial development agencies, government, and policy-makers.

Now more than ever, practitioners require preparation in the field of global health. In addition to understanding the grand health challenges that face populations across the world, success in the field of global health requires a body of skills that are tailored to the essential work of the field – engaging with communities, working with partners and stakeholders, implementing programs, and evaluating outcomes. Interdisciplinary in nature, UMB's proposed M.S. in Global Health seeks to address health issues that have global impact such as the spread of infectious disease, migrant health, child and maternal health, health equity, and nutrition. In addition, the new degree will teach students how to practice global health with transferable program and evaluation skills that can be adapted to the multitude of settings where global health is carried out. As global health emerges as its own academic and clinical discipline, UMB must lead by offering specialized curricular training and co-curricular opportunities. The University is uniquely positioned to deliver this new degree program by leveraging its existing global network, global centers of excellence, coursework, and extensive infrastructure that extends across the world.

Global health spending is expected to increase by an annual average of 6% from 2013 through 2019. In the United States private companies like pharmaceutical producers, hospital systems, non-governmental agencies, and the U.S. government have increased their global investments. To realize these investments, a health workforce is needed that is familiar with the discipline of global health and who can support the development of other nation's health workforces. A relatively recent (2014) Deloitte report states that, "workforce shortages are a major contributor to health care access problems around the world." The World Health Organization (WHO)

estimates a shortage of approximately 9 million global health workers and that this shortage will grow to 12.9 million workers by 2035.

WHO and other international reports specifically cite the need for clinical practitioners who are familiar with global and country health systems and their challenges and who have managerial skills. They state that the health clinical workforce must be sensitive to country cultures, health regulations, and health delivery structures. (A Universal Truth: No Health without a Workforce, 2014.) Global Health training and education are essential for managerial and health services practice positions in the developing world.

The U.S. plays a leadership role in training and supporting a global health workforce and that leadership role begins with educating our domestic health workforce on global education. UMB graduates professional students in many health disciplines. The proposed M.S. in Global Health will enable students and other health workers to contribute to global health services, either through short-term projects or through longer term employment.

The Washington DC / Maryland corridor is the center for agencies and organizations involved in Global Health, being the home to the largest concentration of different global health related institutions and funding sources in the world. These include:

- bi-lateral and multi-lateral government supported agencies,
- philanthropic foundations and organizations,
- legislative bodies formulating health services priorities,
- policy and research think tanks,
- and most importantly, a significant number of NGOs and consulting firms working in collaboration with funders and with national governments.

These companies work throughout the world to strengthen health care systems and their own delivery of health services. Some of the best known of these organizations include Family Health International (FHI), Population Services International (PSI), and John Snow International. Non-profit associations such as Catholic Relief Services (CRS), Save the Children, and World Learning, as well as health care organizations such as The University of Maryland School of Medicine and Johns Hopkins University work globally. In addition, a number of foundations, such as The Gates Foundation, and pharmaceutical companies have offices in this area.

Enrollment for the proposed M.S. in Global Health will likely originate from four sources:

- Those working in health care policies, systems, practices who are interested in furthering their global health skills.
- Staff working for companies with a global health presence.
- Clinicians and health administrators interested in increasing their knowledge and skills in the global arena.
- Current students from UMB interested in working globally.

To enroll in the M.S. in Global Health individuals must have a Bachelors' Degree or Master's Degree, with a strong interest in global health. Graduates with a M.S. in Global Health may pursue global assignments through their current workplace or go to work for:

- In-country field consultants
- Disaster relief organizations
- Immigrant/refugee health organizations
- Research and academic institutions
- International agencies
- Other non-governmental agencies (NGOs)
- Lending agencies that do work in developing countries
- Multi-lateral agencies (such as WHO)

- Governmental agencies (USAID, in-country ministry of health, etc.)

Given increasing investments in global health, demand for trained staff is expected to remain high. The proposed M.S. in Global Health will build upon participants domestic health skills and provide courses in the different health managerial skills and national health delivery systems needed to operate in the global arena.

D. Reasonableness of Program Duplication

Master's Degrees in Global Health Offered in the Region

We are aware of only one other M.S. in Global Health in our region, which is offered by the **Georgetown University** in Washington D.C. Their program is like the one proposed by UMB as it also aligns with the Consortium of Universities for Global Health (CUGH) competencies for global health education. However, we propose an online pedagogical approach to increase access for post-traditional students who are already in their professional careers. Additionally, UMB must add a M.S. in Global Health to its academic portfolio to continue to be competitive with Georgetown University in proposals for federal extramural funding related to global health work, particularly in the African continent.

We are also aware that Johns Hopkins University offers a Masters of Health Sciences in Global Health Economics in which students study issues related to health care cost and quality and economic evaluations of health programs both domestically and in developed nations. The focus of Johns Hopkins' program in the realm of economics is vastly different than the proposed M.S. in Global Health at UMB.

PBCs Offered by Maryland Universities

UMB is proposing one new PBC in this area, Global Health Program Monitoring and Evaluation, the other two PBCs (Implementation and Dissemination Science, and Global Health Innovation) are already approved. There are existing PBCs addressing global health areas offered by Maryland schools (including UMB) and an additional three offered by Washington D.C. based schools, although there is very little overlap in content. Most focus on public health or specific areas of global health such as tobacco control and nutrition.

1. **Johns Hopkins University** offers a post baccalaureate certificate in Global Health and a Global Tobacco Control Certificate in the Bloomberg School of Public Health. The focus of the Global Health 18-credit certificate is on population health, behavioral health, and disease control. It is offered through online and face-to-face classes. The focus of the Global Tobacco Control Certificate is on one specific area of Global Health: tobacco control.

2. **The University of Maryland College Park** (UMCP) offers an onsite 12-credit Global Health Certificate through their School of Public Health. Its focus is on population and behavioral health, including epidemiology and health promotion. It is not an online program. The global health certificate program is also an area of concentration in the Masters of Public Health program at UMCP.

3. **UMB** has been involved in global health education for many years, which is part of the impetus to offer an M.S. in Global Health. For instance, the **School of**

Medicine offers an area of concentration (4 courses) in Global Health in its Masters of Public Health program. The **School of Nursing** offers a global health certificate in Nursing and includes ten course credits (three three-credit hour courses, one one-credit course) and two course credits in an international health setting of at least one-month duration. Its primary audience is practicing professional nurses who are enrolled in other programs at UMB. Ten of its 12 hours of credit are classroom-based, and two credits are a field practicum. The **Graduate School** at UMB also offers two certificates: 1) Global Health Innovation a 12-credit program offered as an international immersion in Costa Rica; and the online Global Health Systems and Innovation, a 12-credit program that is a partnership with the University of Maryland Global Campus and trains students to engage across complex and multi-sectoral systems to improve global health. The Global Health Innovation and the Global Health Systems and Innovation PBCs will, in part, form the basis for elective study in the proposed M.S. in Global Health.

PBCs Offered by Washington, D.C. Area Universities

1. **American University** offers a Graduate Certificate in Global Environmental Policy that is open to graduate level students in special contract programs who have completed the special prerequisites program of English, mathematics/statistics, computers and economics. The certificate program requires 15 hours of approved graduate level course work. Up to 12 of the certificate credits are transferable to a master's degree program. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Their program thus focuses on current students and one area of global health: environmental health.

2. **American University, Education, Teaching & Health** offers a Graduate Certificate in Nutrition Education with a focus on nutrition for health promotion. To qualify for program, applicants have to have received a GPA of 3.00 in previous degree programs. This Graduate Certificate program requires 18 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better. The program does not target the general public or global health management and practice.

3. **George Washington University School of Public Health** offers an onsite Global Health Certificate with a focus on public health: population and behavioral health. This program requires 12 credits for current students; 18 credits for non-enrolled students. It does not focus on global health management or delivery.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

The proposed MS in Global Health does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

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

The proposed M.S. in Global Health does not have relevance to the identity of HBIs in Maryland. Any student who has attended a regionally accredited institution and completed a baccalaureate degree, including those from HBIs, and meets the admissions requirements is eligible to apply to the program. Graduates of HBIs could improve their competitiveness in the

marketplace and reach their professional goals by enrolling in and completing this degree program.

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

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

   The M.S. in Global Health was proposed by the UMB faculty and approved by the faculty shared-governance body, the Graduate Council, in recognition of the compelling need for specific education and training in global health. UMB's global health enterprise is vast with a presence in over 60 countries in which prevention work is carried out, clinical care is delivered, and research is conducted to improve population health.

   The faculty realized that the bulk of the coursework required to offer a M.S. in Global Health already exists at UMB and that there was considerable expertise to create a world-class educational experience for students. Consequently, 15 existing courses were selected to be part of the proposed M.S. in Global Health, and an additional 5 courses were planned for development to ensure all the global health education competencies are achieved.

   The faculty overseeing the program are listed with their credentials in Section I, subsection 1: Adequacy of Faculty Resources.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

   By the completion of the proposed M.S. in Global Health and consistent with the Consortium of Universities for Global Health (CUGH) competencies, students will be able to:

   - **Understand the Global Burden of Disease, and**

     a) Describe the major cause of morbidity and mortality around the world, and how the risk of disease varies with regions

     b) Analyze major public health efforts to reduce disparities in global health (such as Sustainable Development Goals (SDGs) and Global Fund to Fight AIDS, TB, and Malaria).

     c) Validate the health status of populations using available data (e.g., public health surveillance data, vital statistics, registries, surveys, electronic health records and health plan claims data).

   - **Understand Globalization of Health and Health Care, and**

     a) Critically evaluate different national models or health systems for provision of healthcare and their respective effects on health and healthcare expenditure.

     b) Analyze how global trends in healthcare practice, commerce and culture, multinational agreements and multinational organizations contribute to the quality and availability of health and healthcare locally and internationally.

     c) Describe how travel and trade contribute to the spread of communicable and chronic disease.

d) Critique general trends and influences in the global availability and movement of health care workers.

- **Understand Social and Environmental Determinants of Health, and**

  a) Describe how cultural context influences perceptions of health and disease.

  b) List major social and economic determinants of health and their impacts on the access to and quality of health services and on differences in morbidity and mortality between and within countries.

  c) Analyze the relationship between access to and quality of water, sanitation, food and air on individual and population health.

- **Understand Capacity Strengthening, and**

  a) Collaborate with a host or partner organization to assess the organization's operational capacity.

  b) Co-create strategies with the community to strengthen community capabilities and contribute to reduction in health disparities and improvement of community health.

  c) Integrate community assets and resources to improve the health of individuals and populations.

- **Understand Collaboration, Partnering and Communication, and**

  a) Include representatives of diverse constituencies in community partnerships and foster interactive learning with these partners.

  b) Demonstrate diplomacy and build trust with community partners.

  c) Communicate joint lessons learned to community partners and global constituencies.

  d) Exhibit interprofessional values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other professionals and groups that work in global health.

  e) Acknowledge one's limitations in skills, knowledge, and abilities.

  f) Apply leadership practices that support collaborative practice and team effectiveness.

- **Understand Global Health Ethics, and**

  a) Demonstrate an understand of and an ability to resolve common ethical issues and challenges that arise in working within diverse economic, political and cultural contests as well as working with vulnerable populations and in low resource settings to address global health issues.

  b) Demonstrate an awareness of local and national codes of ethics relevant to one's working environment.

    c) Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings.

- **Understand Professional Practice, and**

    a) Exhibit integrity, regard and respect for others in all aspects of professional practice.

    b) Articulate barriers to health and healthcare in low-resource settings locally and internationally.

    c) Demonstrate the ability to adapt clinical or discipline-specific skills and practice in a resource-constrained setting.

- **Understand Health Equity and Social Justice, and**

    a) Apply social justice and human rights principles in addressing global health problems.

    b) Implement and evaluate strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.

    c) Demonstrate a basic understanding of the relationship between health, human rights, and global inequities.

    d) Describe the role of WHO in linking health and human rights, the Universal Declaration of Human Rights, International Ethical Guidelines for Biomedical Research involving human subjects.

    e) Exhibit a commitment to social responsibility.

    f) Develop understanding and awareness of the health care workforce crisis in the developing world, the factors that contribute to this, and strategies to address this problem.

- **Understand Program Management, and**

    a) Plan, implement, and evaluate an evidence-based program.

    b) Apply project management techniques throughout program planning, implementation, and evaluation.

- **Understand Sociocultural and Political Awareness, and**

    a) Model the roles and relationships of the major entities influencing global health and development.

- **Understand Strategic Analysis, and**

    a) Identify how demographic and other major factors can influence patterns of morbidity, mortality, and disability in a define population.

    b) Execute a community needs assessment.

    c) Conduct a situational analysis across a range of cultural, economic, and health contexts.

d) Design context-specific health interventions and evaluations based upon situational analysis.

By the completion of the proposed M.S. in Global Health and consistent with the Consortium of Universities for Global Health (CUGH) competencies, students will be able to:

3. **Explain how the institution will provide for assessment of student achievement of learning outcomes in the program and document student achievement of learning outcomes in the program.**

Faculty will assess student achievement and mastery of learning outcomes in their courses using a variety of assessments including meaningful and substantive contributions to online course discussions, satisfactory completion of assignments and reflections, scores on quizzes and examinations, scores on team collaboration, scores on written essays and term papers, and evaluation of research and capstone project contribution to the field of Global Health.

Students will also have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

Students must complete all the following core courses (19-credits, online), and select one of the three areas of concentration. The fourth option of a generalized 31-credit master's with no area of concentration would consist of the core courses below, and a representative selection of courses within the other areas of concentration. The determined representative selection of the generalized master's with no area of concentration would be at the discretion of the program director.

- **MHS 600**
  Introduction to Scholarly Writing and Library Resources (1-credit)
  This course is designed to provide graduate-level learners the opportunity to develop skills in both accessing relevant online library resources and engage in scholarly writing. The portion of the course focusing on library resources teach and strengthen lifelong research and information competency skills by introducing student to the nature of research and the role of library in the research process. Students learn the core concepts of information retrieval and essential techniques for finding, evaluating, analyzing, organizing, and presenting information. The topics covered include using online catalogs to locate books and other library resources; developing research strategies; exercising critical thinking to evaluate information; applying critical and search techniques to electronic databases; understanding citation formats and using the internet as a research tool. The scholarly writing of the course will place emphasis on organization, effective conveyance of thoughts through written words, and writing for multiple types of audiences. Students will have the opportunity to improve both

their academic writing and their research skills as they write a literature review or a proposal. Emphasis is placed on conventions of scholarly writing and organizational strategies as well as grammar, editing, and usage.

- **MHS 605**
  Perspectives on Global Health (3-credits)
  The course provides an overview to the field of global health, it introduces students to major global health challenges, programs the determinants of health hand disease, current and emerging global health priorities, policies, evidence base intervention, disaster relief, key legal issues, ethics and models of reform. In addition, particular attention is given to building key student competencies in analyzing national public health trends including major communicable and non-communicable disease burdens, key organizations supporting public health and professional opportunities in global health. Student skills are developed in analysis, leadership, team work and communication in a global context.

- **CIPP 960**
  Critical Issues in Global Women's and Children's Health (3-credits)
  A comprehensive multidisciplinary examination of the complex issues related to women and children's health across the globe. Based on the World Health Organization's 2007 Framework for Action for strengthening health systems and the United Nation's Millennium Development Goals and Universal Declaration of Human Rights. Topics include biological and medical issues, reproductive health, violence include biological and medical issues, reproductive health, violence against women and children and its impact on health, infectious and chronic disease, and the relationship of environmental and social issues to chronic disease, Analysis also covers current national, regional and global trends; program and policy responses to these trends; and prospects for the future.

- **GH 652**
  Global Health Management and Leadership (3-credits)
  This course explores key strategy, management, and leadership practices in global health programs and examines the essential components of best practice global health improvement programs. It is designed to train leaders in the application, testing, and refinement of current frameworks in health care delivery. This course will provide an in-depth review of leadership functions to equip students with the knowledge and skills to understand, organize, and manage complex global health delivery organizations. Students will study the theory and practice of health care delivery, various roles within the health system, and how global health delivery organizations function. Students will apply their learning in case-based situations and deploy procedures and processes to effectively improve health outcomes.

- **ETHC 638**
  Issues in International Research Ethics (3-credits)
  This course will examine the ethical and philosophical issues raised by research involving human subjects that is conducted in international settings and examine issues involved with the standard of care, informed consent, exploitation, post-trial benefits, and a developmental and organizational model of ethics review systems. By the end of the course, students will be able to construct and support valid arguments in the analysis of exploitative research; analyze ethical questions regarding international collaborations in research, describe methods to achieve a culturally valid

informed consent; describe the issues involved with tissue sample research performed between international partners, and assess an ethical review an international protocol.

Students must complete the following two courses related to their specific research and capstone project

- **MHS 608**
  Research Seminar I (3-credits)
  This course is designed to give students the basic information regarding health sciences research discoveries, draft a research question, and create a literature review plan and paper. Students will analyze and critique research questions, compare and contrast different quantitative and qualitative study designs, and learn to advance knowledge and research dissemination.

- **GH 700**
  Capstone Project (3-credits)
  The capstone is designed to demonstrate the substantive application of the knowledge and skills that have been acquired in the courses taken as part of the M.S. in Global Health Program. The capstone functions as the culminating experience for the program. Through the capstone, students will develop a capstone proposal; present their work; and prepare of a capstone portfolio. To meet the needs of diverse learners, students can either complete their capstone online or participate in an international exchange opportunity.

Students choose from one of three of the following Areas of Concentration, which are also PBCs (12 credits)

1) **Implementation and Dissemination Science (12-credits, online, existing PBC)**

- **MHS 613**
  Research Implementation and Dissemination I (3-credits)
  The past several decades has witnessed advances in medical sciences and the discovery of new medicines, vaccines, and diagnostics tools that have the capacity to lead to large improvements in global health. However, the translation of research findings into practice has been slow and uneven. This has led to a widening gap by applying research and evaluation approaches to identify and address the barriers in scale-up evidence-based interventions in local settings. This course provides an introduction to the emerging field of implementations science by reviewing various design and methods, health systems and policy research, and examples in HIV, non-HIV infectious diseases and non-communicable disease.

- **MHS 614**
  Research Implementation and Dissemination II (3-credits)
  Dissemination science is the process of distribution of information and intervention materials to a specific public health or clinical practice audience. Translating research into practice is a complex process that involves dissemination science. The purpose of dissemination science research is to translate evidence-based interventions into practice to improve lives. This research seminar provides an introduction to dissemination science. Topics include the vocabulary of dissemination science; distinction between dissemination and implementation research; principles and methods used in dissemination science research; and future issues.

- **MHS 630**
  Essentials of Chronic and Infectious Disease Epidemiology (3-credits)
  In the past 15 years, we have seen a rise in chronic disease impacted by behavior and policy, infectious disease outbreaks and new mechanisms of spread never seen before in the US. Clinicians must consider the biosocial impact of globalization and environmental change upon health and disease. In this course we present fundamental concepts of epidemiology to assist the new clinician in their efforts to critically evaluate the health and medical literature, participate in monitoring and surveillance of disease, and interpret data in their individual practice, community and nation to improve care in their practice and professional sphere.

- **MHS 631**
  Global Non-Communicable Disease Epidemiology (3-credits)
  Non-communicable diseases (NCDs), such as obesity, diabetes, mental illnesses, injuries, cardiovascular disease and cancer, are responsible for the greatest burden of death and disability globally. NCDs are of critical importance to all countries currently dominate the global health and political agenda. Responding to this epidemic requires interdisciplinary, multi-systems, implementation and dissemination approaches. Researchers, public health specialists and policy makers from around the world working in this field require a critical understanding of the commonalities and differences in perspectives across sectors, which will enable them to work effectively within a 'global' ecological perspective on NCDs. This course will address the current paradigms and controversies in epidemiology. Emphasis will be placed on those NCDs of high prevalence or unique biological characteristics that illustrate interesting epidemiological or etiological characteristics or those that hold greatest promise of control. Comparison of NCD rates across countries and epochs, and the evidence for the causes of these differences will be explored. The goal is to encourage students to think creatively about the NCD problem and explore research opportunities that will contribute meaningfully to reduction in NCD morbidity and mortality throughout the world.

2) **Global Health Innovation (12-credits, 10 weeks, study abroad in Costa Rica, existing PBC)**

- **INNO 801**
  Intercultural Communication and Conflict Resolution (1-credit)
  Intercultural Communication and Conflict Resolution is a growing area of importance in global health considering the pace and volume of global transactions. The ease of global communication using technology, the abundance of cheaper transportation costs, and the frequency of businesses using cross-border talent is fostering millions of interactions a day between people of different cultures. In this course, students will examine how the process of communication can be further complicated during interactions between people of different cultures. The topics of stereotypes, generalizations, communication styles, communication strategies, and communication orientations will be explored.

- **INNO 802**
  Global Health and Social Innovation (2-credits)
  There is a need to challenge the status quo in global health theory and practice. In a world in which complex challenges are ever emerging, there is a growing demand for new system-wide approaches. New knowledge and technologies are a gateway of opportunities for innovation. This course will introduce students to the concepts, theory, and practice of complexity science. It will allow students to approach global health as a complex adaptive system and understand how this is useful to solve some of the most challenging issues faced by practitioners when trying to create lasting social change in an effective and ethical way. Students will learn to understand the nature of complex global health issues and how can they better identify potential avenues to generate social innovations and system-level change. The lectures will be co-facilitated by CISG staff and thought leaders and experts in a wide range of fields, including economics, business, public health, social entrepreneurship, political economy, human rights, ethics, gender, sustainability, and sociology. By participating in this course, students will acquire knowledge, practical tools, and experiences to approach global health through a "complexity lens," learn about the challenges and opportunities for change agents and systems entrepreneurs in the field, and better prepare them to become global health leaders.

- **INNO 803**
  Health Systems: Innovations for Universal Health Care (2-credits)
  A detailed examination and understanding of modern health systems and their multi-layered structures is needed to achieve the goals set out by the United Nations' Sustainable Development Goals (SDG) agenda. This course will provide students an introduction to health systems and how the historical, cultural, political and economic context impacts their funding, design and performance. The students will acquire the knowledge and skills to think critically on how health systems operate in middle and low-income countries and how to address the determinants of health of these settings. Special emphasis will be given to the case of Costa Rica and how it developed its social security system and one of the most effective primary health care systems in the world. Focus points will be on innovations for equity in health access, healthier communities through health promotion and the use of IT in health care. The students will participate in discussions with an interdisciplinary faculty and with policymakers involved in the design and development of the health system in Costa Rica.

- **INNO 804**
  Urban Health and Social Innovation Lab (2-credits)
  The year 2009 marked the year in which, for the first time in the Earth's history, more people lived in urban settings than in rural settings. It is estimated that by 2050, two-thirds of the world's population will live in an urban environment. This course brings an interdisciplinary approach to provide students the knowledge and skills to address the global health challenges in rapid urbanizing regions of middle and low-income countries. Urban areas present particular health risk factors and complex interactions of issues such as climate change, migration, infectious and chronic diseases, and mental health, which requires practitioners to develop cross-sector collaborations and innovative approaches to public policy. The course will allow students to understand how the social gradient affects populations in urban settings and how to develop health-related interventions that are sensible to the human rights, social and gender disparities in such environments. Students will have the opportunity to learn from

representatives of local governments and non-governmental organizations on how projects to improve urban health indicators are designed, executed and evaluated.

- **INNO 805**
  Global Health and Social Innovation Practicum (5-credits)
  This course provides students the opportunity to integrate theory and practice to address real world challenges faced by policymakers and communities looking to create lasting change in the global health area. It will provide students the possibility to engage and support public, private and non-governmental organizations to solve complex issues related to global health in Costa Rica, a developing country with unique demographic, epidemiological and urbanization conditions. After completing their foundational course requirements, students will have their practicum experience either in the southern region of Costa Rica or in San José and its vicinities. Students will be partnered mainly with non-governmental organizations, although opportunities exist for partnerships with other stakeholders, such as government institutions. Potential partner organizations facilitated by CISG include:

  - La Casona's bicultural clinic
  - Houses of Joy
  - Rio Sereno Border Crossing
  - Hands for Health Oral Health Protection Program
  - ASCONA National and Environmental Service Association
  - Comprehensive development association of Rincon de Osa and Playa Blanca
  - Comprehensive development association of Dos Brazos de Rio Tigre
  - Las Cruces Biological Station
  - Municipality of Curridabat
  - Instituto Mixto de Ayuda Social (IMAS)Ca
  - Municipalidad de Coto Brus
  - Patronato Nacional de la Infancia
  - Seprojoven
  - Cen-Cinai
  - Hogar de Ancianos

  The student's practicum will be based on the student's specific interest expressed during the initial didactic portion of the certificate. During the practicum, students will conduct a case study to evaluate the innovative work of the organization (or a specific component/initiative of the organization), the process that led to the innovation, the iteration cycles to reach impact, and the product/initiative's sustainability.

3) **Global Health Program Monitoring and Evaluation (12-credits, online, new proposed PBC)**

- **GH T.B.D.**
  Global Health Program Monitoring & Evaluation I (3-credits, new course)
  Program monitoring and evaluation are essential tools to understanding and judging the impact that global health interventions and policies have in communities. This course introduces students to essential tools and models of both program monitoring and evaluation. Students will understand and analyze the key elements of program monitoring and evaluation: assessing population health needs using qualitative and

quantitative information, identifying key program elements and their implementation, monitoring the program's cost and efficiency, and evaluating the success of implementation, including program outcomes. Particular attention is given to Involving key community stakeholders throughout the monitoring and evaluation process. The course emphasizes an interdisciplinary approach to global health program monitoring and evaluation and the skills needed to conduct program evaluations.

- **MHS 610**
  National/International Approaches to Healthcare Delivery (3-credits)
  This course applies the concepts, theories, and principles of the field of global health presented in the first course to the practical challenges facing global health professionals. Each student will select a specific global health priority for a given national or geo-politically defined population to examine over the duration of the course. The student's selected case will then be their primary focus for applying needs assessment methodologies, including epidemiological methods, mapping local, national, and global policy processes, identifying strategies for building infrastructure and workforce capacity, analyzing financial opportunities and limitations, and assessing the impact of macro changes in the global economy, political environment, and human rights and legal systems. Each student will complete a final summary project report that will summarize findings regarding scope, options, outcomes, and a recommended action plan for improving the health status of the population group they have studied.

- **GH T.B.D.**
  Global Health Program Monitoring & Evaluation II (3-credits, new course)
  This course builds upon Program Evaluation and Monitoring 1 by engaging students in using a health program monitoring and evaluation framework to design credible and feasible global health needs assessments, implementation monitoring systems, and outcome evaluations that involve stakeholders as appropriate. There is a more in-depth analysis of qualitative and quantitative methods including study design and question development frequently used in global health program evaluations. Students learn the importance of an ethical approach to involving stakeholders throughout the monitoring and evaluation cycle that demonstrates integrity and respects people from different cultural backgrounds and communities. Through case studies students will evaluate whether program designs, analyses, and evidence are credible, and conclusions are justified. They will propose how to communicate and use findings and shared lessons learned to improve the health of global communities.

- **GH T.B.D.**
  Global Disease Control (3-credits, new course)
  This course provides in-depth knowledge on principles and strategies of disease control and equips students with the necessary skills to successfully establish, strengthen and systematically review disease control programs. The course focuses on disease control in disadvantaged populations of developing countries. It draws on local, regional and global policies and strategies to analyze strengths and weaknesses in disease control. The course places special emphasis on strengthening multi-disciplinary and inter-sectoral collaboration and effectively involving communities and patients in disease control programs.

4. **Discuss how general education requirements will be met, if applicable.**

    Not Applicable.

5. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

    There are no specialized accreditation or graduate certification requirements for the proposed M.S. in Global Health.

6. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

    The InterAmerican Center for Global Health (CISG) in Costa Rica is our partner in the delivery of the Global Health Innovation area of concentration. Please see Appendix A containing the MOU/contract between UMB and CISG.

7. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

    The Graduate School maintains up-to-date information of its degree programs on the program explorer web site (https://www.graduate.umaryland.edu/Program-Explorer/). The web site has information on the curriculum, course descriptions, degree requirements, and cost of education. The website has links to information about the learning management system, support services, and financial aid. We affirm that the same information will be available for prospective and existing students in the proposed M.S. in Global Health.

8. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

    The Graduate School at UMB affirms that all advertising, recruiting and admissions materials will accurately represent the M.S. in Global Health, as do all materials produced by UMB's Graduate School for programs it offers.

H. **Adequacy of Articulation**

    Not applicable

I. **Adequacy of Faculty Resources**

    1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework in the M.S. in Global Health program:

Name	Terminal Degree and Discipline	Rank and FT/PT Status	Course
Isabell May	Ph.D. American Studies	Senior Lecturer, FT	MHS 600: Introduction to Scholarly Writing and Library Resources
Donald Donahue	D.HEd. Health Education	Senior Lecturer, PT	MHS 605: Perspectives on Global Health
Katherine Marconi	Ph.D. Sociology	Senior Lecturer, PT	CIPP 960: Critical Issues in Global Women's and Children's Health
Katherine Marconi	Ph.D. Sociology	Senior Lecturer, PT	GH T.B.D.: Global Health Program Monitoring and Evaluation I
Flavius Lilly	Ph.D. Gerontology	Senior Lecturer, FT	GH 652: Global Health Management and Leadership
Henry Silverman	M.D. Medicine	Professor, FT	ETHC 638: Issues in International Research Ethics
Man Charurat	Ph.D. International Health	Professor, FT	MHS 613: Research Implementation and Dissemination I
Nadia Sam-Agudu	Sc.D., Epidemiology, Biostatistics M.D., Medicine Surgery	Professor, FT	MHS 614: Research Implementation and Dissemination II
Clement Adebamowa	Ph.D., Sociology	Senior Lecturer, PT	MHS 631: Global Non-Communicable Disease Epidemiology
Niya Werts	Ph.D., Information Systems	Senior Lecturer, FT	MHS 630: Essentials of Chronic and Infectious Disease Epidemiology
Carlos Faerron	M.D., Medicine	Senior Lecturer, PT	INNO 801: Intercultural Communication and Conflict Resolution
Carlos Faerron	M.D., Medicine	Senior Lecturer, PT	INNO 802: Global Health and Social Innovation
Carlos Faerron	M.D., Medicine	Senior Lecturer, PT	INNO 803: Health Systems: Innovations for Universal Health Care
Carlos Faerron	M.D., Medicine	Senior Lecturer, PT	INNO 804: Urban Health and Social Innovation Lab
Carlos Faerron	M.D., Medicine	Senior Lecturer, PT	INNO 805: Global Health and Social Innovation Practicum
Katherine Marconi Bonnie Bissonette	Ph.D., Sociology Ed.D., Higher Education Administration	Senior Lecturer, PT Lecturer, FT	MHS 610: National/International Approaches to Healthcare Delivery
Donald Donahue	D.HEd. Health Education	Senior Lecturer, PT	GH T.B.D.: Global Disease Control
Larisa Odessky	PharmD	Senior Lecturer	MHS 608: Research Seminar I
Carlos Faerron	M.D., Medicine	Senior Lecturer, PT	GH 700: Capstone Project

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

UMB has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation and presentation face-to-face class sessions and recurring webinars. Additionally, the Faculty Center for Teaching and Learning which houses expert Instructional and Educational Medial Specialists, uses of a video camera to record lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

J. Adequacy of Library Resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contains more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library web site by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the national Library of Medicines National network of Libraries of medicine. In addition to the library services and collections, the building also houses the computing services. Faculty librarians are dedicated to providing direct service to students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

UMB's 71-acre research and technology complex encompasses 67 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments and the Graduate School has identified office space to house the Program Manager Specialist and instructional technology personnel. UMB has adequate facilities, infrastructure and equipment to support any distance learning needs of the Master's Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

L.   Adequacy of Financial Resources with Documentation

No new general funds will be required for implementation of the proposed MS and PBC which will be coordinated and administered fully through the Graduate School. A budget is included in Appendix A.

M.   Adequacy of Provisions for Evaluation of Program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

N.   Consistency with the State's Minority Student Achievement Goals

UMB is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Recruitment efforts for the M.S. in Global Health will include specific outreach to Historically Black Institutions to make students aware of the program and related opportunities designed to improve their competitiveness in the job market and reach their professional goals if they are admitted and successfully complete the program.

O.   Relationship to Low Productivity Programs Identified by the Commission

The proposed MS is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P.   Adequacy of Distance Education Programs

Context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Allen, 2010).

1.   Education Pipeline. The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students

reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.

2. Changing Demographics. Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old (*SD*= 9.66). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.

3. Technology Shift. Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009. Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. In 2019, the top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).

4. Growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.

5. Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of traditional onsite college courses, opening up accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g. course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g. provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy for the four additional certificate programs:

Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning

Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a Master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods, motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment, and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies.   He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MS| Instructional and Curriculum Designer

Mr. Belt holds a M.A., Distance Education & E-Learning from UMUC and a B.S., Business Administration from Towson University. Prior to joining UMB, Eric was the Director of Learning Technology at the College of Southern Maryland and, formerly, the Assistant Director of eLearning at Howard Community College. Eric has served as an Instructional Designer both virtually and on-campus for various community colleges

across the U.S. and is active in the Maryland Online community. Eric brings a skills and interest in advancing the scholarship of teaching and learning through course design, instructional communication, and faculty professional development. Mr. Belt is currently an Educational Technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support the most of effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer session.

- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.

- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.

- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.

- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Supporting Students in Distance Education

Most of the courses for the M.S. in Global Health will be online, and others will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.

- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.

- Make available the library Services to students so that they can have access to research databases, online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our "course evaluation' rubric"
3. Obtainment of feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.

- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate

APPENDIX A.
BUDGET

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds					
2. Tuition/Fee Revenue (c +g below)	**$0**	**$57,834**	**$73,738**	**$105,298**	**$122,747**
a. Number of F/T Students*	0	4	5	7	8
b. Annual Tuition/Fee Rate	$14,175	$14,458	$14,748	$15,043	$15,343
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	10	20	28	30	32
e. Credit Hour Rate	$668	$681	$695	$709	$723
f. Annual Credit Hour Rate	13	11	10	10	10
g. Total P/T Revenue (d x e x f)	**$86,853**	**$149,922**	**$194,626**	**$212,698**	**$231,415**
3. Grants, Contracts & Other External Sources	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$34,348**	**$35,366**	**$0**	**$0**	**$0**
TOTAL (Add 1 – 4)	**$86,853**	**$207,755**	**$268,364**	**$317,996**	**$354,163**

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$66,356	$121,219	$111,741	$115,093	$118,547
a. Number of FTE	0.55	1.02	0.93	0.93	0.93
b. Total Salary	$53,000	$96,820	$89,250	$91,928	$94,686
c. Total Benefits	$13,356	$24,399	$22,491	$23,166	$23,861
2. Admin. Staff (b + c below)	$0	$39,130	$6,278	$6,466	$6,660
a. Number of FTE	0.00	0.33	0.00	0.00	0.00
b. Total Salary	$0	$28,050	$4,500	$4,635	$4,774
c. Total Benefits	$0	$11,080	$1,778	$1,831	$1,886
3. Support Staff (b + c below)	$15,345	$15,805	$16,280	$16,768	$17,271
a. Number of FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	$11,000	$11,330	$11,670	$12,020	$12,381
c. Total Benefits	$4,345	$4,475	$4,610	$4,748	$4,890
4. Technical Support and Equipment	$20,000	$5,000	$5,000	$5,000	$5,000
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$19,500	$61,968	$73,460	$95,444	$107,936
TOTAL (Add 1 – 7)	**$121,201**	**$243,122**	**$212,758**	**$238,771**	**$255,413**

APPENDIX B.
MOU/CONTRACT WITH CISG

Joint Collaborative Partnership Agreement

between

The University of Maryland, Graduate School, Baltimore, USA

And

The Inter-American Center for Global Health, Coto Brus, Costa Rica

This Agreement is made and entered into on the date of the final signature hereto, by and between University of Maryland, Baltimore (UMB), a public university that is part of the University System of Maryland, a public corporation and an instrumentality of the State of Maryland acting through its academic department the University of Maryland Graduate School hereinafter referred to as UMGS, and the Inter-American Center for Global Health, hereinafter referred CISG.

1. **The Agreement and Nature of Collaboration**

   1.1. The purpose of this Joint Collaborative Partnership Agreement (referred to as the "Agreement") is to delineate the collective and individual responsibilities of UMGS and CISG in relation to the provision, management, monitoring, evaluation and development of a Post-Baccalaureate Certificate (PBC) in Global Health Innovation program for UMGS students.

   1.2. This agreement will commence on October 1, 2019 notwithstanding the date or dates of signature. The parties will review and evaluate the operation of all matters under this Agreement prior to the 2nd anniversary of the commencement date. Any renewal or amendment to this Agreement will be made in writing.

   1.3. This agreement will be in effect for a period of five (5) years beginning with the commencement date and will be renewed for successive five year periods in writing agreed upon by the parties. Either party giving six (6) months written notice to the other party may terminate the agreement provided that such termination will not affect the completion of any activity underway at the time or any previously advertised activity in which commitments to university students or faculty have been made.

1.4. UMGS appoints Senior Associate Dean Dr. Flavius Lilly (flilly@umaryland.edu), and CISG appoints Director Dr. Carlos Faerron (cfaerron@cisgcr.org) to coordinate the development and implementation of this agreement.

2. **A Post-Baccalaureate Certificate in Global Health Innovation**

   2.1. Under this Agreement, participating students will be awarded a PBC in Global Health Innovation granted by the University of Maryland, Baltimore for successfully completing the curriculum approved by the Maryland Higher Education Commission and the Board of Regents.

   2.2. The PBC program will take place in Costa Rica in conjunction with CISG, an educational organization with experiencing facilitating interdisciplinary immersion experiences focused on concepts of global health, innovation, complexity science, social determinants of health, health care disparities, community engagement, and product development.

   2.3. The PBC will be an in-person course with didactic and experiential components. CISG faculty who have been appointed as adjunct faculty at UMGS will deliver the courses in Costa Rica. The courses in the PBC are:

   - INNO 801: Intercultural Communication and Conflict Resolution (1 credit)
   - INNO 802: Global Health and Social Innovation (2 credits)
   - INNO 803: Health Systems: Innovations for Universal Health Care (2 credits)
   - INNO 804: Urban Health and Social Innovation Lab (2 credits)
   - INNO 805: Global Health and Social Innovation Practicum (5 credits)

   The curriculum may be altered over time in accordance with UMGS policies and procedures. Students must earn a 3.0 grade point average or greater as a requirement for graduation.

   The course descriptions can be found in Appendix A.

   2.4. UMGS will be responsible for informing students what travel documents and immunizations are required prior to travel.

   2.5. CISG will facilitate the logistics of students during the Costa Rica experience, including safety and security measures; clean, safe, hospitable housing; in-country transportation; translation services, when needed; potable drinking water or means of purification; and meals as applicable.

   2.6. CISG will compensate its employees who have received adjunct faculty appointments from UMGS to carry out the PBC.

2.7. UMGS will facilitate health care and emergency support should it be needed through the University's Global Medical and Security Assistance program. Students will be responsible for the cost of any health or emergency care or support. Travel arrangements and the cost to and from Costa Rica will be paid for by the students in consultation with the Global Health Innovation program director.

2.8. UMGS students will be required to secure travel insurance prior to participation in the PBC in Global Health Innovation..

2.9. UMGS will appoint a program director to oversee the curriculum and quality of instruction of the PBC in Global Health Innovation program and to monitor the safety of the student experience. At the commencement of the Agreement, Virginia Rowthorn, J.D., LLM will serve in the role of Program Director.

    2.9.1. The program director will constitute and chair a Collaborative Academic Administrative Committee between UMGS and CISG to develop and to manage all administrative aspects of the PBC and to oversee the academic aspects of the program, including the activities related to assessment and student progression issues. The Academic Administrative Committee will have representation from UMGS and CISG to facilitate the delivery of the innovation track. The academic administrative committee will be composed of the following positions:

- UMGS Program Director of the Global Health Innovation PBC
- UMGS Senior Associate Dean
- UMGS Assistant Dean
- UMGS Program Director for the M.S. in Health and Social Innovation
- UMGS Assistant Vice President of Administration and Finance
-
- UMGS Faculty Member
- CISG Executive Director
- CISG Senior Administrator

The UMGS program director will meet with students remotely at least once while they are in Costa Rica. The UMGS program director also will serve as students' point-of-contact at UMGS and will provide them with contact information.

    2.9.2. The UMGS program director will be responsible for the development, coordination, maintenance of quality assurance, and student advisement. This responsibility will be discharged in accordance with UMGS policies and procedures with input from CISG where required.

2.10.   CISG members who will be instructing students will be appointed to the UMGS faculty in the rank of adjunct professor. All CISG faculty members will be fluent in written and spoken English. UMGS will ensure that faculty appointed in Costa Rica

hold appropriate credentials and undergo background checks in accordance with UMGS policy.

3. **Tuition and Fees**

   3.1. All tuition and fees chargeable in respect to the PBC in Global Health Innovation program will be agreed upon and recommended by the UMGS/CISG Collaborative Academic Administrative Committee, normally no later than December of the year immediately prior to intake. Both UMGS and CISG will provide detailed budgets of expected expenses for review by the Collaborative Academic Administrative Committee and the Dean of the Graduate School.

   3.2. UMGS will collect tuition and fees from each student according to UMGS policy and procedure. Following receipt of tuition and fees, UMGS will disperse agreed upon revenue to CISG for in-country logistics and instruction, and the UMGS will retain revenue for management, administrative, and faculty costs. All payments will be made by UMGS to CISG no later than 6 weeks following each enrollment of students.

   3.3. UMGS and CISG agree that the minimum number of students per intake year will be no fewer than 10, and that tuition and fees will be assessed to each individual student.. There is no financial obligation between UMGS and CISG given a failure to intake no fewer than 10 students.

   3.4. All payments and fees due will be made in U.S. dollars.

4. **Student Recruitment and Admissions**

   4.1. UMGS and CISG must agree each year to the minimum and maximum number of students for each year's annual intake, which will normally be agreed to no later than March 1st in the semester immediately prior to intake. The Collaborative Academic Administrative Committee will be required to approve commencement of the program in consideration of recruitment figures, and the approval of the Dean of the UMGS.

   4.2. All recruitment activity, publicity and marketing of the track may be undertaken by UMGS. UMGS will be responsible for setting up and maintaining any website(s) established for marketing purposes.

   4.3. Publicity and materials provided to prospective applicants will contain full details of the track, requirements for entry and program tuition and fees. The Collaborative Academic Administrative Committee will be responsible for ensuring accuracy in marketing, publicity, and other related promotional material related to the track.

   4.4. Applications for admission will be processed by UMGS according to UMB policy and procedure.

4.5. All offers of admission will be made by UMGS in compliance with the entry requirements agreed upon by the Collaborative Academic Administrative Committee.

4.6. As part of the formal offer of admission, applicants will be informed of the arrangements relating to matriculation and payment of fees.

4.7. UMGS will be responsible for providing information or make available to students the following matters upon being admitted into the program:

- Administration of the program;
- Aims and objectives of the program;
- Methods of assessment;
- Feedback and evaluation;
- Matriculation;
- Payment of tuition and fees;
- Graduation arrangements;
- UMGS' and CISG's Codes of Discipline and potential sanctions for disciplinary violations;
- Grievance procedures;
- Academic appeals procedures;
- UMB safety and security guidelines including registration into UMB's Global Medical and Security Assistance program; and
- Other appropriate regulations, policies and procedures

5. **Student Matriculation and Registration**

5.1. Students will be registered/matriculated by UMGS.

5.2. UMGS will be responsible for creating and maintaining detailed student records in accordance with its normal procedures and will agree to reasonably share this information with CISG upon request. It is the student's responsibility to execute a FERPA release to permit both programs to monitor any matter of legitimate educational interest to the participating programs.

5.3. Students will be required to notify UMGS of withdrawal from the program and/or any changes in the details supplied by them at registration/matriculation. UMSG will be responsible for reporting all such changes to CISG. In turn, CISG will report to UMGS any such changes which are reported directly to it.

6. **Assessment and Examination**

6.1. The Collaborative Academic Administrative Committee will oversee all assessment, examination, and progression issues related to students studying in the program.

6.2. All examinations, summative assessments and grading processes will be agreed upon by the Collaborative Academic Administration Committee.

6.3. CISG will be responsible for the transfer of all assessment grades and examination results to UMGS.

6.4. The Collaborative Academic Administration Committee will establish a mechanism whereby students' progress may be monitored and remedial action taken where appropriate.

7. Graduation

7.1. UMGS will oversee all arrangements for graduation ceremonies in accordance with its established processes and procedures. Students will be invited by UMGS to attend the appropriate graduation ceremony which will be organized in accordance with the customs, practice, and academic dress of the institution.

7.2. UMGS will be responsible for the conferment of the award as appropriate and for the production of the degree parchment for a student attaining the necessary credits for the award. Degree parchments will be in the format of UMGS and will make reference to the joint nature of the program.

7.3. UMGS will provide all graduates with a transcript of grades at the fee normally charged for this service.

8. Student Discipline, Appeals and Grievances

8.1. CISG will refer discipline cases of an academic nature, for example concerning program work or examinations, to UMGS, which will process each case in accordance with its own policies and procedures. UMGS will reasonably share information relating to the outcome of any discipline hearing(s) and any decisions taken therein to CISG.

8.2. When an alleged offence of a non-academic nature is committed by a student under CISG supervision, the code of discipline of CISG will normally apply. In such cases, there will be consultation between the institutions to ensure a consistent approach to discipline offences wherever possible. Students may appeal CISG discipline to the program director.

8.3. A student who wishes to file a grievance regarding general aspects of the program will do so in accordance with complaints procedure of the UMGS, and all complaints will be reviewed, assessed and acted upon with recommendation from the collaborative academic administrative committee.

9. Data Sharing and Data Protection

9.1. Both institutions will ensure that, where data is obtained from registered and prospective students, prior FERPA consent is obtained and that those students understand that this data may be shared amongst UMGS and CISG once collected.

9.2. Each institution ensures that it will have in place technical and organizational security measures to protect relevant data from unauthorised or unlawful processing and accidental loss or damage.

10. Termination of Agreement

10.1.   This Agreement may only be terminated by the mutual consent of UMGS and CISG, or by one institution giving no less than 6 months written notice in advance to the other institution

10.2.   In the event of early termination of this Agreement at the instigation of any of the Institutions, adequate arrangements must be in place to support registered students who wish to continue their studies under the Program/Discipline without any detriment or disadvantage. These arrangements should be detailed in a formal letter between the institutions.

11. Miscellaneous

11.1.   Neither party shall be responsible for any failure to perform or delay in performing any of its obligations under this Agreement where and to the extent that such failure nor does delay result from causes outside the reasonable control of the party. Such causes shall include, without limitation, Acts of God or of the public enemy, acts of the government in its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, freight embargoes, civil commotion, or the like. Notwithstanding the above, strikes and labour disputes shall not constitute an excusable delay for either party under this Agreement. The Agreement may be terminated without penalty by the part whose performance has not been affected if non-performance continues for more than thirty (30) days.

11.2.   Headings used in this Agreement are for reference purposes only and shall not be used to modify the meaning of the terms and conditions of this Agreement. This Agreement may be executed in two or more counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

11.3.   If any provision contained in this Agreement is held invalid, illegal, or unenforceable, then this Agreement will be construed as if such provision had never been contained herein.

11.4.   The parties will comply with all applicable laws, ordinances, rules and regulations governing their respective duties or responsibilities under this Agreement

11.5.   This Agreement shall be only for the benefit of the undersigned parties and their permitted successors and assigns, and no student or other person shall be deemed to be a third party beneficiary of this Agreement.

11.6.   The Parties agree that no Student shall be discriminated against unlawfully on the basis of age, race, color, creed, sex, sexual orientation, gender identity or expression, religion, national origin and disability.

11.7.   This Agreement shall be governed by and construed in accordance with the laws of the State of Maryland, without reference to its principles of conflicts of laws.

11.8.   This Agreement, together with all exhibits attached hereto, represents the entire agreement and understand between the parties with respect to the subject matter hereof, and supersedes any other agreement or understanding, written or oral, that the parties hereto may have had with respect thereof. No statements, representations, promises or inducements with respect to the subject matter by either party or by any agent or representative of either party which is not contained in this Agreement shall be valid or binding between the parties.

12. Acknowledgement of Agreement

_____   _____
Bruce E. Jarrell, MD   Date
Executive Vice President and Provost
Dean, University of Maryland Graduate School

_____   _____
Jay A. Perman, MD   Date
President
University of Maryland, Baltimore

_____   _____
Carlos Faerron, MD   Date
Executive Director
Inter-American Center for Global Health

APPENDIX C: 2.5 YEAR PLAN OF STUDY

AOC/PBC	Implementation and Dissemination Science		Global Health Monitoring and Evaluation		Global Health Innovation	
Year 1	Course	Credits	Course	Credits	Course	Credits
Fall A	MHS 600: Introduction to Scholarly Writing and Library Resources	1	MHS 600: Introduction to Scholarly Writing and Library Resources	1	MHS 600: Introduction to Scholarly Writing and Library Resources	1
Fall A	MHS 605 Perspectives on Global Health	3	MHS 605 Perspectives on Global Health	3	MHS 605 Perspectives on Global Health	3
Fall B	ETHC 638 Issues in International Research Ethics	3	ETHC 638 Issues in International Research Ethics	3	ETHC 638 Issues in International Research Ethics	3
Spring A	CIPP 960 Critical Issues in Global Women's and Children's Health	3	CIPP 960 Critical Issues in Global Women's and Children's Health	3	CIPP 960 Critical Issues in Global Women's and Children's Health	3
Spring B	GH 652 Global Health Management and Leadership	3	GH 652 Global Health Management and Leadership	3	GH 652 Global Health Management and Leadership	3
	Subtotal	13	Subtotal	13	Subtotal	13

AOC/PBC	Implementation and Dissemination Science		Global Health Monitoring and Evaluation		Global Health Innovation	
Year 2						
Fall A	MHS 613 Research Implementation and Dissemination 1	3	GH 607 Global Health Monitoring and Evaluation I	3	INNO 601 Intercultural Communication and Conflict Resolution	1
					INNO 602 Global Health and Social Innovation	2
					INNO 603 Health Systems: Innovations for Universal Health Care	2
					INNO 604 Urban Health and Social Innovation Lab	2
					INNO 605 Global Health and Social Innovation Practicum	5
Fall B	MHS 631 Global Non-Communicable Disease Epidemiology	3	MHS 610 National/International Approaches to Healthcare Delivery	3	MHS 608 Research Seminar I*	3
Spring A	MHS 630 Essentials of Chronic and Infectious Disease Epidemiology (15-week course)	3	GH 612 Global Health Monitoring and Evaluation I	3		
Spring B	MHS 614 Research Implementation and Dissemination II	3	GH 620 Global Disease Control	3	GH 700 Capstone Project	3
	Subtotal	12	Subtotal	12	Subtotal	12

AOC/PBC	Implementation and Dissemination Science		Global Health Monitoring and Evaluation		Global Health Innovation	
Year 3						
Fall A	MHS 608 Research Seminar I	3	MHS 608 Research Seminar I	3		
Fall B	GH 700 Capstone Project	3	GH 700 Capstone Project	3		
	Subtotal	6	Subtotal	6	Subtotal	
	Total Credits	31	Total Credits	31	Total Credits	31

UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: University of Maryland, Baltimore:
　　　Master of Science in Vulnerability and Violence Reduction

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: The Master of Science (M.S.) in Vulnerability and Violence Reduction program will be the first of its kind in the United States. The program will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. The program is designed for individuals interested in working in urban communities with vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national and global levels. The curriculum of the proposed MS will comprise 30 credits delivered in a hybrid format of three in-person credit hours and twenty-seven online credit hours.

The proposed program will be developed and taught by full-time Graduate School faculty, along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. These faculty members, who are world-recognized experts in violence-studies, will receive Graduate School faculty appointments to deliver courses within the proposed curriculum.

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 proposals from University of Baltimore to offer the Bachelor of Science in Accounting.

COMMITTEE RECOMMENDATION: Approval	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman　　301-445-1992	jboughman@usmd.edu

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UNIVERSITY *of* **MARYLAND BALTIMORE**

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

Office of Academic Affairs/Graduate School
220 Arch Street, Room 03-118
Baltimore, MD 21201
410 706 2477
rward@umaryland.edu

www.umaryland.edu

April 7, 2020

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Perman:

The University of Maryland Graduate School is seeking authorization to offer a Master of Science (M.S.) in Vulnerability and Violence Reduction program.

The program, the first of its kind in the United States, will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national and global levels.

The proposed program will be developed and taught by full-time Graduate School faculty, along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. These faculty members, who are world-recognized experts in violence-studies, will receive Graduate School faculty appointments to deliver courses within the proposed curriculum.

We hope that you will share our enthusiasm for this innovative academic program. Please contact should you wish to discuss.

The University also is submitting a proposal to MHEC at this time, as well.

Please contact me if you need further information.

Thank you.

Sincerely,

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, Baltimore
Institution Submitting Proposal

Master of Science in Vulnerability and Violence Reduction
Title of Proposed Program

Master of Science	**Fall 2020**
Award to be Offered	Projected Implementation Date

	30.2301
Proposed HEGIS Code	Proposed CIP Code

University of Maryland Graduate School	**Dr. Flavius Lilly** **Senior Associate Dean**
Department in which program will be located	Department Contact
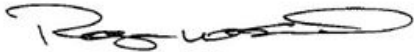
(410) 706-7767	**flilly@umaryland.edu**
Contact Phone Number	Contact E-Mail Address

	April 7, 2020
Signature of President or Designee	Date

UNIVERSITY OF MARYLAND, BALTIMORE (UMB) GRADUATE SCHOOL

3

Proposal for Master of Science in Vulnerability and Violence Reduction

Table of Contents

Appendix A: Program Faculty
Appendix B: Resources and Expenditures
Appendix C: Sample Plan of Study
Appendix d: Memorandum of Understanding (MOU) with Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England

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A. Centrality to Institutional Mission and Planning Priorities:

1. Program description and alignment with mission

The University of Maryland Graduate School (UMBGS) is pleased to submit a proposal to create a new Master of Science (MS) in Vulnerability and Violence Reduction. The curriculum of the proposed MS will comprise 30 credits delivered in a hybrid format of 4 in-person credit hours and 26 online credit hours. A Post-Baccalaureate Certificate (PBC) in Vulnerability and Violence Reduction program will be offered within the MS degree program. A proposal for the PBC program has been submitted concurrently to MHEC for review. The proposed PBC will comprise 16 credits delivered entirely online. For the proposed MS, the learning experience will involve a combination of an in-person launch seminar, online lectures, interactive case studies, a research-based capstone project, and a culminating in-person workshop to share research and develop implementation plans. For the PBC, the learning experience will consist of online lectures, planned synchronous online "live events", and interactive case studies.

The proposed MS degree will be comprised primarily of new courses (27 credits) with one 3 credit existing course.

With this degree program, we intend to create an opportunity for students to explore critical approaches to the understanding of vulnerability and risk within communities challenged by violence. The degree program will also allow students to understand how the exposure and exploitation of vulnerabilities can lead to violence. The proposed MS and PBC respond to a serious gap in the understanding of violence. While individual academic fields, such as public health and criminology, have studied violence extensively, there is little cross-disciplinary research and understanding of why communities fail to remain peaceful given that violent conflict is not normal or necessary.

Violence and vulnerability is seldom researched or taught from a multidisciplinary lens, which is critical to developing solutions. In addition to the multidisciplinary lens, it is critical to study violence and solutions from a comparative perspective to appreciate the impact of multiple determinants on the evolution of violence and an expanded range of solutions to address violence. These proposed degree programs will provide students with a framework to understand the factors that lead to violence, the role of power and structure, the importance of place and population, and different approaches that have been used to address violence using case studies. Students will use this basis to develop interdisciplinary and innovative strategies to address violence in their communities.

The proposed degree programs will be developed and taught by full-time UMBGS faculty, along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. These faculty members, who are world-recognized experts in violence-studies, will receive faculty appointments from UMBGS to deliver courses within the proposed curriculum for the proposed MS and PBC.

The MS Capstone will give students an opportunity to become involved in innovative research with, and for, vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The MS Capstone will give students the unique opportunity to select among, and work with, the program's international faculty members throughout the final year of the MS Program, with the option of an in-residence Capstone experience in Baltimore, Toronto, or Coventry, UK (in consultation and at the discretion of the selected faculty member).

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The proposed MS and PBC are designed for individuals interested in working in urban communities with vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national, and global levels.

UMB's mission is to improve the human condition, and we have long been engaged in global health and education to further this cause. Last year, more than 700 students, faculty, and staff made 1,537 visits to 62 countries. They worked on global projects with impact including vital initiatives of health, well-being, and justice. This international comparative proposed degree on vulnerability and violence reduction is designed to improve communities and clearly in line with UMB's mission.

2. Alignment with institutional strategic goals

The proposed MS in Vulnerability and Violence Reduction is fully consistent with the mission of the UMBGS and the University of Maryland, Baltimore. In particular, this proposal aligns strongly with two of UMB's strategic objectives on "health, justice, and social impact" and "student success." Additionally, the certificate programs contribute to the fulfillment of related strategic goals for UMB, in a number of significant ways:

- One of the university's key strategic themes is to "excel at interdisciplinary research and interprofessional education, clinical care and practice, and public service". This master's degree directly responds to this theme by developing areas of learning which are focused on interdisciplinary research and interprofessional education.
- The university has recognized the important role the Graduate School plays in creating accessible education for individuals already engaged in their professions. The proposed degrees will appeal to practitioners and students interested in a range of professions including policing, community organizing, education, social work, and individuals working with vulnerable adults and young people.

3. Program Funding

No new general funds will be required for implementation of the proposed MS and PBC which will be coordinated and administered fully through the Graduate School.

4. Institutional Commitment

UMB is committed to ongoing administrative, financial, and technical support of the proposed program which will be incorporated into the existing global health programming in the UMB Graduate School. In the unexpected case that the program has to be discontinued, UMB will continue the program for a period of time sufficient to allow enrolled students to complete the program.

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

Secretary of Education, Dr. James Fielder in his opening letter in the 2017-2021 Maryland State Plan explains that Maryland's students are "entering an economy that is challenging, innovative, global, and diverse." The Secretary's sentiments are reflected in a growing interest in global and comparative education in all areas. Students at all levels – sometimes as early as high school – are participating in projects and programs outside of their home countries. The best of these programs helps students use the transformative experience of international immersion to approach domestic social challenges with new ideas and enhanced problem-solving skills. These skills earned by Maryland students will

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undoubtedly benefit the state. More American students are entering undergraduate, graduate, professional school, and even residency programs having amassed international experiences and are seeking advanced training in the international arena.

The 2017-2021 Maryland State Plan articulates three primary goals for postsecondary education: access (ensure equitable access to affordable and quality postsecondary education all Maryland residents); success (promote and implement practices and policies that will ensure student success); and innovation (foster innovation in all aspects of Maryland higher education to improve access and student success). The proposed M.S. in Global Health aligns well with the State Plan.

The proposed degree is highly innovative as it combines a focus on vulnerability and violence reduction (instead of just one) and additionally, include faculty from three countries to provide a needed comparative perspective. Violence affects a significant proportion of the population but it manifests differently in different settings. It threatens the lives and physical and mental health of millions of people, overburdens health systems, undermines human capital formation, and slows economic and social development, and Maryland is no stranger to this phenomenon. Violence is predictable and therefore preventable. The World Health Organization (WHO) has acknowledged that there are identified strategies for evidence-based interventions to prevent interpersonal and self-directed violence: developing safe, stable, and nurturing relationships between children and their parents and caregivers; developing life skills in children and adolescents; reducing availability and harmful use of alcohol; reducing access to guns, knives and pesticides; promoting gender equality; changing cultural norms that support violence; and ensuring victim identification, care, and support. Most vulnerability and violence prevention program have yet to be systematically implemented and monitored for their
Impact. The proposed degree will provide students with a unique international and comparative prevention focus to improve implementation success.

Relative to "Access," placing the bulk of the program online offers non-traditional students a pathway to earning their M.S. in Global Health in a format that allows them to balance their educational objectives with competing demands of family and work. Finally, regarding "Success," programs such as UMB's M.S. in Global Health are expected to attract students from diverse backgrounds originating both locally and internationally. UMB has a full-service student support model to ensure early identification of students who may be struggling academically and to intervene to improve the likelihood of graduate school completion.

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

The MS and PBC in Vulnerability and Violence Reduction will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. Depending on their individual academic profile, students will have a wide range of career options in agencies and programs providing support to vulnerable communities across the state and country and beyond.

To meet the high demands of employers searching for candidates that have the skills needed to reduce vulnerability and violence in communities, we have strategically aligned our courses to coincide with the current needs. Students will examine vulnerability and violence from various levels and analyze the root causes, learn practices to reduce violence and improve patterns of interaction. Thus, our graduates will be well-prepared for professional success in a number of fields that may include:

- **Non-profit Organizations**, examples include Women Against Violence, youth violence prevention organizations, the National Center for Prevention of Community Violence,

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National Center on Domestic and Sexual Violence, and Cure Violence.

- **Human Rights and Humanitarian Relief** in organizations like the Red Cross, Amnesty International, Oxfam International, and Cooperative Assistance and Relief Everywhere (CARE).
- **Research** in organizations like the Brookings Institution, USIP, RAND Corporation, Futures Without Violence, American Institutes for Research,
- **Multi-lateral Agencies** like the United Nations, International Monetary Fund, World Bank, World Health Organization
- **Educational Institutions** like public schools, universities, Integral Peacemaker Institute
- **Security and Intelligence Agencies** like local police forces, FBI, USAID, Department of State, Department of Defense, and the prison systems.

We conducted a national and regional market assessment of the number of jobs available in which violence prevention and conflict resolution was described in the job duties. According to Indeed.com (Data collected November 18, 2019) there were 2,989 vacancies in Maryland, 5,845 vacancies in Pennsylvania, 4,277 vacancies in Virginia, 4,335 in Washington D.C., and 142,303 vacancies nationally. The job titles that were common in these vacancy postings include:

- Police Officer
- Security Officer
- Youth Development Associate
- Foreign Affairs Officer
- Project Associate in Conflict Management
- Communications Manager
- Public Information Officer
- Prevention Specialist / Manager
- Program Manager
- Community Health Educator
- Victims Advocate
- Case Manager
- International Development Officer
- Clinical Counselor / Psychologist
- Executive Director
- Special Agent in the FBI
- Violence Prevention Educator

D. Reasonableness of Program Duplication
To our knowledge, there are no other institutions in Maryland with a degree program similar to the proposed MS and PBC in Violence and Vulnerability Reduction.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

This MS and PBC in Vulnerability and Violence Reduction does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

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

This MS and PBC in Vulnerability and Violence Reduction does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

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G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Provide a list of courses with title, semester credit hours and course descriptions. Courses that are online are designated with an asterisk.

The proposed MS in Vulnerability and Violence Reduction includes the following courses which are all required to obtain the MS:

- VVR 601   In-person Launch Seminar (2 credit)
- VVR 602   The Nature of Violence: Theory and Practice (4 credits)*
- VVR 603   Vulnerability and Violence: Theory and Practice (4 credits)*
- VVR 604   Violence Prevention and Interventions: Theory and Practice (4 credits)*
- VVR 605   Sustaining Non-Violence: Theory and Practice (4 credits)*
- VVR 606   Research and Implementation Practicum (3 credits)*
- VVR 607   MS Capstone (4 credits)*
- VVR 608   In-person Culminating Seminar (2 credits)
- INNO 650   Community Engagement & Partnerships (3 credits)

The proposed 16 credit PBC in Vulnerability and Violence Reduction will allow students to obtain a certificate for taking three courses from the following menu, depending on their particular interests:

- VVR 602   The Nature of Violence: Theory and Practice (4 credits)*
- VVR 603   Vulnerability and Violence: Theory and Practice (4 credits)*
- VVR 604   Violence Prevention and Interventions: Theory and Practice (4 credits)*
- VVR 605   Sustaining Non-Violence: Theory and Practice (4 credits)*

Course Descriptions

VVR 601: Launch Seminar (2 credit) | new course
Flavius Lilly, PhD, MPH, MA and Virginia Rowthorn, JD, LLM

This in-person launch seminar will take place at UMBGS in Baltimore. It will be an intensive seminar in concepts of vulnerability and violence with program faculty and an opportunity for students entering the MS program to meet and share their backgrounds and goals. The seminar will consist of lectures, interactive case studies, and site visits. The purpose of the in-person launch seminar is to bring students together as a cohort that moves through the program together to form a network of international collaborators sharing best practices and innovative solutions to violence reduction.

VVR 602: The Nature of Violence: Theory and Practice (4 credits)* | new course
David McIlhatton, PhD and Mike Hardy, PhD

This course is designed to provide students with a strong theoretical understanding of the enablers, inhibitors, dynamics, and drivers of violence at the individual, community and city levels. It will draw on significant research in different contexts including: the United Kingdom, Latin America, United States, Canada, and SE Asia. This research will prepare the student to understand how the enablers and inhibitors of violence can be geographically restricted, but also how they transcend international boundaries as a result of organized crime, terrorism,

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and gangs. It will also draw on significant research and responses by the professional community (e.g. local and national government, third sector, education, and public health) to best counter and mitigate the impacts of violence. The applied portion of this new course will include specific case studies examining the entire lifecycle of violence, including the unintended consequences of both violent acts and responses.

VVR 603: Vulnerability and Violence: Theory and Practice (4 credits)* | new course
Tanya L. Sharpe, MSW, PhD

This course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the assessment and response to experiencing homicide, state sanctioned and structural violence for diverse marginalized global communities. Using ecological, social justice, trauma and coping theories, this course will prepare students to: identify and critically examine the root causes and psychosocial consequences of experiencing chronic homicide, state sanctioned and structural violence; understand their intersectional and traumatic impact on communities; and explore culturally responsive intervention methods for helping communities cope and thrive after experiencing such tragedy. In addition, the impact of working with communities exposed to violent traumatic events for the researcher/ provider will be explored with recommendations for self-care.

The applied portion of the course uses specific case studies to demonstrate the student's ability to apply theory to practice through the development and application of culturally responsive intervention approaches to program development and practice.

VVR 604: Violence Prevention and Interventions: Theory and Practice (4 credits)* | new course
Lori Edwards, DrPH, MPH, BSN, RN, CNS-PCH, BC

This course examines violence using a public health framework focused on prevention and interventions on a societal level. The course prepares interprofessional learners to identify risks for violence across the lifespan and its impact on individuals, families, systems, communities, and society, globally. Intentional and unintentional juries, destruction, economic devastation, and trauma are a few of the burdens of violence on society. Violence can be prevented when interventions use a public health approach: assessing the problem, identifying causes and risks, and developing effective, scalable interventions. Using social justice theories, the WHO social determinants of health framework, the Sustainable Development Goals, and the social ecological model, the course will unravel root causes of structural violence in order to develop interventions that impact upstream factors. The three levels of prevention, primary, secondary, and tertiary, will outline approaches that prevent, evaluate, and mitigate consequences of violence. The course will explore scientific interventions that change the trajectory of violence. Public health policy, enforcement, advocacy, education or practice based innovations will be highlighted. Programs such as Mental Health First aid, RAPID model, Violence Intervention Programs, mobile health technology, community intervention resources, system responses, and the WHO Global Campaign for Violence Prevention will be presented as examples of evidence based injury control and violence reduction resources that may be applied globally.

VVR 605: Sustaining Non-Violence: Theory and Practice (4 credits)* | new course
Toby Treem Guerin, JD

This course focuses on the philosophies, policies, and processes necessary for communities, 10

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organizations, and societies to manage conflict and sustain peace. Effective conflict management is an essential skill for any leader. Using the foundation of restorative justice and conflict management theory, the course explores a variety of the methods used to break the cycle of conflict. Students begin by critically exploring the spectrum of dispute resolution processes used in civil, criminal, and public policy contexts in the United States and internationally. Once students have a more comprehensive understanding of conflict management and relationship building, they will examine their own relationship with conflict and its impact on their own leadership skills.

The applied portion of the course uses specific case studies to demonstrate both successful and unsuccessful conflict resolution interventions. Students will engage in a series of skill-building exercises to increase their individual capacity to mediate conflict and use the skills in simulated settings. The course culminates with students applying the new skills and processes to a relevant situation in their own life, community, or organization.

VVR 606: Research and Implementation Practicum (3 credits)* | new course
Tanya L. Sharpe, MSW, PhD

Students gain a deeper understanding of violence and its impact on vulnerable populations through the application of theories and culturally responsive approaches to practice. This research and implementation practicum emphasizes interdisciplinary, intercultural, interpersonal communication and training by building upon student's critical knowledge, theories and skills learned in VVR 601-605. The practicum is designed to teach students how to apply their knowledge and skills to real world community based research projects. Based on student interest and skill level, students will be matched with a course instructor and serve on their research team to learn about applied research methods. Students will learn how to; design and implement programs with and for communities impacted by violence; develop and implement evaluation tools, understand, and complete research tasks such as conducting literature searches, entering and coding data, and assisting with data collection. Students are required to attend lab/center meetings. Tasks vary throughout the semester and across labs/centers.

VVR 607: MS Capstone (4 credits)* | new course
Flavius Lilly, PhD, MPH, MA and Virginia Rowthorn, JD, LLM

The capstone is designed to be a supervised learning experience and a demonstration of the substantive application of the knowledge and skills that have been acquired in the courses taken as part of the MS in Vulnerability and Violence Prevention. The capstone functions as both the practice experience and the culminating experience for the program. The MS in Vulnerability and Violence Prevention capstone experience includes the following components: development of a capstone proposal; delivery of an oral presentation via live video feed, and at the field placement site as appropriate; and preparation of a capstone portfolio.

VVR 608: Culminating Seminar (2 credits) | new course
Flavius Lilly, PhD, MPH, MA and Virginia Rowthorn, JD, LLM

The Culminating Seminar will take place at Coventry University and provide an opportunity for students to work with program faculty to prepare a public presentation of their research and Capstone projects and receive feedback from a curated panel of experts. Following multiple rounds of feedback, students will present their research and Capstone projects at the public RISING Global Forum in Coventry.

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INNO 650: Community Engagement and Partnerships (3 credits) | existing course
Jim Kucher, PhD

This course is designed to help students gain insights into economic and social value creation. Specifically, the purpose of this course is to provide students with hands-on exposure to the entrepreneurial pursuit of social and health impact and innovation. Students will learn to recognize and critically assess various forms of social and health enterprise strategies as tools of economic development and social transformation. Students will gain a greater understanding of the challenges of growing and sustaining a social or health enterprise.

2. *Describe the educational objectives and intended student learning outcomes*

With this degree program, we intend to create an opportunity for students to explore and analyze principles of vulnerability, violence, risk, and community safety in order to solve complex health and social challenges.

Upon completion of the PBC in Violence and Vulnerability Reduction, the student will be able to:

- Explain the importance of injury and/or violence as a major public health problem.
- Discuss some of the root causes of many types of violence and aggression.
- Analyze injury and/or violence data.
- Strategize prevention strategies based on theories related to the cause of violence and aggression.
- Develop a plan to stimulate change for injury and/or violence prevention through policy, enforcement, advocacy, and/or education.
- Disseminate information on injury and/or violence prevention to the community, policymakers, leaders, and other key stakeholders, through diverse communication networks.

Upon completion of the MS in Violence and Vulnerability Reduction, the student will be able to:

- Explain some of the root causes of many types of vulnerability, aggression, and violence.
- Evaluate the multiple theories of vulnerability in relation to specific cultural communities/contexts.
- Apply reflection to evaluate and explain violent behavior.
- Analyze variations in violent crime using relevant research findings.
- Develop prevention strategies using theories related to causation of violence and aggression.
- Evaluate developments and dominant paradigms in contemporary crime control and community safety.
- Develop specific area of expertise within the field of crime control and community safety using self-reflection and critical analysis.
- Analyze the efficacy of policy and practice aimed at crime control and community safety using relevant research findings.
- Develop advanced knowledge of 'best practices' in relation to crime control and community safety.
- Describe the types of childhood experiences associated with vulnerability, trauma,

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and the risk of offending.
- Discuss the social environmental factors affecting vulnerability and risk.
- Evaluate the evidence on what works in early intervention.
- Analyze early intervention and public protection policies drawing on theory and research on risk.
- Critique examples of empirical research in criminology and criminal justice.
- Demonstrate broad knowledge of research concepts, terminology and methods; and an enhanced knowledge of the methodological literature.
- Apply criminological research methodologies to their own research practice.
- Apply ethical principles and methodologies within social-behavioral and / or community-based research.

3. Discuss how general education requirements will be met, if applicable.

Not applicable.

4. Identify any specialized accreditation or graduate certification requirements

Not applicable.

5. If contracting with another institution, provide a copy of the contract

Not applicable.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

No articulation agreements are required for the MS or PBC.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. *Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.*

A summary list of faculty can be found in Appendix A.

2. *Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:*

a) *Pedagogy that meets the needs of the students*

b) *The learning management system*

c)   *Evidenced-based best practices for distance education, if distance education is offered.*

UMB is committed to providing the best teaching and learning possible and to excellence in all of its courses.

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Table. 1 Faculty Resources Available

Course Title	Faculty (*full-time faculty; ᵞAdjunct faculty)
VVR 601 Launch Seminar (2 credits)	Flavius Lilly* and Virginia Rowthorn*
VVR 602 The Nature of Violence: Theory and Practice (4 credits)	David McIlhattonᵞ and Mike Hardyᵞ
VVR 603 Vulnerability and Violence: Theory and Practice (4 credits)	Tanya Sharpeᵞ
VVR 604 Violence Prevention and Interventions (4 credits)	Lori Edwards*
VVR 605 Sustaining Non-Violence: Theory and Practice (4 credits)	Toby Guerin*
INNO 650 Community Engagement and Partnerships (3 credits)	Jim Kucher*
VVR 610 Research Practicum (3 credits)	Tanya Sharpeᵞ
VVR 611 MS Capstone (4 credits)	Flavius Lilly* and Virginia Rowthorn*
VVR 612 Culminating Seminar (2 credits)	Flavius Lilly* and Virginia Rowthorn*

J. Adequacy of Library Resources

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contains more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library web site by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the national Library of Medicines National network of Libraries of medicine. In addition to the library services and collections, the building also houses the computing services. Faculty librarians are dedicated to providing direct service to students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

UMB's 71-acre research and technology complex encompasses 67 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments and the Graduate School has identified office space to house the Program Manager Specialist and instructional

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technology personnel. UMB has adequate facilities, infrastructure and equipment to support any distance learning needs of the Master's Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

No new general funds will be required for implementation of the proposed MS and PBC which will be coordinated and administered fully through the Graduate School.

Tables 1 and 2 can be found in Appendix B.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

A key feature of UMB's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: diversity represents a core value, which is defined as being
"committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership." UMB realizes that it must embrace and celebrate diversity and become culturally competent. The State also has a goal of expanding educational opportunities for minority and educationally disadvantaged students.

The proposed new Master's program and PBC aims to address both UMB's and the State's cultural diversity goals. First, the delivery of some of the courses in the program by the use of distance learning technology will enhance minority student access, as it expands access and success for learners from diverse communities. Essentially, distance learning is quickly become the educational opportunity for those students who may not or would not be able to participate in a traditional graduate education. The emergence of the so-called "virtual universities" has had more success in attracting diverse populations compared to traditional colleges. Universities and their missions and Internet-based degree programs embracing core values emphasizing social change and community engagement have been highly attractive to historically underrepresented groups. For rural and isolated communities, distance learning can be the vehicle that conquers geography and space between teachers and students.

The second manner in which the proposed Master's and PBC addresses diversity goals is that distance learning not only achieves "access," but can also help ensure "success," as the technology of distance learning meets the needs of various learners and allows for differentiated instruction. Increasingly,

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culture, language, and social factors are being recognized as having an impact on learning styles. To be sure to avoid any chance of stereotyping, we recognize that individuals within a particular culture display the traditional traits and cultural markers of that group to varying degrees and hence, while on one hand, all behaviors are found in all cultural groups, some behaviors are demonstrated more so in some cultures than in others. These variations can be due to ethnic group differences within the larger culture, socio-economic status, degree of acculturation to the mainstream society, gender, religion, and myriad other factors. Essentially, with the proper use of its varied technology, distance learning can address the needs of all populations, and especially underrepresented groups that can not only attract but can help thrive as well. Also, with its varied types of interactions, distance learning embraces a shift from passive to active learning and from competition to collaboration.

O.   Relationship to Low Productivity Programs Identified by the Commission:

The proposed MS and PBC are not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P.   Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

Context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Allen, 2010).

1. Education Pipeline. The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.

2. Changing Demographics. Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old (*SD*= 9.66). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.

3. Technology Shift. Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009. Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. In 2019, the top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).

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4. Growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e- Readers, iPhones and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.

5. Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of traditional onsite college courses, opening up accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g. course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g. provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

Ensuring Effective Instruction

Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation and presentation face-to- face class sessions and recurring webinars. Additionally, the Faculty Center for Teaching and Learning which houses expert Instructional and Educational Medial Specialists, uses of a video camera to record
lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy for the four additional certificate programs:

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Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning

Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a Master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods, motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment, and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist
Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MS| Instructional and Curriculum Designer

Mr. Belt holds a M.A., Distance Education & E-Learning from UMUC and a B.S., Business Administration from Towson University. Prior to joining UMB, Eric was the Director of Learning Technology at the College of Southern Maryland and, formerly, the Assistant Director of eLearning at Howard Community College. Eric has served as an Instructional Designer both virtually and on-campus for various community colleges across the U.S. and is active in the Maryland Online community. Eric brings a skills and interest in advancing the

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scholarship of teaching and learning through course design, instructional communication, and faculty professional development. Mr. Belt is currently an Educational Technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support the most of effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer session.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Supporting Students in Distance Education

Most of the courses for the MS and PBC in Vulnerability and Violence Prevention will be online, and others will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements and responsibilities of taking an online course,
2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. All of our advertising, recruiting, and
  admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the Library Services to students so that they can have access to research databases, online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)

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2. Monitoring of course delivery as assessed by the instructional designers with use of our "course evaluation' rubric"
3. Obtainment of feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

•   UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
•   Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a Master's degree or certificate.

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Appendix A: Program Faculty

Faculty Member Name: Flavius R.W. Lilly
Terminal Degree and Field: PhD, Gerontology
Academic Title/Rank at UMB Graduate School: Associate Professor
Status: Part-time
Courses Faculty Member Will Teach in the Proposed Program: VVR 601 Launch Seminar (2 credits); VVR 611 MS Capstone (4 credits); VVR 612 Culminating Seminar (2 credits)

Faculty Member Name: Virginia Rowthorn
Terminal Degree and Field: JD, LLM (Global Health Law)
Academic Title/Rank at UMB Graduate School: Senior Lecturer
Status: Part-time
Courses Faculty Member Will Teach in the Proposed Program: VVR 601 Launch Seminar (2 credits); VVR 611 MS Capstone (4 credits); VVR 612 Culminating Seminar (2 credits)

Faculty Member Name: Tanya Sharpe
Terminal Degree and Field: PhD, Social Work
Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Associate Professor, Factor-Inwentash Chair in Social Work in the Global Community)
Status: Adjunct Professor
Courses Faculty Member Will Teach in the Proposed Program: VVR 603 Vulnerability and Violence: Theory and Practice (4 credits)

Faculty Member Name: David McIlhatton
Terminal Degree and Field: PhD, Spatial Analysis and Data Manipulation
Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Professor, Centre for Trust, Peace and Social Relations, Coventry University, England
Status: Adjunct Professor
Courses Faculty Member Will Teach in the Proposed Program: VVR 602 The Nature of Violence: Theory and Practice (4 credits)

Faculty Member Name: Mike Hardy
Terminal Degree and Field: PhD, Economics
Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Professor and Executive Director, Centre for Trust, Peace and Social Relations, England)
Status: Adjunct Professor
Courses Faculty Member Will Teach in the Proposed Program: VVR 602 The Nature of Violence: Theory and Practice (4 credits)

Faculty Member Name: Toby Guerin
Terminal Degree and Field: JD
Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Managing Director, Center for Dispute Resolution, at the University of Maryland School of Law (C-DRUM) and Clinical Law Instructor
Status: Adjunct Professor)
Courses Faculty Member Will Teach in the Proposed Program: VVR 605 Sustaining Non- Violence: Theory and Practice (4 credits)

Faculty Member Name: Lori Edwards
Terminal Degree and Field: DrPH, Occupational Health
Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Assistant Professor, University of

Maryland School of Nursing)
Status:
Courses Faculty Member Will Teach in the Proposed Program: VVR 604 Violence Prevention and Interventions (4 credits)

1

Appendix B. Resources and Expenditures

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c +g below)	**$0**	**$0**	**$0**	**$0**	**$0**
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	$0	$0	$0	$0	$0
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	12	15	18	21	21
e. Credit Hour Rate	$675	$688	$702	$716	$730
f. Annual Credit Hour Rate	21	27	27	27	27
g. Total P/T Revenue (d x e x f)	**$170,012**	**$278,698**	**$341,126**	**$405,940**	**$414,059**
3. Grants, Contracts & Other External Sources					
4. Other Sources					
TOTAL (Add 1 – 4)					

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$109,542	$193,837	$199,652	$205,642	$211,811
a. Number of FTE	1.10	1.39	1.39	1.39	1.39
b. Total Salary	$85,580	$138,455	$142,609	$146,887	$151,294
c. Total Benefits	$23,962	$55,382	$57,043	$58,755	$60,517
2. Admin. Staff (b + c below)	$100,800	$56,700	$13,020	$13,410	$13,812
a. Number of FTE	0.8	0.45	0.10	0.10	0.10
b. Total Salary	$72,000	$40,500	$9,300	$9,579	$9,866
c. Total Benefits	$28,800	$16,200	$3,720	$3,831	$3,946
3. Support Staff (b + c below)	$15,400	$15,862	$16,338	$16,828	$17,333
a. Number of FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	$11,000	$11,330	$11,670	$12,020	$12,381
c. Total Benefits	$4,400	$4,532	$4,668	$4,808	$4,952
4. Technical Support and Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$20,000	$10,000	$10,000	$10,000	$10,000
TOTAL (Add 1 – 7)	**$245,742**	**$276,399**	**$239,010**	**$245,880**	**$252,956**

Appendix C: Sample Plan of Study

PBC	Vulnerability and Violence Reduction	
Year 1	Course	Credits
Fall A 2021	VVR 602 The Nature of Violence: Theory and Practice DM/MH	4
Fall B 2021	VVR 603 Vulnerability and Violence: Theory and Practice TS	4
Spring A 2022	VVR 604 Violence Prevention and Interventions LE	4
Spring B 2022	VVR 605 Sustaining Non- Violence: Theory and Practice TG	4
	PBC Total	16

MS	Vulnerability and Violence Reduction	
Year 1	Course	Credits
Fall A 2021	VVR 601 Launch Seminar FL/VR	2
Fall A 2021	VVR 602 The Nature of Violence: Theory and Practice DM/MH	4
Fall B 2021	VVR 603 Vulnerability and Violence: Theory and Practice TS	4
Spring A 2022	VVR 604 Violence Prevention and Interventions LE	4
Spring B 2022	VVR 605 Sustaining Non- Violence: Theory and Practice TG	4
	Subtotal	18

Year 2		
Fall A 2022	INNO 650 Community Engagement and Partnerships (Jim Kucher)	3
Fall B 2022	VVR 610 Research Practicum TS	3
Spring A 2023	VVR 611 MS Capstone FL/VR	4

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Spring B 2023	VVR 612 Culminating Seminar FL/VR	2
	Subtotal	12

Total MS Credits	30

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Appendix D: MOU with Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England

Memorandum of Understanding

**University of Maryland, Baltimore Graduate School
and
Factor-Inwentash Faculty of Social Work at the University of Toronto
and
The Centre for Trust, Peace & Social Relations at Coventry University (United Kingdom)
For the
Master of Science in Vulnerability and Violence Reduction and a Post-Baccalaureate Certificate in Vulnerability and Violence Reduction**

BACKGROUND

University of Maryland, Baltimore Graduate School (UMBGS), an academic unit of the University of Maryland Baltimore (UMB), a public university of the State of Maryland, and the Factor-Inwentash Faculty of Social Work at the University of Toronto (FIFSW) and the Centre for Trust, Peace & Social Relations at Coventry University in the United Kingdom (CTPSR) enter into this Memorandum of Understanding (MOU) to describe how the three universities will foster academic cooperation to deliver a Master of Science (MS) in Vulnerability and Violence Reduction and a Post-Baccalaureate Certificate (PBC) in Vulnerability and Violence Reduction. The proposed degrees represent a unique interdisciplinary and international collaboration between UMB, FIFSW and CTPSR.

With this degree and certificate program, the undersigned parties intend to create an opportunity for students to explore critical approaches to the understanding of vulnerability and risk within communities challenged by violence. Violence and vulnerability is seldom researched or taught from a multidisciplinary lens, which is critical to developing solutions. In addition to the multidisciplinary lens, it is critical to study violence and solutions from a comparative perspective to appreciate the impact of multiple determinants on the evolution of violence and an expanded range of solutions to address violence.

In consideration of the mutual benefit of establishing a cooperative relationship, the parties agree as follows:

PURPOSE & SCOPE

1. The primary objective of this MOU is to establish collaborative and cooperative efforts between UMBGS, FIFSW and CTPSR to implement a PBC and MS degree program that will consist of 30 credits and a PBC that will comprise 16 credits. The academic program will commence in August 2021.

2. The MS program will be delivered in a hybrid format of 4 in-person credit hours and 26 online credit hours and the proposed PBC will be delivered entirely online. For the proposed MS, the learning experience will involve a combination of an in-person launch seminar, online lectures, interactive case studies, a research-based capstone project, and a culminating in-person workshop to share research and develop implementation plans. For the PBC, the learning experience will consist of online lectures, planned synchronous online "live events", and interactive case studies.

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3. The 27 credits of new content will be created by faculty members at UMB, FIFSW and CTPSR and delivered via the EdX online learning management system. The 3 credits of existing content is an existing online course offered by UMBGS.

4. The degree will be offered by UMBGS in accordance with the applicable policies, procedures, federal and state laws and regulations that govern UMBGS programs.

RESPONSIBILITIES OF UMBGS

After program development, UMBGS will initiate the MS and PBC degree programs at UMB and will take on the following program administration responsibilities:

1. Certify student eligibility for enrollment in the MS and PBC degree programs, admit, and award the MS or PBC degree upon successful completion of degree requirements applicable to UMB policies and procedures.

2. Maintain student records pertaining to matriculation and progression toward the MS and PBC degrees.

3. Conduct general orientation for students entering the MS and PBC degree programs.

4. Be responsible for the academic and administrative standards and accreditation of the MS and PBC degree requirements pursuant to UMB policies and procedures

5. Collect tuition from students enrolled in the MS and PBC program and provide financial support to the MS and PBC program pursuant to UMB policies and procedures.

6. Maintain accreditation of the MS and PBC program from Middle States Commission on Higher Education.

7. If necessary, provide information to students regarding visa status and U.S. export control screening.

8. Degree program faculty in UMBGS, FIFSW, and CTPSR will work with UMBGS instructional designers to create the curriculum using a consistent format.

9. Assign adjunct faculty appointments to contributing FIFSW and CTPSR faculty members as determined by UMBGS. The program's faculty members will be compensated for course development and teaching pursuant to established rates for such services pursuant to UMB policies and procedures.

10. Admission and continuation to either program will be at the sole discretion of UMBGS based on UMBGS admission and degree policies and procedures.

11. Designate Program Director(s) dedicated to the MS and PBC degree program. The responsibilities of these positions are to:

    a. Oversee development of the courses that are part of the MS and PBC program curriculum, ensuring the responsible faculty member is developing the course as agreed between the parties;

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    b.   establish the separate Admissions, Curriculum and Student Progressions committees;

    c.   Serve on an ongoing basis on the Admissions, Curriculum and Student Progressions committees;

    d.   Oversee the assigned faculty members' delivery of coursework for students enrolled in the MS and PBC program in accordance with the MS and PBC curriculum;

    e.   Meet regularly with the UMB Graduate School Administration.

RESPONSIBILITIES OF FIFSW and CTPSR

1. Obtain FIFSW or CTPSR, as appropriate, approval for, and conduct, all aspects of the MS and PBC program that involve FIFSW and CTPSR, including approval of teaching responsibilities, use of the designated online learning system, advertising and marketing, faculty travel associated with the program, and use of FIFSW and CTPSR facilities as needed for meetings or program events;

2. In consultation with the UMB Program Director(s) and UMB Instructional Designers, develop assigned courses that are part of the MS and PBC program curriculum as agreed;

3. Teach assigned courses pursuant to UMB faculty teaching guidelines;

4. If unable to develop or conduct a course as a previously agreed, secure an appropriate replacement for the required time period. The UMB Program Director has final authority to approve the replacement faculty member based on UMB faculty and teaching guidelines;

5. Consult with the Admissions, Curriculum and Student Progressions committees as requested and as needed.

JOINT RESPONSIBILITIES

1. UMB, FIFSW, and CTPSR will each designate a Program Director for purposes of administering this MOU. In the event a Program Director is unwilling or unable to serve, an alternate will be designated;

2. Consult with each other promptly on any alleged violation of UMB, FIFSW, or CTPSR policy or applicable law, including (by way of example only) allegations of sexual harassment, discrimination, unprofessionalism or academic misconduct. Cooperate in investigation and resolution of complaints in accordance with applicable UMB policies and procedures;

3. At the end of each academic year, the parties will evaluate the effectiveness of this MOU and make suggestions as to what mutually agreeable programmatic changes or amendments, if any, should be made.

NON-DISCRIMINATION

All undersigned institutions subscribe to the policy of equal opportunity and will not discriminate on the basis of race, sex, sexual orientation, gender identity or expression, age, ethnicity, religion, creed, or national origin in the programs and activities covered under this MOU. Both institutions shall abide by these principles in the administration of this MOU.   1

RIGHTS

As joint creators of the curriculum and content of the MS and PBC programs in Vulnerability and Violence Reduction, UMB, FIFSW, and CTPSR will jointly own intellectual property arising from the collaboration. Each party may develop and implement their own degree programs at their respective institutions based on the collaboratively developed content.

DISPUTES

If any controversy or dispute should arise between the parties with respect to the agreement or performance thereunder and cannot be resolved by good faith discussion among the parties, such controversy of dispute shall be submitted to the leadership of the parties who shall endeavour to find an amicable resolution of such dispute within thirty (30) days of submission of the matter to them.

TERM, RENEWAL, AND TERMINATION

1. Any party, upon 90 calendar day's written notice sent to the address or email address given below, shall have the right to terminate this MOU for any reason. The parties may mutually agree to terminate based upon the annual evaluation of activities under this MOU. To the extent feasible, each shall perform the roles and responsibilities provided herein up to the time of termination. Students currently enrolled in courses at time of termination will not be affected.

2. Unless earlier terminated, this MOU shall be in force among the parties hereto for a period of five years from the date of this MOU, and it is renewable upon written agreement of UMB, FIFSW, and CTPSR signed by their authorized officials. This MOU may be reviewed and revised at any time by mutual written consent of UMB, FIFSW, and CTPSR prior to the expiration of the foregoing period.

MISCELLANEOUS

1. This MOU shall not be construed to create a relationship of partners, brokers, employees, servants or agents as between the parties. The parties to this MOU are acting as independent contractors. Each party will comply with its respective national, state, and local laws.

2. The parties acknowledge that the acceptance of students for participation in the activities under this Agreement must take into account and may be affected by the restriction of the Export Control Laws of the United States and the UMB policies regarding export controls. This includes the Export Administration Act and its implementing regulations, the Export Administration Regulations (15 CFR §§ 730 *et seq.*), the Arms Export Control Act and its implementing regulations, and the International Traffic in Arms Regulations (22 CFR §§ 120 *et seq.*).

3. Force Majeure. The parties shall be released from their respective obligations in the event of national emergency, war, and prohibitive governmental regulation or if any other cause beyond the reasonable control of the parties or either of them renders the performance of this contract impossible.

4. Non-Assignment. This MOU may not be assigned or changed by either party without the advance written consent of the others. This MOU shall be binding upon the heirs, personal representatives, successors, and permitted assigns of the parties.

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5. No Third-Party Beneficiaries. This MOU shall be only for the benefit of the undersigned parties and their permitted successors and assigns, and no Student or other person shall be deemed to be a third-party beneficiary of this Agreement.

6. Notices. Any additions, changes or deletions must be approved, in writing and signed by an authorized party of each Party. Any notice to the parties as required by this Agreement must be in writing, signed and directed to the signatories named below or such substitute addresses as a Party provides by proper notice.

7. This Agreement is a public record of the State of Maryland.

BY SIGNING BELOW, EACH PARTY REPRESENTS THEY AGREE WITH THE INFORMATION HEREIN AND THEY ARE AUTHORIZED TO EXECUTE THIS AGREEMENT ON BEHALF OF THEIR ORGANIZATIONS.

FOR: University of Maryland, Baltimore
BY:

_____   _____
Roger Ward   Date
Dean
620 West Lexington Street
Second Floor, Room 2112
Baltimore, MD 21201, U.S.A
Phone: 410-706-2304
Fax: 410-706-0500
Email: rward@umaryland.edu

FOR: Factor-Inwentash Faculty of Social Work at the University of Toronto

BY:

_____   _____
Name   Date
Title
Address
Email

FOR: The Centre for Trust, Peace & Social Relations at Coventry University (United Kingdom)

BY:

_____   _____
Name   Date
Title
Address
Email

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UNIVERSITY SYSTEM *of* MARYLAND

TOPIC: Update: Diversification of the Faculty

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: For years, USM institutions have prioritized diversifying the faculty and creating and sustaining more inclusive campus environments for the faculty. In April 2018, USM hosted a Symposium on the Diversification of the Faculty for USM institutions' administration, faculty, staff, and students to examine this critical issue and learn lessons from effective practices and informative research being explored within the USM and by USM leaders. The day included opportunities for institutional team time to more deeply explore the issues at the campus level and to discuss the development or enhancement of plans to create faculty communities that are more diverse and inclusive.

Prior to the Symposium and since, institutions (and/or departments and colleges within the institutions) continue to monitor the diversity of search committees, target job advertisements to specific publications and networks, work to better understand how implicit bias relates to hiring practices, train search committees to use inclusive hiring practices, track the diversity of applicants and hires, create faculty networking groups and mentoring programs, and analyze data to determine where progress has been made and is needed.

The current update includes a summary report from each USM institution and a brief presentation by the University of Maryland, Baltimore County, which was featured at the Symposium for their innovative and effective work.

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: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann Boughman 301-445-1992	jboughman@usmd.edu

BOWIE
STATE UNIVERSITY
— 1865 —

2020 Cultural Diversity Report
Section 4 – Diversification of Faculty and Staff

As Bowie State University has a long-standing commitment to diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. Goal 4 of BSU's *Racing to Excellence FY 2019-FY 2024 Strategic Plan* furthers the institution's commitment to a campus culture of diversity and inclusion. Objective 4.1 focuses on sustaining our community of inclusion by fostering and supporting a safe, civil, and welcoming environment for students, faculty and staff. We work toward this goal by being intentional about how our community encourages involvement, respect and connection among its members.

Examples of long-standing and recent activities that have resulted in the increased diversification of faculty and staff are listed below.

- Bowie's Affirmative Action Plan contains a commitment to increase the diversity of recruitment pools through expanded job postings. During FY 2020, BSU's Human Resources Department contracted with JobTarget to automate job posting and manage recruitment efforts more efficiently. JobTarget uses analytics to distribute job postings on diversity sites that target veterans, individuals with disabilities, minorities and women through its partnership network. Preliminary data indicate that the use of JobTarget has expanded the applicant pool for certain job classifications. The Human Resources department will assess the effectiveness of the JobTarget partnership at the end of the fiscal year.

- The Office of Equity Compliance has expanded its training programs to further campus education about the many layers of diversity and ensuring equal opportunities for students and all employees. Additionally, trainings on avoiding implicit bias and the value of diversity at every level of the University are offered as part of the faculty and staff search processes.

- Created in August 2019, the Office of Multicultural Affairs provides holistic student development reflective of the University's mission and strategic goals. The office has trained residential students and athletes on cultural sensitivity and hate biases, held multiple forums on diversity and LGBT+ issues, and has trained over 25 faculty and staff to be safe space certified for LGBT+ students.

It is Bowie State University community commitment to diversity that has led to increased diversification of its faculty and staff. Presently, 35% of Bowie's full-time faculty and 23% of full-time staff identify as non-African-American. This percentage has increased from 30% full-time faculty and 21% full-time staff identifying as non-African-American in 2014.

COPPIN STATE UNIVERSITY – USM Cultural Diversity Report – [one page]
Section 4: Diversification of Faculty and Staff
The following is a description of one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus. The summary below provides evidence that demonstrates its success and supports continued practice.

GOAL 1
Coppin State University is committed to *increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.*

Strategy: 1.
Purposeful conversation designed to be more reflective and direct in efforts to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities to respond to NSSE survey results where students indicate a desire to interact with more diverse faculty.
Coppin State University continues to recruitment of faculty and staff by utilizing online publications that reach populations of various race and ethnicities, such as the *Chronicle of Higher Education*, *Diverse Issues*, and *Higher Education Jobs.com.* Furthermore, efforts are made to advertise to diverse groups through professional journals and associations related to specific disciplines detailed in each position announcement. Data show that overall, faculty recruitment has slowed over the years due to financial constraints. In AY 2019-2020, the University had 246 members of personnel classified across all types of faculty position; down from 250 in the previous year *(Note: the faculty count includes all faculty, Full-time tenure/tenure track, full-time non-tenure/tenure track, adjuncts, and library personnel classified as faculty).* Of the 246 faculty members, 57% are female and 43% are male. Since the baseline report year 2008-2009, the population of faculty who are African American has decreased from 92% to 74%, while other ethnic groups experienced incremental increases during the same period. For example, Asian faculty member representation increased from 3% to 7%. While a successful strategy, data suggest that enhancements may be made to continue to increase the diversity of faculty personnel in underrepresented groups, especially among Native Americans.

The strategy for increasing diversity among the staff are similar. The University advertises in diverse journals and publications for staff positions. The University experienced a decrease in the number of staff members since the baseline year from a total of 292 to 210. In AY 2019-2020, the number of African American staff remained at 84% over the previous year, while Asian staff increased from 3% to 4%. White staff members decreased from 8% to 7%. Data show that efforts to increase racial and ethnic representation of staff could further be enhanced. The University will continue to advertise in diverse publications and explore cost-effective and professional social media venues such as LinkedIn and other outlets specific to job announcements for staff.

FROSTBURG
STATE UNIVERSITY

One University. A World of Experiences.

TO: Zakiya S. Lee, Ph.D., Assistant Vice Chancellor for Academic and Student Affairs
               University System of Maryland

FROM: Michael B. Mathias, Ph.D., Interim Associate Provost
               Frostburg State University

SUBJECT: Diversification of Faculty and Staff

DATE: April 21, 2020

This memorandum constitutes Frostburg State University's response to your request for the following information:

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. (1 page)

Frostburg's Cultural Diversity Plan and its Equity and Inclusion Plan articulate a number of strategies for increasing the diversity of faculty and staff at the institution. Several of these strategies, in combination, have led to modest success in diversifying certain occupational areas.

- All searches for faculty and staff positions at Frostburg target as broad and diverse an applicant pool as possible. Advertisements are posted nationally, and the University utilizes the diversity resources offered by various recruitment sites, e.g., the Diversity and Inclusion Package offered by HigherEdJobs.

- All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University.

- All search committees for faculty and staff positions at Frostburg require one member of the committee to be responsible for ensuring that minority outreach is a priority. All search committees must submit documentation of minority recruitment efforts to FSU's Office of Human Resources and FSU's Director of ADA/EEO Compliance. Such efforts typically include:

  - Identifying discipline-specific advertising sites visible to minority candidates, e.g., MinorityNurse.com.
  - Contacting colleagues at other institutions to seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
  - Making personal contacts with minorities at professional conferences and inviting them to apply to FSU positions.

It is difficult to demonstrate the efficacy of any one of these strategies independent of the others, but there is evidence that, collectively, these strategies have resulted in moderate gains over the past three years (2017-2019). In 2017, minority faculty comprised 14.42% of the total Tenure/Tenure Track Instructional Faculty population and in 2019 that rate rose to 16.08%. Between 2017 and 2019, the rate of representation for African Americans/Blacks within this group rose from 8.17% to 10.55%. In 2017, 6.16% of the Executive/Administrative/Managerial Staff were members of minority groups and in 2019 that rate rose to 7.44%. Between 2017 and 2019, the rate of representation for African Americans/Blacks in this occupational category rose from 4.52% to 6.27%. Most notably within this category, 50% of Frostburg's current Executive Cabinet members are African American/Black, and two out of three of the University's college deans are members of a minority group. These minority executive-level leaders were all hired after 2017. Significant gains have been realized in the Professional Staff category. In 2017, minority staff comprised 11.65% of the total Professional Staff population and in 2019 that rate was 17.1%. Between 2017 and 2019, the rate of representation for African Americans/Blacks in Professional Staff rose from 3.88% to 14.47%.

**Examples of successful strategies employed to increase
the diversity of faculty and staff at Salisbury University (SU)
4/22/20**

Strategy 1: Active consultation and engagement between HR recruiter and hiring manager and/or selection committee.

While this strategy may appear basic and straightforward to the casual observer, it represents a fundamental shift in focus and emphasis of our talent acquisition process to more deliberate collaboration and ongoing consultation by the recruiter. As a result of process change, the recruiter actively identifies applicant pools using a variety of mechanisms (e.g., web-based platforms, professional journals and diversity-based organizations) to attract a high degree of interest from diverse populations. To highlight the impact of this effort, over the last year, the University conducted four searches for mission-critical positions:

- Associate Vice President for Diversity & Inclusion/Chief Diversity Officer (newly created position)
- Director of Student Counseling
- Director of the Disability Resource Center
- Director of TRiO ACHiEVE Student Support Services

In all cases, using in-house recruitment resources and engagement, these key professional positions were filled with individuals from historically marginalized and underrepresented populations.

Strategy 2: Faculty Learning Communities on Diversity and Inclusion

SU supports several Faculty Learning Communities (FLCs) related to diversity and inclusion. The PROMISE FLC cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion (PROMISE references an NSF-funded project among five USM institutions). In FY20, FLC members read the book, "Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders" to consider opportunities to promote underrepresented populations of faculty, staff and students who may wish to become academics. The PROMISE FLC goals are to: (1) collaborate with relevant SU offices to support efforts to strategically recruit, hire and retain underrepresented faculty and staff; (2) design and disseminate faculty and staff development programs to support mentorship, success and promotion of diverse members; (3) entice current candidates and future academics, including graduate and undergraduate students, to seek employment at a Primarily Undergraduate Institution like SU; and (4) present findings at workshops, conference sessions, online materials and in publications as an applicable model of diversity and inclusion. The PROMISE FLC's work raised the awareness of faculty, staff and campus leadership regarding issues faced by diverse faculty, in hiring practices and affecting faculty retention. Work continues to achieve all of the goals listed above. Earlier this year, the University committed to establishing a Faculty Development Center and joined the National Center for Faculty Development & Diversity which provides a wide variety of resources for faculty onboarding, retention and development.

TOWSON.EDU

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Inclusion &
Institutional Equity

8000 York Road
Towson, MD 21252-0001

23rd of April 2020

University System of Maryland

ATTN: Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs

To the Committee on Education Policy and Student Life:

Towson University (TU) has employed a number of specific steps to ensure the recruitment, hiring, retention, and advancement of faculty in Academic Affairs. Specifically, during the last academic year, the Office of the Provost and the Office of Inclusion & Institutional Equity have partnered to provide the Faculty Search & Hire Toolkit, that introduces hiring committees to inclusive and equitable recruitment and interviewing practices.

The highly requested foundational workshop, *Successful Faculty Searches* details how a diverse faculty in an inclusive environment facilitates faculty and student success. This workshop also discusses the national and local challenges of recruitment of diverse faculty, unconscious bias as a social condition, eliminating micro-aggressions in the hiring process, and conducting a successful search based on national best practices (Roehling & Granberry Russell, 2012). Within the last academic year, 21 academic departments and 225 faculty have completed this workshop at Towson University.
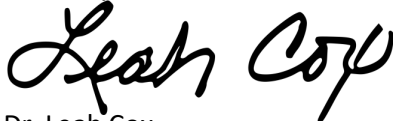
410.704.0203
oiie@towson.edu
Towson.edu/inclusionequity

The Academic Affairs Outreach Plan is a form that was expanded and shared during the *Successful Faculty Searches* training. This form directs faculty search committees to an exhaustive list of Minority-Serving Institutions produced by the Rutgers University Center for Minority-Serving Institutions. It includes a section requesting a list of personal contacts and invitations, engaged outreach (such as conferences, professional meetings, and professional listservs), and a reminder to post active positions with the Higher Education Recruitment Consortium at www.hercjobs.org.

Additional workshops include *Writing a Job Description, De-biasing the Hiring Process*, and the *Search Chair Refresher Course*, which can be requested online. The combination of training modules, messaging, and collaboration has resulted in an increase in diverse faculty hires in departments that have historically faced challenges. Additionally, TU has had several targeted hires in historically challenging disciplines, for example men of color in Mathematics and Elementary Education.

Finally, every faculty position requested, every applicant pool, and final candidate selections must be reviewed by members of the Office of the Provost and the Office of Inclusion and Institutional Equity (OIIE). This layered review ensures that individuals engaging in all aspects of the new hire process at TU receive appropriate guidance and support for planning, recruiting, and attracting more diverse faculty hires.

Sincerely,

Dr. Leah Cox

Vice President, Equity and Compliance

Office of Inclusion and Institutional Equity

TO:	Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs
FROM:	Darlene Smith, Executive Vice President & Provost
RE:	Section 4 (Diversification of Faculty and Staff) of UB's Program of Cultural Diversity Annual Progress Report
DATE:	April 23, 2020

The most successful strategy in increasing UB's faculty and staff diversity is the sustained focus on key areas where inroads are obtainable rather than applying efforts too broadly. This concentrated approach was necessary as several factors posed major constraints to UB's progress. These factors include the current hiring freeze and hiring limitations due to actions associated with reduced student enrollment and resulting financial constraints – all factors that impact employee composition. The University knew that an all-encompassing approach to diversity and inclusion would not be as effective at this time, but that a focused strategy would yield greater results for the current timeframe. Therefore, following UB's Strategic Plan Goal 6.1(b) on diversity in the recruiting of staff and faculty, the University identified two areas where progress could continue and a strategy was feasible.

The first area involved employee training. Being mindful of and committed to Goal 6, the UB Office of Human Resources dedicated one staff position to lead employee training and development. The impact of this role was evident immediately by the increased number of employee training sessions on inclusion and higher employee participation rates for training sessions on various topics, such as discrimination and harassment. This enhanced training on diversity and inclusion supports UB's commitment to being a more culturally aware campus community and retaining the current population of diverse faculty and staff so that the University does not lose ground.

The second area of concentration involved faculty hiring. While each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan, we also know that the longevity of tenured faculty can hinder the turnover rate and stagnate diversity efforts. Therefore, in order to 'move the needle' on faculty diversity, University has concentrated on an area of direct impact – the hiring of adjunct faculty. As a result of this effort, UB experienced increased diversity among its adjunct faculty, increasing diversity from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

Diversity hiring efforts have continued with regular faculty as well, but the overall numbers are smaller.   When opportunities arose to hire faculty, the UB Office of Human Resources and hiring committees focused on the diversity of the candidate pools for recruiting and hiring employees. For example, of the new faculty hired to begin their employment in mid-August 2019 at the start of the academic year, at least 70% of the new faculty were people of color, and at least 50% of those new faculty were female.

Work still remains to be done in other areas, but UB's strategy of focusing on two initiatives where improvements could be realized through a concentrated effort has produced successful results.

UNIVERSITY of MARYLAND BALTIMORE

April 23, 2020

Section 4: Diversification of Faculty and Staff

UMB has engaged Dr. Damon Williams, a national expert in strategic diversity leadership, to inventory and design the campus's capabilities, initiatives, and structures. This engagement is positioning UMB to advance its efforts as a champion for effective strategies to improve diversity, equity, and inclusion (DEI) outcomes in the workplace. Dr. Williams' scope of work includes the planned conduct of 15-21 focus groups and a series of personal interviews with 75-120+ UMB leaders. These data will be transcribed and analyzed to identify key themes and a list of recommendations for actions. In summary, the DEI inventory and design project shall encompass the following actions below:

- To activate a campus-wide diversity, equity, and inclusion (DEI) inventory of capabilities, initiatives, and structures;

- To conduct a study of the lived experiences of diverse faculty;

- To conduct a benchmarking study of peer and aspirant institutions DEI efforts;

- To generate a tapered report with clear insights to support your efforts to strengthen your diversity, equity, and inclusion infrastructure;

- To create an interactive one-day event, that builds on the program inventory and creates a space for collaborative action planning to move the campus forward in their efforts to advance a campus community that is inclusive and excellent for all;

- To engage with faculty and staff in the UMB President's leadership program, supporting their development of more substantial strategic diversity leadership knowledge, skills, and abilities.

Results from the actions, as mentioned above, shall be shared, as appropriate, with the UMB community.

University leadership, the Schools, Human Resource Services (HRS), institutional research, the Diversity Advisory Council (DAC), and other units are engaged in multiple initiatives focused on advancing the diversification of faculty and staff. This work includes examining trends, evaluating survey results, and multiple other collaborations and actions designed to impact our diversity and inclusion goals positively. The Human Resource Services unit works closely with the DAC and each of the seven schools and administrative departments to further the goals of making UMB a more diverse and inclusive environment. In partnership with the DAC, HRS established a set of goals that included staffing and development action items. HRS also initiated the first-ever campus-wide Climate and Engagement survey in 2016 and the follow-up survey in 2019. The results from these surveys inform our practices and future planning.

Diversification of Faculty and Staff at UMBC—Diversity Report 2019-20

Faculty

Launched in 2015, UMBC STRIDE uses peer education to bridge the gap between macro-level faculty diversity recruitment policies and expectations (institutional and college) and micro-level practices within the departments and programs that conduct faculty searches. STRIDE consists of six highly respected faculty fellows. They are not scholarly experts in the area of diversity and inclusive excellence, but rather each has a demonstrated commitment to these principles. Fellows are mostly from majority groups. This signals that improving diversity and inclusion is a shared responsibility.

STRIDE engages in two main activities: campus-wide focused conversations and search committee consultations. There are six campus-wide focused conversations over the course of the recruitment and hiring cycle: 1) Developing an Effective Diversity Hiring Recruitment Plan (May/September); 2) Creating Shared Evaluation Criteria (October); 3) Best Practices for Inclusive Excellence in Application Review (November); 4) Best Practices for Inclusive Interviewing (December/February); 5) Best Practices for Inclusive Faculty Mentoring (March); and 6) Best Practices for Welcoming New Faculty (April). STRIDE also provides consultations with search committees at the request of a department or search that target specific aspects of the search. Depending on the search committee's needs, STRIDE fellows might help improve an active recruitment plan, provide feedback on inclusive language in job advertisements, develop shared evaluation criteria, implement practices to reduce implicit bias during application review, and/or design inclusive interview protocols and processes.

After 5 years, STRIDE is involved in all faculty searches, and colleges and committees proactively reach out to STRIDE for advice and counsel. Thus, STRIDE has bridged the gap between departmental practices and institutional/college policies. We have also seen an increase in the diversity of our applicant and interview pools, and ultimately our hires. In our most recent faculty recruitment cycle, we welcomed 14 new URM tenure-track faculty of the total 32 new tenure-track faculty (44%).

Staff

UMBC had an increase from 2018 to 2019 in the percentage of applications and ultimately the number of individuals hired for positions for the following categories: minority races, Hispanic ethnicity, identifying as having a disability, and identifying as a protected veteran. This increase cannot be linked directly to any one individual action.

The PageUp recruitment and hiring system has assisted in promoting UMBC values of diversity and inclusion in the hiring process include:

1. A diversity report is available for each position in PageUp showing the demographics of the applicant pool for the position. The report shows gender, race/ethnicity, disability status and veterans' status.   The Search Chair or Hiring Manager can view the diversity of the pool at the various stages of recruitment (initial application, search committee review, phone screen, in person interview).   Hiring Managers and Search Chairs are instructed on how to access and use the report in both group and individual trainings as well as instructions available online.

2. An Advertising Sourcing report is available for each position in PageUp showing the source from which the applicant located the posting/ad. The data assists the hiring departments in determining which sources are effective and most beneficial in posting future positions.

3. There was a 53 percent increase in the number of advertising sources used in 2019 over 2018. Applicants were not only learning of our positions from job posting sites but also from general UMBC branding (TV commercials and radio ads) and social media. Our top three sources are the UMBC website, higheredjobs.com and Indeed.

University of Maryland, College Park
Programs of Cultural Diversity Report 2019-2020

Section 4: Diversification of Faculty and Staff. *Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success.*

The most successful single strategy for increasing the diversity of faculty and staff consists of our Faculty Diversity and Hiring Initiatives as administered through the Office of the Associate Provost for Faculty Affairs. These include the following.

Postdoctoral Fellowship Program – In 2016, the University of Maryland joined the University of California-sponsored consortium of universities, originally organized in 1984, with the objective of building a pipeline of under-represented minority faculty. This consortium collaborates in seeking postdoctoral scholars who can contribute to an enhanced understanding of the experiences of historically underrepresented scholars through their research, educational background, or personal experience.

Priority for funding will be given to those units that expect to have a tenure-track faculty opening within the next two years for which the fellow might realistically compete. The expectation is that fellows would serve for two years, with a review and renewal during the spring of their first year. The Presidential Postdoctoral Fellowship does not convert automatically to a tenure track position**,** but fellows are eligible to apply for open tenure-track positions in academic units which are conducting searches.

For more details including the process for consideration and funding levels, see
https://faculty.umd.edu/appointment/hiring.html#postdoc.

Assistant Professor Diversity Initiative – This program provides partial support for hires at the assistant professor level that enhance faculty diversity at the department and college levels. The intention is to secure faculty early in their academic careers who show great promise. Preference will be given to requests that increase the diversity of the unit and college; serve a need for additional faculty in that unit; and contribute towards the strategic goals of the unit, college, and university.

Applications are reviewed on a rolling basis by the Provost's Office and Faculty Diversity Hire Review Committee. Should the faculty member leave the university for any reason, the contributed funds will revert back to the Provost.

For more details including the process for consideration, joint appointments, funding levels, and required reports, see
https://faculty.umd.edu/appointment/hiring.html#asstprof.

Senior Targeted Hire Diversity Initiative – This program provides support for the targeted recruiting of renowned senior faculty (tenured—generally full professor). Preference will be given to recruits who increase the diversity of the unit and college; have established a significant scholarly presence in their field/discipline at the national and/or international level; support an inclusive department, college, and university culture and environment; support the strategic goals of the unit, college, and university; and serve a need for additional faculty relative to workload in that unit.

Funding is limited and competitive, and applications are reviewed on a rolling basis by the Faculty Diversity Hire Review Committee.

For more details including the process for consideration, joint appointments, funding levels, and required reports, see
https://faculty.umd.edu/appointment/hiring.html#srth.

Spousal Hires have also been helpful when recruiting couples.

Thus far, 18 Fellows have been brought in through the Postdoctoral Fellowship Program and there will be at least 5 more in the fall. With the support of the other two initiatives, 6 senior faculty and 15 assistant professors have been hired. All of these have been faculty of color.

Office of the President

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Diversification of Faculty and Staff Progress Report 2019-2020

Ethnic and racial diversity is extremely low in the environmental sciences compared with other STEM fields[1]. The University of Maryland Center for Environmental Science (UMCES) is committed to expanding diversity and inclusivity across our faculty, staff and students. UMCES is very grateful to the senior leadership at USM, UMBC and UM College Park who have shared their experiences and ideas on how we collectively can make an impact in the earth and ocean science professions. Based on this advice, direction from our faculty who are engaged in NSF Diversity Initiatives and our Executive, Administrative, Staff and Graduate Student Councils, UMCES established the Diversity, Equity and Inclusion Collaborative (DEIC).

The DEIC's mission is to enhance our institutional culture of inclusivity and engagement and to provide a forum for developing and implementing innovations in diversifying the workforce in the environmental sciences. Additionally, the DEIC leverages relationships with local community members and external funders to ensure underrepresented minorities are an integral part of the community.

Specifically, the DEIC is charged with (i) enhancing a culture that is conducive to developing a community committed to diversity, equity and inclusion; (ii) provide an annual report comprising successes as well as identifying areas in need of improvement and further development; (iii) coordinate and communicate diversity and inclusion efforts across all units within UMCES; (iv) ensure efforts of diversity and inclusion are conducted in collaboration with the MEES Office and sister USM institutions where appropriate. Given the extensive interest across the six locations of UMCES, the DEIC is a collaborative with ongoing activities and regular meetings throughout the year that will be open to all faculty, staff, and students with smaller teams tasked with implementing specific actions.

<u>Faculty Recruitment:</u> Under the umbrella of the DEIC, recruitment of underrepresented minority faculty and staff continues to be an area of focus. Specific changes to UMCES recruitment (based on USM advice) include: (1) Search committees receive direction on best practices in faculty hiring, including implicit bias training, (2) Job advertisement is as broad as possible and the description reviewed by a professional trained in implicit bias, (3) Implementation of job search software that allows demographic tracking, (4) Ensure job description is placed in USM forums, (5) Search committee members actively encourage applications.

With the implementation of our hiring and recruitment system application in 2018, UMCES reports that 86% of total faculty and staff hires in 2018 were minorities or women and 77% in 2019.

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[1] Bernard, R.E. and E.H.G Cooperdeck. No Progress on Diversity in 40 years. Nature Geoscience | VOL 11 | MAY 2018 | 292–295 |

APPALACHIAN LABORATORY   CHESAPEAKE BIOLOGICAL LABORATORY   HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY   MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

N. Niemi – Provost/VPAA
April 22, 2020

DIVISION *of* ACADEMIC AFFAIRS
Office of the Provost and Vice President

Section 4 – Diversification of Faculty and Staff – Cultural Diversity Report

The University of Maryland Eastern Shore has been continuously committed to maintaining and increasing the diversity of its faculty and staff, as measured not only by race and ethnicity, but also by culture, identity, and perspective. As of 2019, UMES not only boasts the second-highest diversity index of all national public four-year institutions (see: https://chronicle.com/article/facultydiversity2017), but also shows an increase in ethnic and racial diversity over the last decade (see attached table.)

The single most effective strategy in maintaining and increasing this level of faculty and staff cultural diversity at UMES is acknowledging its importance and infusing it within all of our campus community systems. As an historically black and 1890 land grant university that only recently earned its R2 Carnegie Classification, we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal.

This is only possible if our campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is our overriding goal and challenge. As such, we continue to forefront cultural diversity in the following specific ways:

1. **Prioritizing research and scholarship through specific grants, contracts, and community relationships whose focus lies in fostering diverse scholars and in creating social equity.**
   UMES is the organizational head of the seven-member NOAA Living Marine Resources Cooperative Science Center (LMRCSC); the funding agency is NOAA Educational Partnership Program with Minority-Serving Institutions (EPP/MSI). The University is also a lead member in the Association of 1890 Research Directors (ARD), which is integrally involved in creating a society where all people have opportunities for wholesome living and learning through responsible pursuits of their goals and aspirations, with primary attention given to all people in society but in particular, those who are socio-economically deprived. In 2020, UMES was named a finalist in the Howard Hughes Medical Institute's (HHMI) Driving Change Competition, whose specific focus is creating an inclusive campus culture.

2. **Using UMES' newly constituted Office of Institutional Equity & Compliance (OIEC) as an integral part of the hiring process**
   In conjunction with Human Resource Management, the OIEC is a part of every search at UMES. The staff of OIEC vet each hiring committee – whether hiring faculty or staff – to ensure that the group is racially, ethnically, and gender balanced. Later in the hiring process, the OIEC office reviews the finalist candidates before they come for interviews to ensure that, to the extent possible, a diverse pool of candidates is being considered.

3. **Commitment from each of the four schools to culturally diverse academic and community programming**
   Each program, major, and center works to highlight and invite programs, speakers, and community partners whose everyday work centers on cultural diversity and social equity. Such programs are not just for Black or Women's History Month, but the central work of the University.

These examples highlight aspects of one strategy used by UMES to maintain and increase the cultural diversity of our faculty and staff. Our campus actions underscore our words, making our campus community a place where diversity thrives – and so do our people.

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**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

April 22, 2020

University of Maryland Global Campus Efforts to Diversify Faculty and Staff

University of Maryland Global Campus (UMGC) has a robust recruitment strategy to ensure that we are consistently focusing on successful ways to increase the diversity of faculty and staff. Some of those strategies include partnerships with various organizations that specialize in working with diverse populations of people. Some of our current partnerships include:

· Getting Hired – Supports employment opportunities for veterans and people with disabilities.
· Military Spouse Employment Partnership (MSEP) – UMGC Talent Acquisition conducts weekly meetings with MSEP Advisor, we attend MSEP sponsored job fairs, post all of our vacancies on their employment database, and frequently post on MSEP social media sites.
· UMGC Career Services – We have found a great way for us to mirror our student population and focus on hiring diverse individuals is through a strong partnership with UMGC Career Services. In addition, we have similar relationships with other local colleges and universities throughout the state.
· Operation IMPACT Network of Champions: Diversity program focused on assisting severely wounded service members as they transition from military service to their next career opportunity. We participate in their quarterly virtual meetings and in other targeted workshops conducted by this organization.

In addition to strategic partnerships, we also remain focused on increased hiring activities through:

· Trainings and Workshops:
  o The Talent Acquisition team benefits from many trainings and workshops. Examples include: Diversity Recruitment Best Practices, Unconscious Bias, Creating an Inclusive Work Environment for Veterans, Creating an Inclusive Work Environment, Creating a Mental Health Friendly Work Environment. Also, UMGC Talent Acquisition uses Degreed, an online learning platform, to participate in self-paced trainings focused on best practices around diversity and inclusion.
· Job Fairs, Networking Events, and Community Service:
  o The UMGC Talent Acquisition team ensures we are casting a wide net by attending in-person and virtual career fairs, attending networking events and resume workshops, and participating in community service events
· Talent Sourcing:
  o Talent Acquisition can source people based on the diversity goals of hiring leaders. This includes targeting candidates based on their membership or affiliation with diverse organizations – fraternities/sororities, community groups, etc.

UMGC consistently hires more females than the national average and we also believe that our veteran hiring percentages are very high (10%+). The evidence that demonstrates the success of our partner strategy is based on not only these results, but based on the qualitative experience across the UMGC Community.

Blair H. Hayes, Ph.D. – UMGC VP, Chief Diversity Officer and Ombudsman

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: 2020-2021 EPSL Agenda Brainstorming

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 5, 2020

SUMMARY: The annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, regents will hear about a few key anticipated topics of interest. Additionally, the regents have the opportunity to suggest the addition of items that may warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only	DATE: May 5, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman	jboughman@usmd.edu
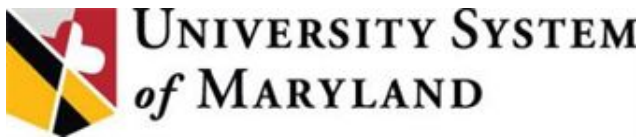
The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

May 5, 2020

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on 1:30 pm on Tuesday, May 5, 2020 via audio and videoconference. Regent Leggett called the meeting to order at 1:31 pm.

Regents present were I. Leggett (chair), R. Rauch (vice chair), S. Malhotra, M. Mears, E. Fish. USM personnel present were J. Perman, T. Sadowski, L. Ryan, T. McDonough.

Regent Leggett said that the trial at the University for a vaccine that could be available this fall. Chancellor Perman said that Bob Gallo has been talking on a lot of media programs about the use of an old attenuated live vaccine for polio as a means of protecting people against COVID-19.

Vice Chancellor Sadowski said that Chancellor Perman made call to action with regards to COIVD-19, to be led by a Task Force. The Economic Development team and Communications team have worked together to inventory activities addressing COVID-19. The goal is to provide more information to the public going forward. The website will be released Wednesday, May 6. USM is striving to be head's up to help those who have heads down doing the work.

Regent Leggett asked about economic assistance. Vice Chancellor Sadowski said USM has worked with Maryland Department of Commerce to help administer funding and lend a hand. He said calls with the presidents every other day have been helpful in sharing and collaborating.

Vice Chancellor Sadowski said that USM made a commitment to the Maryland Department of Commerce's Open for Business campaign. While they paused the use of that term, they are still going forward with promoting innovation and will be featuring USM institutions.

Chancellor Perman discussed the USM Research and Innovation Task Force. Darryl Pines, President-Designate of the University of Maryland, College Park Engineering School, suggested that USM package the public good taking place across the System in addressing COVID-19 and demonstrate the innovation and entrepreneurship of the system. He also suggested a "systemness" approach to future pandemic response and prevention. Vice Chancellor Sadowski commented that the Task Force is developing ideas to foster pandemic response in short- medium- and long-term views.

Regent Leggett commented that any platform that connects university researchers and industry is very helpful. For example, MIT students prototyped face shields that could be provided at little cost and involved a variety of people in the institution. It is best to capture those ideas now while people are in tune to these needs. Vice Chancellor agreed and said a component of the website will encourage partnering.

USM Momentum Fund – Claire Broido Johnson (Information Item)

Ms. Broido Johnson explained that recent clarification of the $10M not including institutional co-investment is important because several institutions have co-invested already. A 1:1 match is required, and a goal of 2:1 was informally set; the fund is currently at 4:1. The Executive Committee consists of representatives from USM and the institutions. Ms. Broido Johnson said that since she has started investing, the Fund has invested in Neoprogen, MinnowTech, Zest Tea (again), ARMR, InferCabulary, and Datakwip. Ms. Broido Johnson said most portfolio companies come from UMCP, UMB, or UMBC, though they are trying hard to get other institutions involved. MinnowTech is affiliated with UMCES as is an aquaculture startup, and InferCabulary, an edtech company, is affiliated with TU.

Regent Leggett asked about geographic location. Ms. Broido Johnson responded that most portfolio companies are located in the DC/Baltimore corridor. Datakwip is based in Frederick, and InferCabulary is based in Towson. In addition, PaverGuide is based on the Eastern Shore. Regent Leggett stressed the need to be able to demonstrate that the Fund has looked at companies in other locations. Ms. Broido Johnson said the Fund is open for business and always asking for companies across the state to submit, but they do not find many companies applying from elsewhere. USM has monthly calls with entrepreneurship reps from FSU, SU, etc., so they are reminded on a monthly basis. A question was raised about whether geography of the company is tied to the institution with which they are affiliated. Ms. Broido Johnson responded that some companies are led by alum, so they are not necessarily based around campus. Vice Chancellor Sadowski said that some of the portfolio company have utilized other system facilities in Southern Maryland and he believes MF Fire manufactures in Western Maryland. He continued that Ms. Broido Johnson has gone out to meet the leaders in entrepreneurial communities outside the College Park and Baltimore areas. Mr. Sadowski commented that another area where the Fund has been intentional is with minority and women-owned enterprises. Ms. Broido Johnson added that three of the five investment made recently were led by entrepreneurs who are female or African American. She added that it is getting harder to find companies to invest in, so they are looking to connect with alum organizations. Regent Mears suggested Salisbury University is active in entrepreneurship competitions. She asked how engaged they are. Ms. Broido Johnson said she connects with Bill Burke a regular basis and he has sent companies to the Fund. Vice Chancellor Sadowski said that he and Ms. Ryan have also traveled to Salisbury to be there for the Shore Hatchery competition.

Ms. Broido Johnson commented that the Fund has been around for 3 or 4 years but has not had an exit yet. Primarily, this is because most companies have longer development and sales cycles. The Fund now has an Advisory Board of 12 people.

USM Office of Economic Development Update – Tom Sadowski, Vice Chancellor for Economic Development (Information Item)

Vice Chancellor Sadowski said he is not sure that a special session is going to happen now, so the MTIF bill may have to wait until next year. The MTIP internship program is still going. A big victory was getting the SBIR legislation through the legislature, but it's uncertain how much they will be funded at. Chancellor Perman commented that the E-nnovation program has been extremely helpful in attracting or sometimes retaining faculty. It is a matching program; if an institution is able to raise money through a private donor, the sate will match. These are in areas with high potential for commercial impact. Coppin State University was interested in the Makerspace bill because it involved OpenWorks, which they partner with.

Vice Chancellor Sadowski said that industry partnerships are starting to come together and complement each other. A UMCP alum who is on staff on Amazon will help USM make and track more partnerships. An ARL-UMCP partnership was supposed to have an opening this month, with UMCP faculty and students working at Aberdeen Proving Ground; hopefully this work will get going this summer. TechPort is a Southern Maryland UMD facility that could engage at Aberdeen, too. Ultimately, ARL would like to dedicate funding to this type of research annually for a robust relationship not just at Aberdeen.

Lindsay Ryan reviewed the Venture Development report. She said that she is glad to have more groups reporting and expect more to continue to. She reported her activity in helping connect startups across the System and outside the System to resources. She mentioned that one incubator suggested that information on how to connect with the USM Venture Development Director be part of their onboarding process. Regent Fish said that she thought that was an excellent idea and asked if this could be implemented elsewhere. Ms. Ryan replied that it could and that she would be offering that more broadly. Regent Fish asked if companies would be followed up with later, to which Ms. Ryan responded not at this time, but they could work toward that.

A question was raised about the Momentum Fund and whether TEDCO was involved. Ms. Broido Johnson responded that sometimes they co-invest but there is no formal partnership with TEDCO. Chancellor Perman said the idea to create the Fund was born in this very committee with the goal of keeping companies in the State of Maryland and generating return on intellectual property. Regent Malhotra any thoughts on running public-private programs run through the Momentum Fund. Vice Chancellor Sadowski said that initially it was marketed as a $25M fund, but it has become clear that it is better to work on a co-investment model.

Vice Chancellor Sadowski said that next time he hopes to have more detail on the AWS partnership.

Regent Leggett said the presentation was a comprehensive overview of exciting things even while dealing with this virus. He said that USM needs to follow through on things that are COVID-related and stimulate activity, directing toward funds that are out there.

The meeting ended at 2:49pm.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization
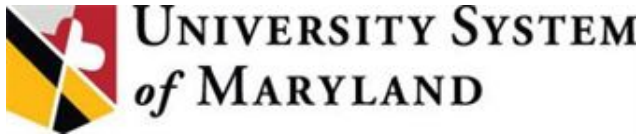
The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

June 4, 2020

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session at 12:30 pm on Thursday, June 4 2020 via audio and videoconference. Regent Leggett called the meeting to order at 12:35 pm.

Regents present were Regent Gooden, Regen Leggett, Regent Fish, Regent Malhotra, Regent Gossett, Regent Attman, and Regent Rauch. USM personnel included J. Perman, E. Herbst, D. Wilkerson, E. Langrill, J. Boughman, T. McDonough, T. Sadowski, and L. Ryan. Presenters were L. Locascio and J. Friedberg. Other in attendance included W. Naselsky, R. Hughen, M. Culligan, M. Morris, and J. Hahn.

Featured Innovator: UMB COVID Medical Device Challenge Grantee – Dr. Joe Friedberg, Head, Division of Thoracic Surgery (Information Item)

Dr. Friedberg explained his background, including the fact that he has multiple inventions. As a surgical resident on the transplant service toward the beginning of his career, using the abdomen essentially as a kidney was a common practice. He wondered if the same could be done using perfluorocarbons, which are safe and inert chemicals, to help the abdomen act as a lung. Since then, at various points in his career, this idea has moved forward. Now, COVID-19 patients appear to be particularly susceptible to damage from ventilators, which creates a vicious cycle as it creates the need for more intense ventilator use. So, Dr. Friedberg resolved to see if this alternative method could be deployed and set out to find medical-quality perfluorocarbons. Last week, he obtained 20L from a company in the UK, which is incredibly helpful and generous. A large, cross-disciplinary and cross-organizational group has come together to bring a new level of sophistication to the idea. It is one of the best collaborations that he has ever seen. A prototype of the device is being tested, and they are planning for animal experiments in the middle to end of July. They also received a National Science Foundation award to focus on making sure that it can not only add oxygen, but also clear carbon dioxide. Other funding applications are pending. UM Ventures funding made the final development of the prototype possible.

Chancellor Perman commented that in addition to the importance of the work itself, the project also shows what can be accomplished between collaboration between UMB and UMCP under the MPower initiative. He said that ten years ago, this would not be possible. Dr. Locascio is a symbol of that as the single vice president for research, and UM Ventures is also a testament to that as an MPower initiative.

Regent Leggett asked what additional funding could do to advance the project. Dr. Friedberg said that nothing would have been done differently at this point but going forward a lot of development still needs to be done. They are working with the urgency that the pandemic warrants. The first goal is to use the innovation under compassionate care to save lives. Long-term, there is a significant population of

people who could benefit from the innovation after much more refinement. The more resources that are available, the more people that can be working on different types of refinements in parallel.

Regent Attman commended Dr. Friedberg on not only being a wonderful practitioner but also excelling in research and innovation. He also commended the work across institutions and thanked Dr. Friedberg for being a leader. Regent Gossett said that seeing the list of team members was impressive, and that even 5 years ago a project like this may not have been possible.

COVID Research & Innovation Task Force – Laurie Locascio, Vice President for Research, University of Maryland (Information Item)

Dr. Locascio said the Task Force first met on April 23rd and has the overarching goal of showcasing how the universities have been coming together to make real impact during the coronavirus crisis. Dr. Locascio described the four pillars of the effort, leadership members, strategic mission, and commented that the group may be expanded as required going forward. Dr. Locascio thanked Vice Chancellor McDonough for his work in setting up the website. Dr. Locascio reviewed the research highlights. Research at the University of Maryland was used by the CDC to make the decision to require the wearing of masks. A new joint UMB UMCP seed grant competition has also just been launched as an MPower initiative. The app challenge was chosen first as a way to engage the entire USM community, from students to startups. Mr. Sadowski commented that the USM is grateful to the Alex. Brown Center at UMBC is contributing funding for the prizes.

Regent Leggett asked about involvement with federal agencies. Dr. Locascio said in terms of clinical work, many activities are NIH-funded. There is a large infusion of funding from the federal government, and they have looked at funding from all angles, from clinical to social. Regent Leggett said it looks like there is a lot of money coming out the door quickly. Dr. Locascio said that federal funding has already been obtained and that seed grants are targeted to get things up and running in order to apply to the opportunities as they become available.

Chancellor Perman said that we have all talked about System-ness for a long time, and he applauded Dr. Locascio's leadership in promoting System-ness.

Regent Malhotra said this is something we should be so proud of. He suggested having this presentation for the entire Board of Regents. Regent Gooden said that it can be added to a future meeting. Chancellor Perman said there has been a big media push. Vice Chancellor McDonough said they have had two op eds and great traffic on the website. Vice Chancellor Sadowski said Vice Chancellor Boughman shared it with constituents, and it has also been shared via TEDCO and the Maryland Tech Council.

USM Office of Economic Development Update – Tom Sadowski, Vice Chancellor for Economic Development (Information Item)

Vice Chancellor Sadowski highlighted three members of the startup community that received funding through the Department of Commerce in order to pivot their manufacturing to develop PPE.

Vice Chancellor Sadowski commented that the US EDA is providing COVID-related funding through the existing university center at the USM. He commented that vaccine development is one area of interest for other funding opportunities. He commented that the Maryland Tech Council has been a tremendous

resource, and their COVID Task Force will be virtually meeting with USM COVID Research & Innovation Task Force.

Vice Chancellor Sadowski commented on the addition of pathOtrak to the Momentum Fund portfolio. Vice Chancellor Sadowski also noted increased minority participation and investment. Regent Leggett asked about geographic distribution. Vice Chancellor Sadowski reviewed the map of portfolio companies and stated that it was comparable to other seed investments throughout the state of Maryland.

Vice Chancellor Sadowski reviewed the legislative updates.

Vice Chancellor Sadowski commented multiple USM institutions, including Frostburg University, will be involved in the Army Research Lab unmanned autonomous system effort. The USM Industry Partnerships Director has been assisting with Amazon and now will be building an inventory of other industry-university partnerships to effort expansion efforts. He commented that the Department of Commerce was very helpful in bringing the Flying Dog partnership to fruition, for which he is thankful.

Venture Development Director Lindsay Ryan presented preliminary strategic plan information.

Regent Leggett asked if there had been disruptions based on COVID that will undermine abilities to continue competitiveness and venture development activities. Vice Chancellor Sadowski said that research parks may have been a concern, but national partners say that they are not anticipating too much trouble. He also said that research being stalled has been harmful to some ventures.

Discussion was then directed at metrics required in new USM Strategic Plan. Regent Leggett mentioned job creation and retention. Sam Malhotra stressed need to determine what success looks like and the importance of measuring the right things in the right way. Vice Chancellor Sadowski offered to send out a survey to committee members to get their input on measures and strategic focus.

Chancellor Perman commented that USM has underperformed on return on investment for tech transfer activities and should be better on licensure and commercialization.

The meeting ended at 2:00pm.

      Respectfully submitted,

      Isiah Leggett, Chair
      Committee on Economic Development
      and Technology Commercialization
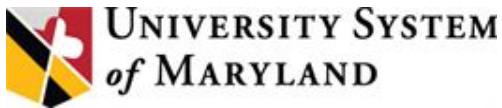
USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
May 13, 2020

DRAFT

MINUTES: Public Session

A meeting of the Board of Regents Committee on Advancement was held on May 13, 2020 at 11:00 a.m. In attendance: Regents: Barry Gossett (committee chair), Louis Pope, James Holzapfel, D'Ana Johnson, Drew Needham, Geoff Gonella, and Linda Gooden. From USM institutions: Jason Curtin (SU), David Balcom (UMES), Theresa Silanskis (UB), Greg Simmons (UMBC), Cathy Sweet (UMGC), Stuart Clarke (UMCES), Jackie Lewis (UMCP), John Short (FSU), Brian DeFilippis (TU), Brent Swinton (BSU), Tom Sullivan (UMB), Ahmed El-Haggan (CSU), and 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, Vice Chancellor of Administration and Finance Ellen Herbst, Tom Gilbert, CFO, USM Foundation, Sapna Varghese, Director of Advancement, Ralph Partlow, VP & Associate General Counsel, USM Foundation, and Gina Hossick, Executive Assistant to Leonard Raley.

Chairman Gossett called the meeting to order at 11:05 a.m.

Fundraising Updates (information)
The system wide goal for the year is $265 million through the end of March 2020; we are 72% toward our annual goal of $356 million. Vice presidents discussed recent major gifts.

Covid-19 Impact on Advancement (information)
Most of the public session focused on how the pandemic is affecting advancement at our campuses. Each vice president talked about helping students and campuses cope. Collectively, the USM institutions have raised over $2M for student emergency funds. The advancement teams play a critical role in how our universities are helping with communications to students, admissions, enrollment management, and outreach regarding COVID-19 resources. The vice presidents also discussed budget concerns, balancing immediate fundraising needs with long-term strategies, the challenges of managing staff remotely, and the impact of the pandemic on campaign planning.

Reconvene to Closed Session (action)
Regent Gossett read the "Convening Closed Session" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under in §3-305 of the Open Meetings Act.

(Regent Gossett moved recommendation, vote to close by Linda Gooden, and seconded by Regents Gonella and Pope, unanimously approved)

The meeting adjourned at 12:10 pm.

UNIVERSITY SYSTEM of MARYLAND
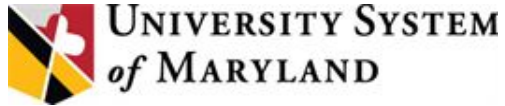
**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
May 13, 2020**

DRAFT

MINUTES: Closed Session

In attendance: Regents: Barry Gossett (committee chair), Louis Pope, James Holzapfel, D'Ana Johnson, Drew Needham, Geoff Gonella, and Linda Gooden. Also in attendance were: Brian DeFilippis, VP from Towson University, Jackie Lewis, VP from the University of Maryland, College Park, Leonard Raley and Marianne Horrigan from the USM office, and Elena Langrill, from the Attorney General's Office.

Chairman Gossett called the meeting to order at 12:10 p.m. The committee considered three naming requests.

The committee considered a naming request from Towson University to name a quadrangle on campus in honor of Dr. Julius Chapman. Vice President for Advancement Brian DeFilippis noted that Dr. Chapman led the integration of Towson as Director of the Towson Opportunity Program and later as TU's Dean of Minority Affairs. He was instrumental in establishing the Black Student Union, the Black Faculty and Staff Association, and the Black Cultural Center – all of which celebrated their 50th anniversaries in 2019.

Regent Pope made a motion to recommend approval of the request to the full Board. Regent Gooden seconded the motion. The motion was approved unanimously.

The committee considered a request from the University of Maryland, College Park to name the Joel & Kim Feller BSOS Advising & Career Center. Vice President for University Relations Jackie Lewis noted that Mr. Feller is a trustee of the UMCP Foundation; the Fellers' gift is the largest in the history of the College of Behavioral and Social Sciences. The Joel and Kim Feller BSOS Advising & Career Center will be located on the second floor of Tydings Hall.

Regent Gooden made a motion to recommend approval to the full Board; Regent Needham seconded the motion. The motion was approved unanimously.

The committee considered a request to name UMD's Main Administration building in honor of Thomas V. Miller, Jr. The specific name will be decided in consultation with Senator Miller.

The committee agreed that not only is Senator Miller one of UMD's most distinguished alumni, but for decades he has proven himself an unceasing benefactor of this campus and other University System of Maryland schools.

Regent Gooden made a motion to recommend approval of this request to the full Board; Regent Gonella seconded the motion. The committee voted unanimously in favor of the motion.

Meeting adjourned at 12:31 pm

UNIVERSITY SYSTEM
of MARYLAND

USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
May 13, 2020
Videoconference

Minutes of the Public Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 1:07 p.m. Wednesday May 13, 2020 via videoconference

Those in attendance included Regents Rauch, Attman, Gooden, Gossett, Johnson, Neall, and Wood; Chancellor Perman; Vice Chancellors Herbst and McDonough; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik, and Ms. Wilkerson.

1. **Policy VII-5.01: Board of Regents Policy on Multi-Year Review of Presidents.** The Committee reviewed proposed amendments to VII-5.01: Board of Regents Policy on Multi-Year Review of Presidents to change the review period to three years. The Regents had several additional amendments that they proposed including:
   - Section II, D. change wording to "robust development advancement program" rather than "private gifts"
   - Section II, I. include "student health and welfare"
   - Section III, B. make an allowance for electronic meeting in times of emergency or crisis

   The Regents voted unanimously to approve the proposed changes including the additional amendments discussed in the meeting (moved by Regent Attman, seconded by Regent Gooden).

2. **Technical Amendments: Policy VII- 5.10: Policy on Associates of the Chancellor and Presidents and Policy VII-10.00: Policy on Board of Regents Review of Certain Contracts and Employment Agreements.** The Committee reviewed technical amendments to these two policies, which change the name of this committee to the Committee on Governance and Compensation, following the name change in the fall. An additional proposed amendment would add language in Policy VII-10.00, Section III, B. to specify that the Chancellor should respond to the institution in a timely manner after the review of the contract by the Committee on Governance and Compensation. The Regents voted unanimously to approve the proposed technical amendments including the additional amendment discussed in the meeting (moved by Regent Gooden, seconded by Regent Gossett).

3. **Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Gossett; seconded by Regent Wood). The motion was unanimously approved.

The public session meeting adjourned at 1:23 p.m.
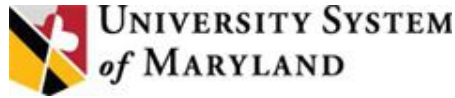
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USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
May 13, 2020
Videoconference

Minutes of the Closed Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 1:24 p.m. on Wednesday May 13, 2020 via videoconference.

Those in attendance included Regents Rauch, Attman, Gooden, Gossett, Johnson, Neall, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik, and Ms. Wilkerson.

1. **Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)); (§3-305(b)(1)).

2. **Review of Certain Contracts and Employment Agreements.** The Regents reviewed a personnel contracts from TU subject to review under Policy VII-10.0. (§3-305(b)(1)).

3. **Presidential Compensation.** The Regents discussed presidential compensation. (§3-305(b)(1)).

4. **Presidential Transition.** The Regents discussed the transition of President Wallace Loh. (§3-305(b)(1)).

5. **Multi-Year Performance Review.** The Regents discussed the multi-year performance review of President Kurt Schmoke. (§3-305(b)(1)).

6. **Chancellor's Goals.** The Regents reviewed the Chancellor's goals in connection with his performance evaluation. (§3-305(b)(1)).

The closed session meeting adjourned at 3 p.m.
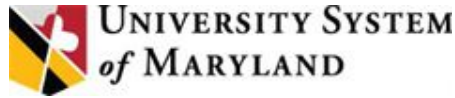
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UNIVERSITY SYSTEM
of MARYLAND

USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
June 4, 2020
Videoconference

Minutes of the Public Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:31 a.m. Thursday June 4, 2020 via videoconference

Those in attendance included Regents Rauch, Gooden, Gossett, Gourdine, Johnson, Neall, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik, and Ms. Wilkerson.

1. **Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Gossett; seconded by Regent Gooden). The motion was unanimously approved.

The public session meeting adjourned at 8:34 a.m.

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USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
June 4, 2020
Videoconference

Minutes of the Closed Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:34 a.m. on Thursday June 4, 2020 via videoconference.

Those in attendance included Regents Rauch, Gooden, Gossett, Gourdine, Johnson, Neall, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik, and Ms. Wilkerson.

1. **Ratification of the Coppin State University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers.** The Regents voted to recommend ratification of the Coppin State University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers (Regent Gossett moved, Regent Gourdine seconded; unanimously approved). (§3-305(b)(9)); (§3-305(b)(1)).

2. **Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)); (§3-305(b)(1)).

3. **Presidential Transition.** The Regents discussed the transition of a USM president. (§3-305(b)(1)).

4. **Annual Review of USM Presidents.** The Regents discussed the annual performance reviews of the USM presidents (§3-305(b)(1)).

5. **Annual Review of Chancellor's Direct Reports.** The Regents discussed the annual performance reviews of the Chancellor's direct reports. (§3-305(b)(1)).

6. **Annual Review of the USM Chancellor.** The Regents discussed the annual performance reviews of the USM Chancellor (§3-305(b)(1)).

The closed session meeting adjourned at 10:47 a.m.

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UNIVERSITY SYSTEM
of MARYLAND

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Technical Amendments to Policy VII-5.10: Policy on Associates of the Chancellor and Presidents and Policy VII-10.0: Policy on Board of Regents Review of Certain Contracts and Employment Agreements

COMMITTEE: Governance and Compensation

DATE OF MEETING: May 13, 2020

SUMMARY: The attached technical amendments to Policy VII-5.10 and Policy VII-10.0 change the name of this committee from the Committee on Organization and Compensation to the Committee on Governance and Compensation following the renaming of the committee in Fall 2019.

ALTERNATIVE(S): The Regents could not approve the technical amendments.

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION: That the Regents approve the technical amendments to Policy VII-5.10: Policy on Associates of the Chancellor and Presidents and Policy VII-10.00: Policy on Board of Regents Review of Certain Contracts and Employment Agreements.

COMMITTEE ACTION:	Recommend approval	DATE: May 13, 2020
BOARD ACTION:		DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

USM Bylaws, Policies and Procedures of the Board of Regents

VII-5.10 – POLICY ON ASSOCIATES OF THE CHANCELLOR AND PRESIDENTS

(Approved by the Board of Regents, August 28, 1992; amended April 13, 2007; Amended October 9, 2015; Amended February 12, 2016; Amended _____)

I. **PURPOSE AND APPLICABILITY**

The Board of Regents authorizes the creation of the positions of Associate of the Chancellor and Associate of the President (the Associate) in order to reflect and to recognize the contributions and services to the University System of Maryland (USM) of the spouse of the Chancellor and the spouses of the Presidents. This appointment acknowledges the Associate's responsibility in acting as an official agent of the USM and/or the Chancellor/President when a bona fide business purpose exists for the Associate's presence at meetings, workshops, conferences, institutional and community activities, alumni and fund raising events, faculty/staff activities, when hosting institutional and/or USM events in an official capacity, and in the management of university or foundation-owned residences.

II. **TERMS OF APPOINTMENT**

A. Appointment as Associate of the Chancellor/President is without salary or benefits and conveys no rights associated with employment by the USM or the State of Maryland except as specifically provided in this policy.

B. The following will be provided to the Associate by the institution or, in the case of the Associate of the Chancellor, by the USM Office:

1. An identification card which will provide access to USM libraries and other facilities in accordance with institutional procedures;

2. A courtesy parking permit for use at institution or USM Office facilities; and

3. Business cards with the Associate title.

C. While traveling as an Associate for a bona fide business purpose of the institution or the USM, USM-related travel expenses incurred will be reimbursed according to the USM travel policy. Incidental services on behalf of the institution or the USM, such as assisting in entertainment or preparing notes, do not constitute a bona fide business purpose. To be reimbursable, the Associate's provision of bona fide business services to the institution or the USM must comprise the primary purpose for the Associate's travel.

USM Bylaws, Policies and Procedures of the Board of Regents

D. Associate travel expenditures which are reimbursable as set forth in C. above must be approved by:

1. The Chancellor, or an appropriate senior level USM finance officer designated by the Chancellor, for Associates of the President; or

2. The Chair of the GovernanceOrganization and Compensation (GO & C) Committee of the Board of Regents, or a member of the GO & C Committee as designated by the GO & C Chair, for the Associate of the Chancellor.

E. When performing services as an Associate of the Chancellor/President, the Associate is formally recognized by the USM as a volunteer and as such is qualified as "State personnel" for purposes of coverage under the Maryland Tort Claims Act.

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USM Bylaws, Policies and Procedures of the Board of Regents

VII-10.0 - POLICY ON BOARD OF REGENTS REVIEW OF CERTAIN CONTRACTS AND EMPLOYMENT AGREEMENTS

(Approved by the Board of Regents 12/9/05, amended February 10, 2006; amended April 11, 2014; amended October 9, 2015; amended June 10, 2016; technical amendments [DATE])

I.   PURPOSE AND AUTHORITY

A.   Statutory Authority

Under §12-109(e) of the Education Article, Annotated Code of Maryland, the President of each institution has the authority and responsibility to "appoint, promote, fix salaries, . . .assign duties and terminate personnel." This authority is "subject to the authority and applicable regulations and policies of the Board of Regents". §12-109(e). The Chancellor has similar authority to appoint staff of the University System of Maryland (USM). §12-108(c).

B.   Purpose

It is the expectation of the Board of Regents that the Chancellor and the Presidents will establish compensation that is competitive to attract the best qualified applicants to the USM and its institutions, but is not excessive in comparison to the compensation for similar positions at peer institutions.

As part of its responsibility for the management of the USM, the Board of Regents adopts the following policy to ensure the systematic review of all contracts for highly-compensated personnel entered into by the USM and its institutions.

II.   SCOPE

This policy shall apply to all contracts, including appointment letters and contract amendments, for institution officers, academic administrators at or above the level or dean or director, other administrators and athletic personnel that contain any of the following provisions:

A.   A term of more than one year, with a provision providing severance compensation or leave in excess of standard severance compensation or earned leave pursuant to USM policies;

B.   An annual total compensation package that exceeds the annual total compensation package of the institution's President or the Chancellor (Total compensation shall include:

1.   salary;

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USM Bylaws, Policies and Procedures of the Board of Regents

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2. other allowances, performance and other contingent bonuses, revenues, or other benefits that must be declared as taxable income according to Internal Revenue Service rules and regulations; and

3. deferred compensation contributions in excess of the standard and optional retirement benefits offered routinely to USM and institution personnel.); or

C. A deferred compensation benefit in excess of the standard and optional retirement benefits offered routinely to USM and institution personnel.

D. Revisions in the terms of employment due solely to cost of living adjustments (COLA) or merit increases within the range of other institution employees, or other changes in the terms and conditions of employment which apply to a broad category of institution employees shall not require an additional review under this Policy for matters which have previously been reviewed.

III. **REVIEW OF CONTRACTS**

A. Review by the Attorney General's Office

Before a contract is executed, it must be submitted to the Office of the Attorney General for review and approval for legal form and sufficiency, with a copy provided to the Chancellor. The Office of the Attorney General shall communicate any significant legal concerns with the draft contract to the institution's President and the Chancellor. The Chancellor shall communicate any significant concerns, legal or otherwise, to the Chair of the Committee on ~~Organization~~ Governance and Compensation. The President shall consult with the Chancellor about any legal or other concerns before the contract is executed.

B. Review of Institution contracts by the Chancellor and the Board

Within two business days after executing a contract subject to this policy, the President must submit it to the Chancellor for Board of Regents review for informational purposes. The review will be conducted by the Committee on ~~Organization~~ Governance and Compensation. The President of the institution will be informed by the Chancellor of any questions or concerns arising from the committee's review of the executed agreement.

C. Review of USM Office Contracts

The Chancellor must submit any contracts subject to this policy for USM Office personnel to the Office of the Attorney General (with a copy to the Chair of the Committee on ~~Organization~~ Governance and Compensation) and to the Board of Regents for similar review.

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USM Bylaws, Policies and Procedures of the Board of Regents

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D.   Reporting Requirements

Not later than September 1 of each year, the President of each institution shall certify in writing to the Chancellor that the institution has complied with this Policy for every contract of the institution covered by the Policy which was executed in the previous fiscal year. The Chancellor shall report to the Board that such certifications have been received, as well as any non-compliance in either the certification or the contract review process. Not later than September 1 of each year, the Chancellor shall certify in writing to the Board of Regents that USM has complied with this policy for every contract for USM personnel covered by this Policy which was executed in the previous fiscal year.

IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

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UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT - Minutes from Open Session
June 3, 2020

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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 videoconference.

Regents in attendance included: Ms. Fish (Chair), Mr. Bartenfelder, Ms. Gooden, Mr. Gossett, Mr. Needham, Mr. Pope, and Mr. Wood.   Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. Lurie, Mr. Mosca, Mr. Page, Dr. Spicer, and Ms. White; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman, Mr. Gauthier, and Mr. Shaver.

The following agenda items were discussed:

1. FY 2020 Audit Committee Objectives (Information & Discussion)

    UMS's Director of Internal Audit presented the Audit Committee's Annual Work Plan FY 2020 and its completion status.

2. CliftonLarsonAllen LLP (CLA), Introductions and Audit Approach for the FYE 2020 Independent Audit (Information & Discussion)

    The Audit Partner for USM's Independent Auditor (CLA) presented the planned scope, strategy and approach that they will be following for their audit of USM's June 30, 2020 financial statements and the A133 Single Audit.

3. Completed Office of Legislative Audit Activity (Information & Discussion)

    Since the March 24, 2020 audit committee meeting, the Office of Legislative Audit has not issued any audit reports on USM institutions.

4. Open Action Items from Prior Meetings (Information & Discussion)

    USM's Director of Internal Audit provided a status update of action items from the March 24, 2020 audit committee meeting. Presentation materials also included earlier action items and an update on prior year A133 Single Audit findings.DD

Page 1 of 2

5. 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 Mr. Pope, seconded by Mr. Needham; 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
June 3, 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 Mr. Pope, seconded by Mr. Needham; unanimously approved.] The closed session commenced at approximately 11:05 a.m. This meeting was conducted via videoconference.

Regents in attendance included: Ms. Fish (Chair), Mr. Bartenfelder, Ms. Gooden, Mr. Gossett, Mr. Needham, Mr. Pope, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. Mosca, Mr. Page, and Ms. White; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. USM's Director of Internal Audit provided an update an open item from prior meetings. (§3-305(b)(15)).

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

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

4. 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)).

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

Closed session adjourned at 11:58 a.m.

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UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
June 10, 2020
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 1:30 p.m. Prior to the roll call, Vice Chancellor Herbst briefly explained the various audio and/or video galleries of meeting participants and attendees.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Gonella, Mr. Holzapfel, Mr. Neall, Mr. Pope, Mr. Rauch, Mr. Wood, Ms. Johnson, Mr. Leggett, Mr. Malhotra, and Hon. Schultz. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Boughman, Ms. Wilkerson, Mr. Hogan, Mr. McDonough, Assistant Attorney General Langrill, Dr. Jarrell, Ms. Peartree, Ms. Amyot, Mr. Colella, Mr. Danik, Ms. Kemp, Mr. Lockett, Mr. Lowenthal, Mr. Pyles, Ms. Rehn, Ms. Rhodes, Mr. Savia, Ms. Schaefer, Ms. Washington, Mr. Wyden, Mr. Bittner, Mr. Maginnis, Ms. Schuelke, Ms. Barton, Mr. Beck, Ms. Bucko, Ms. Decker, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Muntz, Mr. Nicholson, Mr. Page, Ms. Skolnik, Ms. West, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. Proposed FY 2021 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)

Regent Attman recognized Dr. Jarrell, Ms. Peartree, Ms. Rhodes, and Ms. Gillette from UMB. Regent Attman stated that this is a long-standing contract for service and explained that Section 13-306 of the Education Article of the State of Maryland requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval. The contract is negotiated each year for market value. This year's contract contains expanded security coverage for maintaining a safe environment. Regent Gossett inquired as to why the net figures provided earlier in the day during an UMMS board meeting differed from those in the Committee's materials. Ms. Rhodes responded that UMB works very collaboratively with the medical system to arrive at the agreement, and the figures involved should be in fact the same. Dr Jarrell pointed out that there are parts of the UMMS meeting where he must recuse himself and thus did not have an answer regarding the figures. Following a brief discussion of the potentially differing figures, the UMB leadership was asked and agreed to reconcile any differences between the two sets of numbers presented for the contact.

The Finance Committee recommended that the Board of Regents authorize the President of UMB to execute the Annual Contract for FY 2021, subject to a reconciliation of the two sets of figures for the contract.

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

[Update 6/10/20: UMB has confirmed that the contract that will be signed between the two parties will reflect the numbers as presented in this Board item.]

2.   <u>University of Maryland, Baltimore: Notice of Emergency Procurement (information)</u>

Regent Attman provided an overview of the item.   This item is coming to Committee as an information item that is reported as an Emergency Procurement that exceeds $5 million, consistent with the USM Procurement Policies and Procedures. He explained that UMB's Institute for Genome Sciences would be conducting testing for the COVID-19 virus and that the Assay kits were purchased in order to carry out that testing. Dr. Jarrell indicated that it is very efficient testing. The University obtained 5,000 kits which translates into 500,000 tests. Ms. Rhodes indicated that UMB will be the recipient of an award from the State to reimburse the University for its expenditure.

The Finance Committee received the item for information purposes.

3.   <u>University System of Maryland: FY 2021 Operating Budget (action)</u>

Regent Attman stated that this item represents the operating budget as approved by the Legislature during this session. The budget is required to be approved by the Board prior to July 1st. He reminded the regents that throughout the year that Chancellor Perman and Vice Chancellor Herbst had done a great job of keeping the Board informed on the strategic direction and progress of the budget. Additionally, the Chancellor provided operating budget updates throughout the Legislative Session during his reports to the Board. Referring to the materials, Regent Attman noted that the total USM budget of $6.1 billion includes revenue from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues.   He cautioned, however, that under the current circumstances the operating budget illustrated on the charts and passed by legislature would be subject to revision as Board, state, and federal actions evolve. In response to a question by Regent Wood regarding the fringe benefits figure, Vice Chancellor Herbst responded that the amount includes changes in the cost of healthcare plans and other university/state-provided benefits to employees.

The Finance Committee recommended that the Board of Regents approve the FY 2021 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

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

4.   <u>University System of Maryland: FY 2022 Schedule of Tuition and Mandatory Fees (action)</u>

Regent Attman began by stating that this recommendation recognizes the economic impact that the pandemic is having on students and their families. The USM recognizes and takes seriously its responsibility to students and families who have been disrupted during this unprecedented situation; and therefore, continues to work to help mitigate the financial impact of the COVID-19 pandemic.

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Regent Attman then announced that in consideration of the present and ongoing situation, the recommendation before the Committee was for a freeze of the existing tuition and mandatory fees at the FY 2020 level. As such, all undergraduate and graduate students would see no increase in their FY 2021 tuition or mandatory fee rates. Vice Chancellor Herbst indicated that under normal circumstances, in an effort to keep tuition affordable, the Committee would be considering a proposal to increase tuition rates of up to 2% for undergraduate resident students and 5% for graduate students and non-resident undergraduates. In implementing a freeze, she recognized that action would have an impact on funding, adding the leadership's desire to hold the students and their families at their same level of costs.   It was also noted that the schedule contained proposed rates for new programs, as listed on the item's summary.

Vice Chancellor Herbst responded to a question regarding whether the USM anticipated any issues with charging full tuition rates to students if they are receiving instruction online. She explained that the institutions are planning to bring students back to campus in some arrangement, possibly a hybrid mix of in-person and online instruction. She strongly stated that the value is in the accomplishment of the credentials that the students are receiving, online delivery of courses has been effective, and that the value is still there. Chancellor Perman added that according to national polls, students are interested in returning to campuses.

The Finance Committee recommended that the Board of Regents approve the tuition and mandatory fees schedule as submitted.

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

5.   University System of Maryland: Self-Support Charges and Fees for FY 2021 (action)

Regent Attman reviewed the item. In line with the Committee's recommended action on tuition and mandatory fees, he offered the recommendation that the existing self-support charges and fees be frozen at the FY 2020 level as well. Regent Attman indicated that Frostburg would have a new residence hall coming online in the Fall 2020, and as such those new rates for this hall were itemized on the schedule. It was also noted that that there was the need to stay within any CDC guidelines for housing students and that following such guidelines could impact the capacity in dorms and the actual charge for accommodations.   Importantly, as planning for housing in the fall continues, institutions would be working to minimize the financial impact on students and their families.

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 Gooden; unanimously approved)
Vote Count =   YEAs: 8   NAYs: 0   Abstentions: 0

6.   FY 2021 System Funded Construction Program Request (action)

Regent Attman summarized the item.   The recommendation for the FY 2021 System-Funded Construction Program includes funding from USM Auxiliary Bonds and cash appropriations by institutions as outlined in the attachments to the item.   He pointed out that the document reflected one change stemming from the draft materials distributed last month—a change requested by College

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Park to the funding for two student-related projects. Approximately $8.8M in bonds allocated for the High-Rise renovation project would instead be applied instead to the Replacement Dining Hall. This would replace a like amount of auxiliary cash that the College Park's dining program had set aside for the project and allows the campus to apply that money to meet other needs. Regent Attman reminded the Committee that the approval is for the single, asking-year budget, but a full five-year plan is required by Board policy. He also noted that where there are opportunities for public-private partnerships, Ellen and her group would bring those projects to the Finance Committee as they come along during the year. Vice Chancellor Herbst noted that the recommendation lists projects that are already under construction or those that are ready to go.   Regent Attman added that if financial conditions change drastically, then the Committee could revisit the project list.

The Finance Committee recommended that the Board of Regents approve the FY 2021 System Funded Construction Program request with the conditions listed (and within the attached materials) and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

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

7.   University System of Maryland: 42nd Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

Regent Attman stated that the System has entered into an Indenture of Trust with a Trustee that provides protections and rights to purchasers of USM revenue bonds. The Indenture requires that the Board adopt a resolution to authorize the issuance of any series of Bonds to be used for project costs. The resolution authorizes the issuance of Revenue Bonds to finance $104.5 million of academic and auxiliary facilities projects. Included in the resolution are four academic project authorizations approved by the legislature and signed into law by the Governor last month, including facilities renewal, totaling $32 million, and six auxiliary project authorizations

The Finance Committee recommended that the Board of Regents approve the 42nd Bond Resolution.

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

8.   University System of Maryland: Auxiliary Project Maturity Extension and Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)

Regent Attman explained that this item represented two inter-related actions. The first is an "official intent resolution," which allows the System to spend its own cash prior to selling bonds, and then reimburse itself for the use of cash on those projects with bond proceeds when the USM goes to financial market with the next new money issuance. The second resolution modifies the bond resolutions previously adopted, to extent the possible, increasing the term limit for auxiliary projects from 20 years to 30 years to lower the annual debt service amounts required of student housing projects.

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The Finance Committee recommended that the Board of Regents approve the two referenced resolutions as submitted.

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

9.   Biennial Exempt Market Salary Survey Report – Exempt Salary Structure Adjustment for FY 2021-2022 (action)

Regent Attman stated that the USM's Compensation and Classification Committee conducts a market salary study every other year and makes a recommendation regarding whether the existing exempt salary structures should be adjusted. However, the work supporting these findings was completed in several months before the coronavirus pandemic occurred.   Due to the expected economic impact of the pandemic, it is anticipated that the report's projections regarding salary structure increases in calendar year 2020 may no longer be accurate. For this reason, the Vice Presidents for Administration and Finance with the concurrence of the Presidents recommend renewing the current structures for July 2020 and delaying consideration of any potential change in the structure until December. In response to a question from Regent Wood about a statewide salary freeze, Vice Chancellor Herbst explained that the State had announced several measures to curb spending, including hiring freezes, travel bans, and other spending restrictions. She indicated that the USM had also put into place a set of controls to watch discretionary spending.

The Finance Committee recommended that the Board of Regents renew the current structures beginning July 2020 and delay consideration of any increase until the end of calendar year 2020.

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

10.   University of Maryland, College Park: Amendment to Sale of Land to Core Campus Manager, LLC (action)

Regent Attman reminded the regents that they had reviewed and approved the terms of the sale of the property at the February Board meeting. Considering the current economic climate and uncertainties, the University was approached by the developer for some price negotiations. While the subsequent negotiations resulted in an agreement to lower the purchase price by $200,000, the new figure is still well in excess above the stated appraisals.   Mr. Maginnis confirmed that the developer had already assembled properties around the UMD parcel, and that combined with the excellent location of the parcel created a value that exceeded the two appraisals.

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, as described in the item, consistent with the University System of Maryland Policy on Acquisition and Disposition of Real Property.

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

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11.   2020 USM Dashboard Indicators (information)

12.   Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes— Status Update (information)

Regent Attman noted that the two information items on the agenda could be reviewed at one's leisure, with any questions ensuing directed to Vice Chancellor Herbst.   He thanked staff for their work on these important systemwide initiatives.

The Finance Committee received the two items for information purposes.

Regent Attman then turned his attention to the upcoming June 30th retirement of Dr. Donald Spicer, Associate Vice Chancellor and Chief Information Officer, praising his outstanding contribution to the USM for over 20 years.   Regent Attman called Dr. Spicer a steady force for improvement and transformation in the USM IT landscape—building collaborative networks not only in the USM, but throughout higher education. Regent Attman recognized Dr. Spicer as instrumental in implementing the vision of the Board's Effectiveness & Efficiency Initiative. His leadership in these efforts—including the Maryland Education Enterprise Consortium—yielded tens of millions of dollars in savings across the USM and other educational entities throughout Maryland. Regent Attman asked everyone to join him in wishing Dr. Spicer a long and fulfilling retirement with sincere gratitude for his many years of service to the USM.

13.   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 Pope; unanimously approved)
Vote Count =   YEAs: 8   NAYs: 0   Abstentions: 0

Regent Attman thanked everyone for joining the meeting. The public meeting was adjourned at 2:31 p.m.

<div align="center">

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

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UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
COMMITTEE ON FINANCE
June 10, 2020
Meeting via Video Conference

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 2:34 p.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Gonella, Mr. Neall, Mr. Pope, Mr. Rauch, Mr. Wood, Ms. Johnson, Mr. Leggett, Mr. Malhotra, and Hon. Schultz. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Mr. Hogan, Mr. McDonough, Assistant Attorney General Langrill, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Page, and Ms. McMann. Mr. Colella, Mr. Maginnis, Ms. Schuelke, and Mr. Pyles also participated in part of the session.

1. The committee discussed the lease of real property in the City of College Park (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
   Vote Count =   YEAs: 8   NAYs: 0   Abstentions: 0

2. The committee discussed the acquisition of real property in the City of Salisbury (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
   Vote Count =   YEAs: 8   NAYs: 0   Abstentions: 0

3. The committee discussed the proposed FY 2022 Capital Budget submission (§3-305(b)(13)). (Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)
   Vote Count =   YEAs: 8   NAYs: 0   Abstentions: 0

The session was adjourned at 3:02 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed FY 2021 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation

COMMITTEE: Finance

DATE OF MEETING: June 10, 2020

BRIEF EXPLANATION: Pursuant to Section 13-306 of the Education Article, each year the Board of Regents of the University System of Maryland and the Board of Directors of the University of Maryland Medical System Corporation (UMMS) are asked to approve an annual contract between University of Maryland, Baltimore (UMB) and UMMS which states all financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center (UMMC).

Section 13-306 requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval. The contract text has been reviewed and approved by the Office of the Attorney General for form and legal sufficiency.

At this time, the Board is asked to approve the Annual Contract for FY 2021 incorporating the financial information for FY 2021 reflected in the attached schedule of payments of UMMS and UMB to one another in Fiscal Years 2019, 2020 and 2021. For FY 2021, there is a net increase of $10,199,530 in UMMS compensation to UMB. Adjustments relate to variations in service needs of UMMC, adjustments to fringe benefit rates for UMB salaries in FY 2021, and the addition of public safety related UMB services to UMMC. In FY 2021, UMMC will provide support for UMB to post a police officer in the UMMC Emergency Department on a 24/7/365 basis. The contract also includes a new provision for UMMC support for a complement of security officers (not armed police officers) patrolling the campus area proximate to UMMC and adjacent UMB buildings during two daily shifts. The cost of this security service is being shared by UMMC and UMB.

The majority of faculty services reflected in the contract are provided at UMMC facilities at the UMB campus. The contract also includes compensation for School of Medicine faculty services at the University of Maryland Medical Center Midtown Campus in clinical services that are managed by the UMMC leadership.

ALTERNATIVE(S): An Annual Contract incorporating the information in the attached schedule is recommended by the Interim President of UMB, the Dean of the School of Medicine, the President of UMMS and the Chancellor. In accordance with Section 13-306, the Committee could postpone action and recommend that the Regents and Directors appoint a joint committee to review the proposed contract. This is not recommended, as UMB and UMMS have agreed upon contract terms.

FISCAL IMPACT: The fiscal impact of the Annual Contract is as specified in the attached schedule. Subject to adjustments as discussed in the text of the Annual Contract, it results in a net fund transfer from UMMS to UMB of $154,190,364 in FY 2021.

https://usmd-my.sharepoint.com/personal/lmcmann_usmd_edu/documents/home/lem/bor/2020 - 061020/umb-umms fy21 annual agreement to bor.docx

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Board of Regents authorize the President of UMB to execute the Annual Contract for FY 2021.

COMMITTEE RECOMMENDATION: The Committee recommended approval subject to a reconciliation of the two sets of figures for the contract.   DATE: 6/10/20

Update: UMB has confirmed that the contract that will be signed between the two parties will reflect the numbers as presented in this Board item.

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

PAYMENTS UNDER
FY 2019, FY 2020, and FY 2021 ANNUAL CONTRACTS
BETWEEN UMB AND UMMS

Payments to UMB	FY 2019	FY2020	FY2021
Administrative Services	$1,143,252	$1,179,341	$2,578,473
Faculty Services:			
School of Medicine (including Trauma)	$141,299,894	146,416,942	$155,036,448*
School of Pharmacy	$1,287,024	$1,490,817	$1,673,899
School of Dentistry	$571,273	$590,773	$588,583
Payments to UMMS			
Space Charge	($1,157,304)	($1,157,304)	($1,157,304)
Fringe Benefit Adjustment**	($4,643,000)	($4,529,735)	($4,529,735)
NET TO UMB	$138,501,139	$143,990,834	$154,190,364

* For Fiscal Year 2021, $37,144,325 of this School of Medicine support is designated as seed support. Continuation of that seed support in FY2022 and later years is subject to annual negotiation. The School of Medicine support does not include additional funds UMMS expects to provide to support salaries of physicians who are recruited during Fiscal Year 2021 to new positions supported by UMMS.

**The SOM payments for faculty services are calculated using the standard UMB faculty fringe benefit rate. The effective fringe benefit rate for School of Medicine faculty is lower than the campus standard or average rate. SOM will adjust the fringe benefit payment to UMMC to obtain a UMMC payment closer to actual cost than would result if the full fringe benefit rate were charged. For FY21, the adjustment is $4,529,735.

https://usmd-my.sharepoint.com/personal/lmcmann_usmd_edu/documents/home/lem/bor/2020 - 061020/umb-umms fy21 annual agreement to bor.docx

MEDICAL SYSTEM AGREEMENT
FOR FISCAL YEAR ENDING JUNE 30, 2021

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SCHEDULES

EXHIBITS

MEDICAL SYSTEM AGREEMENT
FOR FISCAL YEAR ENDING JUNE 30, 2021

This Agreement is made as of July 1, 2020, between the University System of Maryland, a public corporation and an agency of the State of Maryland, and the University of Maryland Medical System Corporation, a private, nonprofit, nonstock corporation organized under the laws of the State of Maryland which assumed ownership of and management responsibility for the University of Maryland Medical System (as then defined in the law) on July 1, 1984.

RECITALS

The University of Maryland, Baltimore ("UMB"), a public university that is part of the University System of Maryland ("University"), includes accredited Schools of Medicine, Pharmacy, Law, Dentistry, Nursing, and Social Work ("Schools"). The University of Maryland Medical System Corporation owns and operates the University of Maryland Medical Center ("UMMC"), formerly a division of the University of Maryland, Baltimore providing patient care services. UMMC and the Schools have long-standing, historic associations and enjoy close, cooperative and effective working relationships. Together they seek to realize the statutory purposes set forth in Title 13, Subtitle 3, Education Article, Annotated Code of Maryland (2018 Repl. Vol.), authorizing the creation of the University of Maryland Medical System Corporation and its subsidiary University of Maryland Medical Center LLC.

This Agreement is intended by the parties to serve as the annual contract mandated by Section 13-306 of the Medical System Law (defined below) for fiscal year 2021. Toward this end, and in consideration of the mutual covenants and agreements set forth in this Agreement, the University System of Maryland and the University of Maryland Medical System Corporation agree as follows:

TERMS

ARTICLE I.   DEFINITIONS

In this Agreement, the following words have the meanings indicated:

A.   "2020 Agreement" means the Annual Contract between the parties for the fiscal year ending June 30, 2020.

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B.   "2021 Agreement" means this Annual Contract between the parties for the fiscal year ending June 30, 2021.

C.   "Annual Contract" means the agreement between USM and the Medical System Corporation required by the Medical System Law, stating all financial obligations, exchanges of services, and any other agreed relationships between USM and UMMC for the ensuing fiscal year, and identifying the services to be provided and the agreed cost of such services.

D.   "Board of Directors" means the Board of Directors of the Medical System Corporation.

E.   "Board of Regents" means the Board of Regents of USM.

F.   "CEO/UMMC" means the person serving as Chief Executive Officer of UMMC.

G.   "Chancellor" means the Chancellor of USM.

H.   "Fiscal Year" means the Fiscal Year ending June 30, 2021.

I.   "Medical Center LLC" means University of Maryland Medical Center, LLC, a nonprofit subsidiary established by the Medical System Corporation as provided in Section 13-303(k) of the Education Article of the Annotated Code of Maryland.

J.   "Medical System Assets" means all assets allocated to the Medical System as shown on the financial statements of the Medical System at the Transfer Date and as more particularly or additionally identified or supplemented by the Board of Regents and approved by the Board of Public Works and transferred to the Medical System Corporation upon its establishment in 1984, including (except as limited by the terms of the documents of transfer approved by the Board of Public Works) all related land and buildings and funds deposited with the State Treasurer.

K.   "Medical System CEO" means the person elected Chief Executive Officer of the Medical System Corporation by its Board of Directors.

L.   "Medical System Corporation" means University of Maryland Medical System Corporation, a private, nonprofit, nonstock corporation formed under the general corporation laws of this State. Its assets include, without limitation, UMMC, as defined in definition X below.

M.   "Medical System Law" means Chapter 288 of the Laws of Maryland of 1984, which is codified (in part) in Title 13, Subtitle 3, Education Article, Annotated Code of Maryland.

N.   "Medical System Liabilities" means all liabilities allocated to the Medical System Corporation as shown on the financial statements of the Medical System Corporation at the Transfer Date.

O.   "Medical System University Personnel" means those employees of the University assigned in the Medical System who were offered positions as UMMC Employees as of the Transfer Date, but elected not to accept them.

P.   "Midtown" means the hospital in Baltimore City owned by the Medical System Corporation through its subsidiary, University of Maryland Medical Center Midtown Health, Inc. Midtown is operated and licensed as a health care facility independent of UMMC, and is known as the "UMMC Midtown Campus".

Q.   "President" means the President of the University.

R.   "School of Dentistry" means the University of Maryland School of Dentistry.

S.   "School of Medicine" means the University of Maryland School of Medicine.

T.   "School of Nursing" means the University of Maryland School of Nursing.

U.   "School of Pharmacy" means the University of Maryland School of Pharmacy.

V.   "Shock Trauma Center" means the R Adams Cowley Shock Trauma Center of the Medical System Corporation.

W.   "Transfer Date" means July 1, 1984, the date of transfer of Medical System Assets determined by the Board of Public Works and filed with the Secretary of State and the Department of Legislative Reference.

X.   "UMMC" means the licensed health care facility owned and operated by the Medical System Corporation at or adjacent to the University campus, including the health care delivery components of University Hospital, the Greenebaum Comprehensive Cancer Center (the current name of the University Cancer Center referred to in the Medical System Law) and the Shock Trauma Center. UMMC does not include health care delivery components owned or controlled by the Medical System Corporation that were not named in the Medical System Law.

Y.   "UMMC Employees" means employees of UMMC, including without limitation employees of the Medical Center LLC and employees of Midtown as referred to in Article VI.

Z.   "UMMC Personnel" means both Medical System University Personnel and UMMC Employees.

AA.   "University" means the University of Maryland, Baltimore.

BB.   "USM" means the University System of Maryland.

[THIS AREA INTENTIONALLY BLANK]

ARTICLE II.   COOPERATION IN ACADEMIC PROGRAMS

A.   Consistent with their educational missions, the University and UMMC will cooperate in the planning and administration of health professions academic programs at the University and UMMC, including both clinical education and clinical research, and the graduate medical education programs sponsored by UMMC. Academic programs may be extended to Midtown by the parties' agreement.

B.   Existing affiliations between UMMC and the health professions schools of the University for the conduct of academic programs of the schools will be continued under the direction of the CEO/UMMC, the President, and the deans of the respective schools. Affiliation agreements between UMMC and the schools may be developed by UMMC and the University as required for accreditation of the schools' degree programs or UMMC's graduate medical education programs. Affiliation agreements will be modified as appropriate to reflect any co-location of programs at Midtown or transfer of programs to Midtown.

C.   Affiliations between the schools of the University and health care institutions other than UMMC will be coordinated with the academic programs of the University at UMMC and with UMMC graduate medical education programs.

D.   All actions of the parties with respect to academic programs and affiliations shall be consistent with applicable accreditation requirements for UMMC's facilities, University academic programs, and UMMC's graduate medical education programs in terms of both curriculum requirements and standards for patient care. In addition, the parties agree that they will cooperate with respect to implementing their respective policies regarding sexual harassment and sexual misconduct, which include, but are not limited to, policies addressing Title IX of the Education Amendments of 1972, as amended, and Title VII of the Civil Rights Act of 1964, as amended. More specifically, each party agrees to notify the other promptly upon becoming aware of any allegation of sexual harassment or sexual misconduct against, or by, a representative or affiliate of the other. In the case of UMB, representatives or affiliates includes any student, any faculty or staff personnel, and any third parties or contractors under UMB's control. In the case of UMMC, representatives or affiliates includes any employee, any volunteer, and any contractor or its employees, and any medical or professional staff who are not UMB personnel. Each party agrees to cooperate with the other regarding investigations of possible sexual harassment or sexual misconduct at UMMC facilities or elsewhere involving individuals in the categories described above. Each party will support the other in taking steps to end any sexual misconduct or sexual harassment, prevent its recurrence and address its effects. Each party will provide the other with information about applicable policies, and the parties will work together to provide appropriate training and educational materials for their respective constituencies.

E.   Information related to changes in University academic programs or UMMC or Midtown patient care activities that would affect the budget or operations of the other party shall be provided in advance of the planned changes. After discussion between the President and the CEO/UMMC, planning for the implementation of any changes will be coordinated by appropriate University and UMMC personnel, as specified by the President and the CEO/UMMC.

F.   The University will provide to UMMC information about faculty proposals for clinical research to be conducted in UMMC or Midtown facilities. This information will be provided in a timely manner so that UMMC may evaluate the operational and financial implications of the proposed clinical research and confirm that services required for the research may be provided by UMMC or Midtown. UMMC's evaluation will be completed in a timely manner so as to avoid delay of the University approval processes. UMMC and the University will maintain appropriate business processes to guide the accurate billing of services delivered in conjunction with clinical research protocols.

G.   Annually, the University will provide to UMMC information about any professional liability insurance acquired by the University, or provided by the State of Maryland, to provide coverage for University students and/or faculty that would be applicable to incidents arising from educational or research activities conducted by the University at UMMC or Midtown.

H.   Prior to assigning students to UMMC for clinical experience or training, the University will provide those students with training, orientation, and immunizations as required by UMMC for health care workers, as applicable, and will require students to present evidence of health insurance. In the event UMMC believes that the University is not providing the required training, orientation and immunizations in a timely manner, UMMC may provide the services to the students and will charge the University for the actual cost of the services. The current requirements of UMMC are listed in Exhibit A.

I.   If a University student is exposed to body fluids as defined in Section 18-338.1 ("the Section"), Health-General Article, Annotated Code of Maryland, while engaged in educational clinical experience at UMMC or Midtown, the student, as a health care provider, may request patient testing under the conditions set forth in the Section. Applicable policies of UMMC or Midtown, as relevant, will be followed, except that the University will be responsible for counseling of students and expenses of testing.

J.   The parties will consolidate funds available for the salaries of medical residents and fellows so that the funds are administered by a single employer. UMMC serves as the employer of the medical residents and fellows. In that capacity, UMMC administers UMMC funds, Veterans Administration funds, and some other funds. Except where restricted by law or

contract, University funds for resident and fellow salaries from accounts identified as revolving and grant accounts will be transferred to UMMC for administration during the Fiscal Year.

ARTICLE III. UNIVERSITY ADMINISTRATIVE SERVICES TO UMMC

USM, through the University, will provide services to UMMC as described in this ARTICLE III and Exhibits B and C. The University will be paid for providing these services and will transfer funds to other components of USM, if appropriate, if other components have been involved in furnishing services to UMMC.

A.   Personnel Services

1.   UMMC will be responsible for personnel administrative services related to its employment of all UMMC Personnel.

2.   All employment records for UMMC Personnel made and used by the University Office of Human Resource Services (formerly the University Office of Personnel) previously have been transferred to the Medical System Corporation. The University Associate Vice President for Human Resource Services or designee shall be given access to transferred records concerning Medical System University Personnel for any reasonable purposes. In the event of requests pursuant to the Maryland Public Information Act or any other State law for information from records concerning Medical System University Personnel, the party receiving such request will advise the other party, and a coordinated response will be prepared by UMMC. UMMC shall maintain all transferred Medical System University Personnel records as it maintains like records in its ordinary course of business, and shall not destroy or dispose of any such records without first giving the University the option to accept return of such records.

3.   The President and the Chancellor continue to delegate to the CEO/UMMC and his designees the President's and Chancellor's authority concerning Medical System University Personnel under the USM rules for exempt and non-exempt staff and Sections 12-108 and 12-109 of the Education Article.

4.   UMB has a Wellness Program for employees. Upon request of UMMC, designated UMMC employees will be offered the opportunity to participate in a limited UMMC wellness program coordinated by UMB. Compensation for administrative services provided by UMB to facilitate the UMMC wellness program is stated on Schedule 1. It is anticipated that UMB will book for the UMMC wellness program events that are chosen by UMMC, which must pre-approve costs of booked events. UMB will contract for UMMC wellness program events, pay contractors to provide the events, and bill UMMC for reimbursement unless UMMC chooses to contract and pay for specific events. Wellness program activities as well as billing and late payment terms are described in Exhibit B.

B.   University Administrative Services

1.   Through its Offices of Facilities Management and its Police Department, the University will provide to UMMC facilities management and Police and security officer services as specified in Exhibit B.   The compensation for these services for the Fiscal Year is specified in Schedule 1.

2.   As stated in Exhibit B, some Police services will be compensated on a fee-for-service basis, with the cost of service being calculated solely by multiplying the hourly wage of the personnel involved, including any shift differential, times the hours or fractional hours required for the service.   UMMC is not obligated to purchase such services or any set amount of such services.   Services provided on a fee-for-service basis under this subsection will be billed to UMMC by the appropriate University office, with payment due to the University within thirty days from UMMC's receipt of the University's bill for such services.

C.   Department of Environmental Health and Safety

1.   Through its Department of Environmental Health and Safety, the University will provide services to UMMC as specified in Exhibit C.   The compensation for services for the Fiscal Year is specified in Schedule 1.

2.   Compensation for the services described in Exhibit C does not include the University's costs for materials, supplies, permits and licenses issued to UMMC, and contracted services required to furnish the services to UMMC.   Services described in Exhibit C provided that exceed limits stated in Exhibit C will be invoiced as extra costs.   Such costs will be billed to UMMC quarterly, with payment due to the University within thirty (30) days from UMMC's receipt of the University's bill.   No expenditure or related group of expenditures in excess of $1,000 will be made without prior approval of UMMC.   The University reserves the right to require that major purchases or contracts be made directly by UMMC.

D.   Changes in Level of Administrative Services

1.   (a)   Any changes in administrative service during this Fiscal Year must be agreed upon as provided in ARTICLE X, Section K, Paragraph 1(a).

(b)   Unless otherwise specifically provided in this ARTICLE III, UMMC shall provide to the University not later than January 1, 2021 written notice of intention to reduce the level of administrative services provided by any administrative unit named in this Article pursuant to the terms of the Annual Contract between the Medical System Corporation and USM for the succeeding fiscal year.

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2.   In connection with the Medical System Corporation's establishment of administrative units to carry out functions performed by the University under this Agreement, the Medical System Corporation agrees not to hire, employ, or contract with any University employee whose function in any way relates to performance of an administrative service by University for the Medical System Corporation. This prohibition is applicable to employees of all University administrative units providing services described in ARTICLE III of this Agreement. Notwithstanding the foregoing provisions, the Medical System Corporation may extend offers of employment to University personnel who have been laid off or discharged, or who have given the University at least six (6) months prior written notice of their intention to accept a position with the Medical System Corporation. The period of notice may be reduced by the University's Vice President for Administration and Finance.

E.   University of Maryland Identity Program

The University and UMMC have a joint corporate identity program intended to promote the identifier "University of Maryland" and a common logo based upon that identifier for both parties. The identifier and logo will be used in connection with promotional literature, advertising, publications, signage, and other uses, as confirmed in separate memoranda between the parties, approved by the President of the University and the CEO/UMMC. Branding and identification activities will continue in the Fiscal Year. The parties may enter into joint procurements of identity and promotion services, and will reimburse one another appropriately to allocate costs between the parties.

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ARTICLE IV. UNIVERSITY FACULTY SERVICES TO UMMC AND MIDTOWN

    A.   <u>Medical School Faculty</u>

    1.   The School of Medicine shall assign members of its clinical faculty to be responsible for (a) teaching and supervision of UMMC residents as part of UMMC's graduate medical education programs; (b) administrative and supervisory functions on behalf of UMMC as required for accreditation of its facilities and programs and as necessary for its efficient operation; and (c) such other services, at UMMC or at Midtown, as reasonably requested by UMMC to support clinical programs and as agreed to by the School of Medicine. UMMC will pay the University the sums stated in Schedules 2A and 2B as compensation for the services at UMMC and the sums stated on Schedule 2C for the services at Midtown.

    2.   Schedules 2A and 2B state the assignment of funding to "base" support, generally reflecting ongoing commitments, and "seed" support, generally reflecting start up support for a specified period of time which is not intended to be ongoing for faculty services at UMMC. It is acknowledged that there may be an ongoing component of "seed" support when mutually agreed upon by UMMC and the School of Medicine.

    3.   It is understood and agreed that if this Annual Contract remains in force after June 30, 2021, as a result of the effect of Section 13-306(d) of the Medical System Law, the University waives any claim to be paid "seed" support with respect to the period of time after June 30, 2021, except to the extent of specific written multi-year commitments continuing after that date which have been made between UMMC and the School of Medicine and are referenced in Schedule 2B.

    4.   The parties anticipate that following written approvals as provided in ARTICLE X, Section K, Paragraph 4(a), below, Schedules 2A, 2B and 2C compensation will be increased during the Fiscal Year as additional faculty begin to provide services at UMMC or Midtown. The parties also anticipate that funding may be shifted between Schedules 2A and 2C due to transfers of academic and clinical programs during the Fiscal Year.

    5.   UMMC will provide, or require Midtown to provide, the School of Medicine faculty with office and teaching space, equipment, and administrative support required by the faculty to carry out properly their responsibilities under this Section. The CEO/UMMC and the Dean of the School of Medicine ("Dean-M") shall consult with respect to any changes proposed by either party or by Midtown in the level of support to be provided or the space assigned pursuant to this Section. If the proposed changes are not mutually acceptable, the issues shall be referred to the President and the CEO/UMMC in accordance with ARTICLE X, Section B, below.

6.   The Dean-M, after consultation with the CEO/UMMC, will assign faculty members to provide services in the clinical specialties listed in Schedules 2A, 2B and 2C. On-going compensation for the faculty services is based on the following principles: (a) the services to be provided are defined and quantified; (b) the services are provided on an efficient and effective basis; and (c) compensation is based on fair market value.

7.   The Dean-M and the CEO/UMMC will develop and implement performance standards that will serve to assess the services provided by the School of Medicine faculty members at UMMC and Midtown in the following areas: (a) medical direction; (b) resident and fellow supervision; (c) clinical quality; (d) customer service; (e) cost of care; and (f) operational efficiency.

8.   The CEO/UMMC and the Dean-M shall meet to discuss any (a) dissatisfaction by UMMC or Midtown with the services provided by any School of Medicine department or individual faculty member, or (b) the failure of any School of Medicine department or individual faculty member to meet the performance standards agreed to by the parties.

9.   (a)   Pursuant to Section 13-305(a) of the Medical System Law, the chairs of the clinical science departments of the School of Medicine serve as chiefs of the corresponding clinical services at UMMC. The clinical chairs/chiefs must participate in furthering the objectives of the School of Medicine and UMMC. In so doing, the clinical chairs/chiefs are responsible to the Dean-M for the academic, research, and patient care activities of themselves and their departmental faculty. For patient care in or on behalf of UMMC, the clinical chairs/chiefs also are responsible to the CEO/UMMC. If clinical chairs or other faculty of the School of Medicine are proposed by the CEO/UMMS as chiefs of service at Midtown, the concurrence of the Dean-M is required.

(b)   Recruitment and selection of a UMMC clinical chair/chief is the joint responsibility of the Dean-M and the CEO/UMMC. Search committees will be appointed by the Dean-M, in consultation with the CEO/UMMC, who shall nominate a member of the UMMC administration to represent it on each committee. Negotiations with prospective new clinical chairs/chiefs shall be carried out concurrently by the Dean-M and by the CEO/UMMC, with the final proposal being a joint one. Appointments of division heads in clinical departments and medical directors of clinical specialty units in UMMC shall be made by the clinical chairs/chiefs with the approval of the Dean-M and the CEO/UMMC.

(c)   Recommendations to the President of salaries for clinical chairs/chiefs, division heads, and medical directors of clinical specialty units at UMMC or Midtown shall be made with the approval of the Dean-M. The CEO/UMMC will provide input to

the Dean-M concerning the evaluations of annual salary increases for clinicians, chiefs, division heads and medical directors working at UMMC or Midtown.

10. The School of Medicine and UMMC will establish mutually agreed evaluation tools to measure efficiency, effectiveness, safety and customer service for the faculty work in the UMMC clinical services. These tools will include reports to determine refunds to UMMC from the School of Medicine if performance measures are below agreed goals and financial incentives payable to the School of Medicine if performance is above agreed upon goals. Refunds will not exceed 10 percent of faculty support during the annual period. Financial incentives will not exceed 5 percent of faculty support during an annual period. Performance measures, incentives and refunds, are agreed upon between the SOM Chair or Program Director and the Chief Clinical Office, UMMC and are tracked by specialty/department area.

On a monthly basis, evaluation results will be analyzed by UMMC and the respective School of Medicine departments providing faculty services at UMMC, and the results will be reported to the Dean of the School of Medicine. Any refunds or incentives in compensation identified as a result of the performance evaluations will be finalized within 120 days after the end of the fiscal year and transferred to either UMMC by the School of Medicine or by the School of Medicine to UMMC.

The semi-monthly payments from UMMC for support of faculty salaries will not be altered during the Fiscal Year as a result of possible refunds or incentives based on evaluations each month.

11. Only those School of Medicine faculty members who render specific supervisory, administrative, and/or educational services to UMMC or Midtown or who are otherwise approved by the Dean-M and the CEO/UMMC shall receive income from the payments made to the School of Medicine pursuant to this Section of ARTICLE IV. Faculty may receive income from the payments while they are on sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment, with prior approval for such payments by the Dean-M and the CEO/UMMC. With the consent of the CEO/UMMC, the School of Medicine may use the income budgeted for support of a specific faculty member to pay another faculty member in the event the first individual ceases to receive, or ceases to be eligible to receive, income from the payments made to the School of Medicine. The parties agree to continue to transition from a model that ties UMMC or Midtown funding to specific physicians to a fair-market value, fixed fee, service-based funding approach. The parties will work diligently to achieve this goal. This work will be based upon the approved list of services provided by the School of Medicine physicians to UMMC and Midtown, with appropriate performance measures developed jointly in order to evaluate the delivery of these services. It is anticipated that the

transition in funding methodology will occur and be implemented on a department-by-department basis, until such time as that base funding for all clinical departments is paid on a fixed-fee basis.

12.   Schedules 2A, 2B and 2C include fringe benefit costs, at the stated University rates, associated with the payments being made for faculty services pursuant to paragraph 1. See ARTICLE X, Section M, Paragraph 1, regarding adjustment of these costs.

13.   (a)   During the Fiscal Year, UMMC anticipates incurring costs for salaries and fringe benefits $1,500,000 less than the Grand Total of salaries and fringe benefits stated on Schedule 2A, 2B and 2C because of turnover savings as defined in this paragraph 13.

(b)   "Turnover savings" means the amount of UMMC support for faculty salary and fringe benefits (as reflected on Schedules 2A, 2B and 2C) which is not actually required or used for the salary and related fringe benefits of a faculty member as provided in this Agreement. Faculty salary for this purpose includes, in addition to wages for periods of employment, salary payments to faculty for unused annual and holiday leave when such payments are due upon separation from employment under the faculty benefits policies of the University, as well as payments for sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment if approved as provided in Section A, Paragraph 11, of this ARTICLE IV.

(c)   Periodic payments due from UMMC for faculty salary and fringe benefit support will be based upon the Projected Cost stated on Schedules 2A, 2B and 2C (i.e., the Grand Total of salaries and fringe benefits less $1,500,000) and adjusted as provided in ARTICLE X, Section M, Paragraph 1.

(d)   At the end of the Fiscal Year, if the turnover savings are less than $1,500,000, UMMC will pay to the University one half of the difference between $1,500,000 and the turnover savings. The maximum payment due the University under this subparagraph (d) shall not exceed $750,000. The payment will be due within 15 days after the Dean's Office reports to UMMC the incurred costs as compared to the projected total cost for salaries and fringe benefits as set out in Schedules 2A, 2B and 2C. The turnover savings will be computed based on notices provided by the Dean's Office of the School of Medicine as described in ARTICLE X, Section K, Paragraph 4(b).

14.   UMMC funds will not be used by the School of Medicine to support salaries of faculty on terminal leave, sabbatical leave, paid leave of absence, or administrative leave related to separation from employment without securing prior written consent of the CEO/UMMC.

B.   School of Pharmacy Services

UMMC and the School of Pharmacy will be provided services as described in this Section B.

1.   The Dean of the School of Pharmacy ("Dean-P") or designee and the Director of Pharmacy Services of the UMMC Department of Pharmacy Services ("Director") or designee will cooperatively establish prior to July 1, 2020, a specific schedule of services the School of Pharmacy will provide to UMMC, and a list of faculty, staff and residents who will provide the services in the Fiscal Year.

(a)   Throughout the Fiscal Year, the Dean-P or designee and the Director or designee will meet periodically to:

(i)   reevaluate the needs of the School of Pharmacy and the UMMC Department of Pharmacy Services and the performance of all participants, and progress toward any agreed goals;

(ii)   adjust the services and faculty, staff and resident assignments and expectations to meet these needs in an effective manner.

(b)   Either the Dean-P or the Director may initiate a reevaluation of services or assignments or request the other party to substitute personnel providing services.

(c)   The Director will ensure that faculty and staff assigned to provide services receive appropriate appointments in the UMMC Department of Pharmacy Services and have access to patient care areas and the data necessary for the performance of required services.

(d)   Services will be limited to agreed areas of faculty and staff expertise and to the availability of faculty and staff as agreed by the Dean-P and the Director or their respective designees.

(e)   The activities provided at UMMC by the faculty, staff and residents of the School of Pharmacy may include but shall not be limited to: patient care services; active participation on committees as agreed; attendance at Department of Pharmacy Services meetings and in-services; precepting UMMC residents while on rotation in an assigned service area; provision of staff development programs to the pharmacy staff; participation in collaborative projects including research, cost savings, cost-containment, patient staff and/or quality improvement; and other initiatives used to improve medication use throughout UMMC.

(f)   The activities provided by the faculty and staff of the School of Pharmacy shall include active participation in the activities of the Pharmacy and Therapeutics Committee, including, if necessary and requested by UMMCS, assignment of one faculty member to membership on the Committee.

(g)   The activities of the School of Pharmacy faculty providing services at UMMC pursuant to this Agreement are subject to the following terms:

(i)   For faculty providing direct patient care, the percentage of effort related to inpatient services will be as stated in the schedule of services established by the School of Pharmacy and UMMC ("service agreement").   The School of Pharmacy will require that if a faculty member is unable to provide scheduled service coverage, it is the responsibility of the faculty member to make arrangements for coverage, if possible, and to notify a designated School of Pharmacy administrator if coverage cannot be arranged.

(ii)   For faculty providing direct patient care, the percentage of effort related to outpatient clinics will be as stated in the service agreement. If a faculty member is unable to attend his/her assigned clinic day, it is the responsibility of the faculty member to make arrangements for coverage or swap days with another provider, and to notify a designated Pharmacy administrator if coverage cannot be arranged.

(iii)   If a faculty member is unable to fulfill the agreed schedule of inpatient or outpatient service regardless of reason (e.g., resignation, sick leave), it is the responsibility of the School of Pharmacy to provide adequate coverage in accordance with the service agreement.   If the School of Pharmacy is unable to provide service coverage, then the School of Pharmacy will discuss with pharmacy leadership at UMMC a commensurate reduction in the financial support stated in Schedule 3.   Both parties will participate in good faith in quarterly operational and financial review meetings to amend payment amounts if necessary compared to the original support described in Schedule 3.

(iv)   The School of Pharmacy will require that its faculty assigned to UMMC participate in UMMC clinical pathway development when appropriate and/or when requested by UMMC in order to maintain best practices within UMMC.

(v)   The School of Pharmacy will require that its faculty assigned to UMMC participate in UMMC quality improvement initiatives when appropriate and/or when requested by UMMC in order to enhance service quality and productivity at UMMC.

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(vi)   The School of Pharmacy will require that its faculty assigned to UMMC be involved in UMMC committee activities including the Pharmacy & Therapeutics Committee when appropriate to maintain appropriate use of medications at UMMC.

(vii)   The School of Pharmacy will require that each faculty member assigned to UMMC participate in UMMC cost containment and resource utilization projects and document cost reductions in a manner requested by UMMC pharmacy leadership.

2.   The Director shall have authority with respect to all policy decisions related to pharmacy services at UMMC.

3.   UMMC shall provide support to the School of Pharmacy for faculty positions held by faculty providing services to UMMC and for residents providing services at UMMC, as described in paragraph 1. In addition, UMMC will provide some administrative support. The faculty and administrative support is as provided in Schedule 3.

4.   The Dean-P and the Director, or their respective designees, will establish prior to July 1, 2020, a specific schedule of services and list of UMMC staff members who will provide them to the School of Pharmacy in the Fiscal Year.

(a)   Throughout the Fiscal Year, the Dean-P and the Director, or their designees, will meet periodically to:

(i)   reevaluate the needs of the UMMC Department of Pharmacy and the School of Pharmacy;

(ii)   adjust the services and staff assignments to meet these needs in an effective manner.

(b)   Either the Dean-P or designee or the Director or designee may initiate an evaluation of services or assignments or request to substitute personnel assigned to the School of Pharmacy.

(c)   The Dean-P will ensure that staff assigned to provide services receive appropriate faculty appointments in the School of Pharmacy in its Department of Pharmacy Practice and Science and have access to appropriate resources and student information necessary for the performance of agreed upon services.

(d)   The activities provided by the staff of UMMC may include, but shall not be limited to: precepting pharmacy students, participation in planning, development, and coordination of the School of Pharmacy's educational and research programs through participation in School of Pharmacy committees, and participation in agreed didactic coursework.

(e)   The School of Pharmacy will pay individual UMMC staff for agreed services to the School in the Fiscal Year. Standard School of Pharmacy stipends for clinical faculty will apply. UMMC has no responsibility with respect to those payments.

(f)   The Dean-P shall have authority with respect to all policy decisions related to educational programs of the School of Pharmacy.

5.   The Director and the Chair, Department of Pharmacy Practice and Science, School of Pharmacy, will meet on a regularly scheduled basis to evaluate current services provided by the School of Pharmacy Department of Pharmacy Practice and Science and the UMMC Department of Pharmacy Services, and to plan for further cooperative development of pharmacy service, education, and research programs.

6.   Schedule 3 reflects, as applicable, fringe benefit costs at standard University rates for faculty, staff and residents.

7.   Any differences of opinion between the Dean-P and the CEO/UMMC shall be resolved by the President and the CEO/UMMC in accordance with ARTICLE X, Section B, below.

C.   School of Dentistry Faculty

The School of Dentistry faculty assigned by the Dean of the School of Dentistry ("Dean-D") will provide services at UMMC as described in this Section C.

1.   The School of Dentistry shall provide UMMC with a faculty dental professional staff that will provide supervision and administration of dental residents in their delivery of comprehensive dental care to UMMC patients. Services of the School of Dentistry faculty will include 24-hour on-call coverage 7 days per week and coverage of clinics Monday through Friday from 8 a.m. to 4:30 p.m., exclusive of holidays. Any changes in these schedules must be approved by the CEO/UMMC. The Dean-D shall assign individual faculty to perform responsibilities under this Agreement and may substitute faculty at his discretion after consultation with the CEO/UMMC.

2.   UMMC shall provide at no cost to the School of Dentistry such UMMC Personnel as may be necessary for the School of Dentistry faculty to exercise properly their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all expenditures for this purpose proposed by the School of Dentistry.

3.   One of the faculty members assigned under this Section shall serve as the chair of the department of dentistry of UMMC upon approval of the CEO/UMMC. The chair will direct all activities of the School of Dentistry faculty pursuant to this Agreement, supervise faculty dentists and dental residents, and provide back-up services as required in his judgment.

4.   UMMC shall provide at no cost to the School of Dentistry office space for recordkeeping and administrative functions necessary for the faculty to exercise their responsibilities under this Agreement. UMMC reserves the right to assign space for these uses; however, the minimum space shall be that amount of space occupied by the clinic on the ground floor of UMMC's North Building as of July 1, 1985.

5.   UMMC shall provide at no cost to the School of Dentistry supplies necessary for the School of Dentistry faculty to exercise properly their responsibilities under this Agreement. UMMC will have final approval or disapproval of all expenditures requested by the School of Dentistry for these purposes.

6.   UMMC Department of Dentistry personnel under the supervision of the Chair will prepare and submit charges for dental services rendered by dental residents in the UMMC dental clinics according to procedures of UMMC's Finance Department. All revenue generated from patient services delivered by dental residents in UMMC clinics will accrue to UMMC.

7.   The compensation payable by UMMC to the School of Dentistry for faculty services for the Fiscal Year is set forth in Schedule 4. If, due to turnover or program changes, the actual utilization of funds is less than the estimated compensation, the compensation will be reduced to the sum required by University.

8.   Schedule 4 reflects faculty fringe benefit costs at the standard University rate.

9.   Any differences of opinion between the Dean-D and the CEO/UMMC shall be resolved by the President and the CEO/UMMC in accordance with ARTICLE X, Section B, below.

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D.   School of Nursing Faculty

    If the Dean of the School of Nursing ("Dean-N") and the Medical System Corporation Senior Vice President of Nursing agree, nurses employed by UMMC may be assigned to work part-time as faculty of the School of Nursing, teaching agreed courses at the School of Nursing or at UMMC. If the School and the Medical System Corporation agree upon payment to the Medical System Corporation to compensate it for the nurses' time spent as faculty, the agreed payment will be documented in writing and reported to the University Office of Financial Services for payment to UMMC following the end of the academic year. A memorandum of understanding setting out further terms and conditions not inconsistent with this Agreement may be executed by the Dean-N and the Senior Vice President.

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ARTICLE V. COMPENSATION FOR USE OF SPACE

A.   Each of the parties uses space within buildings owned by the other party. The parties agree to continue to allow such use of space. The parties have estimated their non-exclusive and exclusive use of one another's space, and the approximate market value of the space shared/used. The value of UMMC space that is shared or used by the University exceeds the value of University space shared/used by UMMC, and it is agreed that the difference will be paid to UMMC by the University to reimburse UMMC's net expense. The payment due UMMC is shown in Schedule 5.

B.   Each party's use of the other's space shall be subject to all applicable rules and regulations of the other party, including but not limited to those regarding personnel and visitor access, security, maintenance, storage and disposal of chemical or pathological waste, and storage and disposal of select agents.

C.   The University's Center for Vaccine Development ("CVD") will use space at UMMC as a site of its vaccine trials. Unless otherwise agreed by the Dean-M and the CEO/UMMC, CVD will use facilities in the General Clinical Research Center ("GCRC") in UMMC. CVD will be responsible to pay for use of the facilities and associated UMMC services, in accordance with the generally applicable pricing schedules for the GCRC. UMMC and the University are parties to separate agreements relating to the GCRC, which is supported in part through a federal grant to the School of Medicine.

D.   At a future date (the "Record Date") to be established in writing by the President and the CEO/UMMC, the University and UMMC will finalize a space inventory stating the amount of space the University and UMMC, respectively, use in one another's facilities. All future changes in compensation for use of space based upon an increase in the amount of one party's space used by the other party require prior written approval of the using party as to the amount of space involved, the payment expected, and the payment source. The approval for the University must be given by the President. The approval for UMMC must be given by the CEO/UMMC.

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ARTICLE VI. PERSONNEL MATTERS

A.   The University will continue to assign Medical System University Personnel to work in UMMC. Medical System University Personnel will report to the CEO/UMMC through their immediate supervisors, who may be Medical System University Personnel or UMMC Employees. Medical System University Personnel will provide services to UMMC as directed by the CEO/UMMC. In all matters relating to the employment of any member of Medical System University Personnel UMMC shall observe applicable policies and rules of the University, USM, and the State.

B.   UMMC will provide all funds required by the University for wages and fringe benefits payable by the University in connection with employment or termination of employment of Medical System University Personnel. In addition, UMMC will pay the cost of tuition waiver for Medical System University Personnel, their spouses and their dependent children, as provided by USM policy.

C.   UMMC will maintain a list of Medical System University Personnel. In the event that there is any dispute between an employee and the University or UMMC as to whether that employee is part of the Medical System University Personnel, the decision of the University Director of Human Resource Services shall be the final action of either or both employers in the matter. The Director of Human Resource Services shall consult with the Office of the Attorney General before making a final decision.

D.   The President and the CEO/UMMC, or their respective designees, must approve in writing: (1) any concurrent employment of an individual by both parties; (2) any temporary employment or consulting agreements between an employee of one party and the other party; and (3) the compensation payable by the respective parties pursuant to any employment arrangement described in this section.

E.   1.   Certain full-time University employees have job responsibilities including activities of direct benefit to UMMC and/or Midtown.   UMMC may elect to continue to support the employment of any such employee in the Fiscal Year by funding an agreed share of the University's salary and fringe benefits cost ("employment cost") for that employee (a "split-funded employee"). UMMC's percentage share of employment cost for a split-funded employee will be the same as that split-funded employee's percentage effort of direct benefit to UMMC and/or Midtown, as determined by the University and UMMC, acting through the department personnel delegated responsibility to make the determination.   UMMC may recover a share of its cost from Midtown as agreed between UMMC and Midtown. The University will not bill Midtown.

2.   As to any split-funded employee, UMMC may discontinue its support of employment cost following not less than sixty (60) days written notice.   UMMC support for a split-funded employee may be terminated during the Fiscal Year, provided the notice requirement is satisfied. The University will have no obligation to assign to UMMC and/or Midtown work any employee who has ceased to be a split-funded employee.

3.   UMMC support of employment cost may not be used to increase the salary or overall compensation of a split-funded employee above a University approved level.

4.   The University and UMMC shall maintain a list of the split-funded employees on a current basis.   As soon as feasible after the beginning of the Fiscal Year, the University and UMMC will establish a schedule for projected employment cost to be paid by UMMC for split-funded employees in the Fiscal Year. This schedule will be prepared no later than the end of July of the Fiscal Year, and will include employment cost retroactive to July 1 of the Fiscal Year. On a semi-monthly basis, UMMC will pay the University 1/24 of the aggregate split-funded employment cost as stated in the schedule, as provided in ARTICLE X, Section D. The payment so determined will be in effect following agreement upon the schedule for the Fiscal Year. Pending adoption of the schedule and determination of the payment, semi-monthly payments will be made by UMMC at the rate in use prior to July 1 of the Fiscal Year (that is, the rate used at the end of the fiscal year ending June 30, 2020).

5.   The parties recognize that the semi-monthly payments are an estimate of the liability of UMMC for employment cost for approved split-funded employees. University payroll changes (e.g., employee separations, hires of new personnel with split support) and changes in employee assignments will result in changes in employment cost and UMMC's share of employment cost on an ongoing basis in the Fiscal Year. After December 31 of the Fiscal Year, and again after the close of the Fiscal Year, the University will provide to UMMC details about the University's incurred employment cost for split-funded employees, and will provide detail about charges to University payroll accounts supported by funds received from UMMC to support employment cost for split-funded employees.   If the parties identify an error in the charges to these accounts, the charges to the accounts will be corrected promptly and a credit or debit to the respective accounts will be made by the University.

6.   (a)   Within 90 days after December 31 of the Fiscal Year, the University and UMMC will evaluate the changes in the schedule of split-funded employees since the schedule for the Fiscal Year was established, the employment cost actually incurred by the University for split-funded employees during the Fiscal Year through December 31, and UMMC's share of the employment cost, as well as the total of semi-monthly payments made or due from UMMC through December 31 of the Fiscal Year. If UMMC has overpaid or underpaid the University, a reconciling sum ("sum") will be calculated. If UMMC and the University agree

that the sum is material, and not likely to be offset by variations in employment cost in the remainder of the Fiscal Year, the sum will be paid to the party that was underpaid, or has overpaid, upon receipt of the other party's invoice for the sum. Materiality will be determined by the chief financial officers of the University and UMMC. The semi-monthly UMMC payments for estimated employment cost of split-funded employees may be changed (increased or decreased) prospectively by agreement of the parties' chief financial officers based upon findings in the reconciliation of UMMC payments and employment cost through December 31 of the Fiscal Year. Any change will reflect adjusted estimates of UMMC's share of employment cost in the last six months of the Fiscal Year. No change in semi-monthly payments will be made if the variance between UMMC payments and its share of employment cost for the six month period is less than 5 percent. If the variance is 5 percent or greater, a change will be made if UMMC so requests, if it has been overpaying, or if UMB so requests, if it has been underpaid.

(b)   After the end of the Fiscal Year, the University and UMMC will reconcile the aggregate employment cost the University has incurred in the Fiscal Year for split-funded employees to the scheduled UMMC support in the Fiscal Year for employment cost of split-funded employees. The aggregate deficit or surplus in employment cost paid to the University will be determined after the end of the Fiscal Year. Any payment of a reconciliation sum made by a party pursuant to subparagraph (a) above will be taken into account. A final calculation of employment cost and reconciliation of UMMC payments to employment cost will be made, and any final reconciliation sum due from one party to the other will be invoiced, within 90 days after the end of the Fiscal Year.

F.   1.   Certain full-time UMMC Personnel devote part-time or full-time effort to clinical activities at UMMC and/or Midtown or at University health care delivery sites for which the University receives grant and contract support. In accordance with the budgets of these grants and contracts, the University will transfer to UMMC funds received for salaries and fringe benefits of such UMMC Personnel.

2.   Other full-time UMMC Personnel devote part-time or full-time effort to activities of the School of Medicine, as agreed between its clinical departments and UMMC and/or Midtown. If a School of Medicine clinical department has designated funds in its University budget for support of such UMMC Personnel, the School of Medicine will require that the funds be applied as budgeted, if UMMC is current in obligations to the University. UMMC will notify the Associate Dean for Finance and Business Affairs of the School of Medicine and the University's Vice President for Administration and Finance in writing if the School's support is needed to obtain invoiced, but unpaid, funds due from a clinical department.

3.   Some full-time UMMC Personnel devote part-time or full-time effort to activities of professional associations in the School of Medicine's faculty practice plan

organization. If a professional association has committed to support the employment of UMMC Personnel, the University will provide support reasonably requested by UMMC to collect invoiced, but unpaid, sums due from the professional association during the fiscal year. UMMC recognizes that the University does not control the funds of the professional associations.

G.   At least quarterly, representatives of the University, UMMC, and the School of Medicine will meet to review the status of the obligations of UMMC, the University, the School of Medicine, and the professional associations, to one another for support of payroll costs and to reconcile obligations to payroll expenses. The President, the Dean-M, and the CEO/UMMC shall designate representatives for these meetings. The target dates for meetings are October 1, 2020, December 1, 2020, February 1, 2021, and May 1, 2021.

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ARTICLE VII. ASSUMPTION OF LIABILITIES; INSURANCE

A.   The Medical System Corporation shall not assume any liabilities of the University, USM or the State other than the Medical System Liabilities, other liabilities identified in Section 13-308 of the Education Article, and the liabilities specifically described in this ARTICLE VII or in ARTICLE IX.

B.   The Medical System Corporation (1) will cooperate fully with the University and the Office of the Attorney General in the investigation and defense of potential claims and claims asserted against the University or its officers or employees incurred or arising in connection with (a) the operation of the "Medical System Assets" prior to the Transfer Date, for which claims liability is not assumed by the Medical System Corporation, and (b) education or research activities conducted by the University, its faculty, or students at UMMC or Midtown; and (2) will direct its professional staff and administration, including employees of the Medical Center LLC, to provide non-legal advice and consultation to the University and the Office of the Attorney General with regard to such matters at no cost.

C.   The University (1) will cooperate fully with the Medical System Corporation and its legal counsel in the investigation and defense of potential claims and claims asserted against the Medical System Corporation, the Medical Center LLC, or the officers or employees of either, and claims for which the Medical System Corporation has assumed responsibility, incurred or arising in connection with (a) operations, prior to the Transfer Date, of the clinical facilities among the Medical System Assets, (b) services provided to UMMC or Midtown by the University after the Transfer Date pursuant to this Agreement or any prior Annual Contract, and (c) education or research activities conducted by the University, its faculty or students at UMMC or Midtown; and (2) will direct its professional staff and administration to provide non-legal advice and consultation to UMMC and Midtown and their legal counsel with regard to such matters at no cost.

D.   1.   To the extent feasible in the opinion of the CEO/UMMC, UMMC will procure insurance adequate to protect the University's interest and provide for the University's defense and indemnification with respect to the matters described in Subsection 13-308(c) of the Education Article. UMMC will remain liable for any obligations under that Subsection which are not provided for by insurance.

2.   To the extent feasible in the opinion of the CEO/UMMC, on and after the Transfer Date UMMC will provide malpractice and general liability insurance adequate to protect the interests of Medical System University Personnel and to make payments authorized by the Board of Public Works as described in Subsections 13-308(d) and (e) of the Education Article.

UMMC will remain liable for any obligations under those Subsections that are not provided for by insurance.

       3.   UMMC will not discriminate between Medical System University Personnel and UMMC Employees in determining insurance coverages or limits.

       E.   PARAGRAPH INTENTIONALLY OMITTED.

       F.   The President and the CEO/UMMC shall establish procedures for coordinated planning of malpractice insurance for the University faculty, staff and students, UMMC, and UMMC Personnel. In planning, representatives from the School of Medicine, other University schools and UMMC shall be involved as the President and the CEO/UMMC deem appropriate. During the Fiscal Year, (1) UMMC will support the purchase of malpractice insurance for the faculty on the medical staff of UMMC, but only to the extent determined by the Board of Directors upon the recommendation of the CEO/UMMC; (2) UMMC will pay premiums for malpractice insurance for all medical residents and fellows in the UMMC graduate medical education programs; and (3) the School of Medicine and UMMC will collect from third parties and credit to UMMC the cost of malpractice insurance premiums for medical residents and fellows providing services at other health care facilities for consideration payable to the School of Medicine or to UMMC.

       G.   The Medical System Corporation hereby waives, and agrees to defend, indemnify and hold harmless the State of Maryland, USM, the University, and their officers and employees from:

       1.   any claim, lawsuit, loss, damage or liability arising out of the performance of services for UMMC or Midtown pursuant to ARTICLE III, ARTICLE IV, Section A, Paragraph 1 and ARTICLE VI, Section E and F; and

       2.   any claim, lawsuit, loss, damage or liability

       (a)   brought by or on behalf of any UMMC or Midtown volunteer or employee who is not a member of the medical staff of UMMC or Midtown, and

       (b)   arising out of supervision or administrative services related to such UMMC or Midtown volunteer or employee, which services were performed in good faith for UMMC or Midtown by the University faculty pursuant to ARTICLE IV.

       H.   The Medical System Corporation will defend, indemnify and hold harmless the University with respect to all claims related to the employment relationship prior to the Transfer

Date between UMMC Personnel and the University and the State during a time when such personnel were assigned in UMMC.

       I.   1.   Obligations and liabilities of the Medical System Corporation to USM and the University may not be transferred to the Medical Center LLC.

            2.   Any obligations and liabilities of UMMC or Midtown provided in this Agreement are the obligations and liabilities of the Medical System Corporation, and any commitments, waivers or other actions undertaken by UMMC or Midtown in this Agreement are imputed to the Medical System Corporation.

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ARTICLE VIII. MEDICAL STAFF

UMMC shall provide in the by-laws of the UMMC medical staff that (i) all members of the regular medical staff (excluding persons granted courtesy privileges) must have an appointment to the faculty of the School of Medicine or the School of Dentistry to be granted privileges of staff membership and (ii) any applicant for membership in the medical staff who is concurrently an applicant for a faculty position may be granted only interim privileges for 120 days pending approval of a faculty appointment. Faculty applications to the medical staff of UMMC will be submitted as required under the UMMC medical staff by-laws, and will be granted or denied by UMMC following review in accordance with the by-laws. The Schools of Medicine and Dentistry will use their best efforts to process faculty appointments within 120 days, will notify UMMC when faculty appointments are complete, and will notify UMMC when faculty appointments are terminated, all of the foregoing duties being applicable only with respect to faculty who apply for membership in the regular medical staff.

If UMMC should consider seeking termination of medical staff privileges granted to any faculty member, or asking that any member of the faculty resign from the medical staff, before initiating any such action the CEO/UMMC or his designees shall consult with the dean of the staff member's school, and, except in an emergency, before taking action shall permit that dean a reasonable time to consult with the President and the Office of the Attorney General concerning the impact of such action upon the faculty status of the medical staff member.

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ARTICLE IX. ENDOWMENTS

Any endowments or gifts received by the University during the Fiscal Year that are explicitly for the benefit of the Medical System or any of its parts will be identified to the Medical System Corporation by the University and transferred as the Medical System Corporation directs.

Any endowments or gifts received by the Medical System Corporation during the Fiscal Year that are explicitly for the benefit of the University or any part of the University will be identified to the University by the Medical System Corporation and transferred as the University directs.

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ARTICLE X. ADMINISTRATIVE MATTERS

     A.   This Agreement is subject to and shall be interpreted in accordance with the laws of the State of Maryland and shall be liberally construed to effect the purposes of the Medical System Law as stated therein. If any provision of this Agreement shall be determined by a court of law to be unlawful, that provision shall be null and void but the remainder of this Agreement shall remain in effect. Nothing contained in this Agreement shall be deemed or construed to waive or abrogate in any way the sovereign immunity of the State or the University or to deprive the University or any officer or employee thereof of sovereign immunity.

     B.   If there should be any dispute between the parties related to the interpretation or administration of this Agreement, the President and the CEO/UMMC shall consider fully the dispute and seek to make a joint decision for resolution of the matter within 30 days. If they are unable to reach a joint decision, the President or the CEO/UMMC may request that a committee comprised of three (3) members of the Board of Directors and three (3) members of the Board of Regents be convened to meet and attempt to reach a resolution acceptable to the institutions' governing boards, using a process and procedures as shall be established by such ad hoc committee.

     C.   All records generated by UMMC related to the employment of Medical System University Personnel shall be the property of UMMC for all purposes. The University shall have access to all personnel records of Medical System University Personnel and may review and photocopy such records at the expense of UMMC. All business records, patient records and materials of any type whatsoever generated by University administrative units or by Medical System University Personnel in the course of performing services to UMMC pursuant to this Agreement, rather than in the course of the University's public business, shall be the property of UMMC. The University shall have access to such records and materials for its purposes including, but not limited to, audits of the costs of services to UMMC and evaluation of personnel performance. Unless prohibited by law, the University may review and photocopy such records and materials at its own expense.

     D.   The reimbursement due the University from UMMC is payable according to the following schedule:

     1.   Payments for services described in ARTICLE III are due in twenty-four equal installments payable on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year. Each installment shall be one-twenty-fourth of the total in Schedule 1.

2.   Payments by UMMC for faculty services described in ARTICLE IV, paragraphs A, B and C, and Schedules 2A, 2B, 2C, 3 and 4 are due in installments of one-twenty-fourth of the total of payments stated in those Schedules. Installments are due the fifteenth and thirtieth days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

3.   Payments by UMMC described in ARTICLE VI, Section B (relating to Medical System University Personnel), and ARTICLE VI, Section E (related to split-funded employees), will be made semi-monthly on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

E.   1.   Compensation due from the University to UMMC for space usage will be payable in installments of one-twenty-fourth of the total stated in Schedule 5. Installments are due the fifteenth and thirtieth days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

2.   Compensation from the School of Nursing for faculty services as described in Article IV, Section D, will be payable in a single payment due no later than June 30, 2021.

F.   If any State general funds are appropriated to USM for the Fiscal Year for use of UMMC, the general funds will be paid to UMMC by USM in two equal installments due July 1, 2020 and January 1, 2021.

G.   1.   The University shall invoice UMMC (a) once for semi-monthly payments due to USM or the University pursuant to this Agreement and (b) periodically, as provided in this Agreement, for other billable services and cost reimbursements. UMMC semi-monthly payments to the University will be made by electronic funds transfer in accordance with instructions provided by the University. Other payments from UMMC to the University will be made by electronic funds transfer if feasible and if payment information is provided by the University when required payments are invoiced. If UMMC is unable to pay any University obligation by electronic funds transfer, payment shall be made by check to the University as promptly as possible after the due date for the payment.

2.   Payments due the Medical System Corporation from the University shall be paid by the State of Maryland by check, using check mailing instructions provided by UMMC.

3.   If the due date for any payment is a date when the payee's offices are closed, the payment shall be made on the next day that both parties' offices are open.

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4.   If any payment due the University from UMMC pursuant to this Agreement is not transferred to or delivered to the University within one week of its due date, the amount due will accrue interest at the rate of six percent (6%) per annum from the date the payment was due until the date it was received by the University.

5.   If any payment due UMMC from the University pursuant to this Agreement is not transferred to or delivered to UMMC within thirty (30) days of its due date, the amount due will accrue interest at the rate of three percent (3%) per annum from the date the payment was due until the date it was received by UMMC.

H.   The term of this Agreement is July 1, 2020 through June 30, 2021.

I.   If USM and the Medical System Corporation do not enter into an annual contract for the fiscal year ending June 30, 2022, this 2021 Agreement shall remain in force until another annual contract is approved, subject to the following changes:

1.   Unlike "base" support, payment of "seed" support, which relates to specific positions and specific time periods, shall continue until the end dates stated in Schedule 2B. The "seed" commitments may cover multiple fiscal years. If this 2021 Agreement shall remain in force after the end of the Fiscal Year due to the effect of Section 13-306(d) of the Medical System Law, the University waives any right it may have, under this Agreement, to receive "seed" support after the scheduled end date of such support as stated in Schedule 2B. For example, if this Agreement remains in force in Fiscal Year 2022 by operation of law, any "seed" commitment stated in Schedule 2B which is identified as ending at the end of Fiscal Year 2021 will not be paid to the University in Fiscal Year 2022 or thereafter, and the University waives any right it has, due to continuation of this Agreement by operation of law, to claim payment of that "seed" commitment in Fiscal Year 2022 or thereafter.

2.   Either party may increase costs to be reimbursed to reflect any increase in salaries, fringe benefit costs, and other personnel costs associated with services provided by that party to the other party.

3.   On an ongoing basis during the Fiscal Year, the University's payments from UMMC for faculty physician services may be adjusted as provided in Section K, Paragraph 4, of this ARTICLE X. In addition, costs may be shifted between Schedule 2A and Schedule 2C if UMMC clinical services are relocated to or expanded to Midtown, or vice versa.

4.   If the University was notified pursuant to ARTICLE III of UMMC's intention to discontinue procurement of any administrative service from the University as of July 1, 2021 and such notice was timely and remains in effect on April 1, 2021 then the University

shall discontinue that service on July 1, 2021 and the costs for such service shall be deducted from reimbursement due to the University under Schedule 1.

       J.   Proposed amendments to this Agreement, including amendments of the Exhibits and Schedules, must be stated in writing, and must be considered and recommended to the Board of Directors and the Board of Regents in the same manner that this Agreement was considered and recommended unless the two boards specify a different procedure.

       K.   1.   Without formal amendment of this Agreement, the President and the CEO/UMMC may by written agreement:

       (a)   Increase or decrease the services provided to the Medical System Corporation at UMMC or Midtown by the University, provided that any such change in faculty services provided by a University school will not result in a cumulative increase or decrease of more than twenty-five percent (25%) in the total agreed cost of faculty services provided by that School as shown on Schedule 2A, 2B, 2C, 3 or 4;

       (b)   Increase or decrease the space of one party used by the other party, if such change will not result in a cumulative increase or decrease of more than ten percent (10%) in the compensation paid to the Medical System Corporation as shown on Schedule 5.

       2.   Any actions pursuant to Paragraph 1 of this Section shall be effective as of the date agreed by the President and the CEO/UMMC. Payments thereafter shall be adjusted appropriately.

       3.   The President and the CEO/UMMC may delegate to appropriate officers reporting to them authority to increase or decrease administrative services provided to UMMC by the University.

       4.   Pending execution of contract amendments, changes in support from one party to the other may be made if the cumulative changes are within the limits for change by informal amendment set forth in this Section K and if the following conditions are satisfied:

       (a)   Increases or decreases of compensation for services of School of Medicine faculty. As evidence of authorization of increases, there must be signed documentation reflecting the approval of the CEO/UMMC or designee and the Dean or designee. Documentation authorizing increases will be sent by UMMC to the School of Medicine Dean's Office; documentation authorizing decreases will be sent by the School of Medicine Dean's Office to UMMC.

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(b)   The University's payments from UMMC for School of Medicine faculty physician services at UMMC and Midtown will be decreased by the amount of anticipated salary and fringe benefit turnover savings in excess of $1,500,000, the agreed turnover savings expectancy as reflected in Schedule 2A, resulting from turnover among faculty assigned at UMMC and Midtown and supported by the payments from UMMC. As confirmation of anticipated turnover savings, the Dean's Office of the School of Medicine will send periodic written notice to UMMC's Chief Financial Officer. If anticipated turnover savings exceed $1,500,000, the School of Medicine Dean's Office and UMMC will adjust remaining semi-monthly payments accordingly.   The University financial services offices will be notified by the School of Medicine Dean's Office of any adjustment made due to increased turnover expectancy.

L.   Unless the University is instructed to the contrary by UMMC, the University shall make such of its records as are necessary to verify the nature and extent of the costs of services provided to UMMC and Midtown available to the Secretary of the United States Department of Health and Human Services, the United States Comptroller General, and their duly authorized representatives to the extent required by law for a period of four years after services were provided. Similar access to records and contracts between the University and organizations related to the University or under contract to the University also shall be made available, to the extent required by law.

M.   1.   The compensation from UMMC to the University for faculty, staff and resident services (see Schedules 2A, 2B, 2C, 3 and 4) includes a charge for fringe benefits at a standard faculty fringe benefit rate set by the University (subject to approval of the United States Government) for use in University grants and contracts. To aid in the implementation of the fringe benefit rate, the University will reduce the total annual payment required from UMMC under Schedules 2A, 2B, and 2C by the sum of $4,529,735. This adjustment will be applied pro rata against the payments referred to in ARTICLE X, Section D, Paragraph 2.   This adjustment will not be increased if the total of Schedules 2A, 2B and 2C, or the total of any one of them, is increased by the parties' agreement. Consistent with federal requirements pertaining to use of standard fringe benefit rates, the University will not use or apply federal funds to reduce the payment due from UMMC as described in this Section.

2.   For UMMC funding to support salary and fringe benefit costs of University faculty and staff employees with responsibilities to UMMC and/or Midtown, as described in Schedules 2A, 2B, 2C and 3, ARTICLE VI, Section B, and ARTICLE X, Section D, Paragraph 3, the standard University fringe benefit rate for the relevant category of personnel will be used. For the Fiscal Year, the rates are 25.1% for faculty, 38.2% for exempt staff and 19.2% for residents.

Fringe benefit changes during the Fiscal Year will be applied as of their effective date, and UMMC will be notified by the Dean's Office or UMB financial services of revised rates and adjustments to required semi-monthly payments.

N.   SECTION INTENTIONALLY OMITTED.

O.   No provision of this Agreement requiring the Medical System Corporation or UMMC to defend, indemnify, and hold harmless the State, the University, USM, or their personnel, is intended to waive the defenses of sovereign immunity, limited immunity, or any other immunity, or to waive any other defense available to any claim or action being defended by the Medical System Corporation pursuant to this Agreement.   The Medical System Corporation or UMMC may assert on behalf of USM or the University all defenses that might be asserted by the Office of the Attorney General in opposition to such claims or actions. No provision of this Agreement requiring the Medical System Corporation or UMMC to defend, indemnify and hold harmless the State, the University, USM, or their personnel is intended to limit, waive, or release the Medical System Corporation's or UMMC's right or ability to sue or otherwise pursue any claim, lawsuit, loss, damage, or liability against any State, University or USM personnel resulting from such personnel's criminal conduct, gross negligence or malice outside the scope of public duties, including, but not limited to, embezzlement or other improper or illegal diversion of funds. The Medical System Corporation or UMMC will advise the President, the University, and the Office of the Attorney General before initiating any such action.

P.   UMMC and the School of Medicine are part of an organized healthcare arrangement under the Health Insurance Portability and Accountability Act of 1976 ("HIPAA" - Public Law Number 104-191). UMMC and the University are not a single affiliated covered entity for HIPAA purposes.

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ARTICLE XI. SUBSIDIARIES

The University approves the establishment of non-profit or for-profit subsidiaries or entities related to the Medical System Corporation subject to the conditions set forth in this ARTICLE XI. "Subsidiary" as used in this Article refers to a subsidiary or related entity, as defined in Section A.

A. Definitions

1.   "Subsidiary" means a stock corporation if a majority of any class of its voting stock is owned by the Medical System Corporation, another subsidiary, or a related entity.

2.   "Related entity" means any non-stock entity if the Corporation owns a controlling interest in the entity or controls election or appointment of a majority of the entity's governing board.

B. Conditions Applicable to All Subsidiaries

The Board of Directors of the Medical System Corporation may establish or acquire subsidiaries. Unless otherwise specifically provided by action of the Board of Regents, State law, or other provisions of this Agreement, the following conditions shall be observed with respect to each subsidiary.

1.   No land or buildings transferred at any time to the Medical System Corporation by the State or the University shall be transferred to a subsidiary without prior approval of the Board of Regents.

2.   If the President of the University concludes at any time that the purpose of any subsidiary includes an activity affecting the educational or research activities of any professional school at the University, the President may name one of the members of the board of directors of the subsidiary.

3.   The Medical System Corporation will require the subsidiary to indemnify any director named by the President to the fullest extent permitted by Maryland law and shall maintain commercial directors' and officers' liability insurance or other adequate insurance to protect the director from financial risk or loss. The director named by the President shall in no event be protected less fully than any other director of the subsidiary.

4.   The Medical System Corporation shall defend, indemnify and hold harmless the University, the Board of Regents, and the officers and employees of the University with respect to any claims, demands, actions or suits asserted against the University relating to activities of a subsidiary. In the course of providing defense hereunder, the Medical System Corporation may raise defenses of sovereign immunity and other immunities available to the University to the extent provided by Maryland law and will consult with the Attorney General's Office as appropriate. It is the intention of the parties that no defense available to the University, the Board of Regents or officers or employees of the University shall be waived or limited as a result of the Medical System Corporation's agreement to defend and indemnify the University, the Board of Regents, and officers and employees of the University.

5.   Unless otherwise specified in a written agreement between the President and the Chief Executive Officer, (a) subsidiaries of the Medical System Corporation shall have no contractual or operational relationship with the University other than affiliations for educational programs; and (b) the University shall have no involvement in the management or day to day operation of subsidiaries.

6.   Annually, in connection with preparation of the Annual Contract, the Medical System Corporation shall report to the University the names and functions of all extant subsidiaries. If the Board of Regents determines that the Annual Contract should not grant continued approval for the operation of any subsidiary, the Medical System Corporation will terminate the subsidiary status of the entity in question. A term of one year shall be allowed for this action.

C. Existing Subsidiaries and Special Provisions

1.   The subsidiaries of the Medical System Corporation as of June 30, 2020 are listed in Schedule 6. The Dean-M is required to be an ex officio voting member of the board of directors of the James Lawrence Kernan Hospital, Inc. (d/b/a University of Maryland Rehabilitation & Orthopaedic Institute), and Paragraph 2 of Section B is not applicable to that hospital.

2.   Midtown, which is a subsidiary, is subject to the provisions concerning it that are included in this Agreement.

3.   USM and the University approve the establishment of the Medical Center LLC as a subsidiary of the Medical System Corporation, as set out in State law, provided that the President of the University and the Dean-M are voting members of the Medical Center LLC board.

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IN WITNESS WHEREOF, the parties, by their authorized officers, execute this Agreement.

UNIVERSITY SYSTEM OF MARYLAND

by University of Maryland, Baltimore

By: _____

Bruce E. Jarrell, MD
Interim President
University of Maryland, Baltimore

_____

Date

UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION

By: _____

Mohan Suntha
President & Chief Executive Officer
University of Maryland Medical System Corporation

_____

Date

By: _____

Alison G. Brown, MPH
Interim President and CEO
University of Maryland Medical Center LLC.

_____

Date

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EXHIBIT A - F.Y. 2021

MEDICAL SYSTEM CORPORATION
PRE-CLINICAL EDUCATION REQUIREMENTS

(applicable to UMMC, Kernan, and Midtown (collectively, "Affiliated Sites"))

I.   Education

    A.   Universal Blood/Body Fluid Precautions & Infection Control (OSHA)

    B.   Prevention of Hepatitis B Virus Infection (OSHA)

    C.   Handling of Contaminated Needles and other Sharps (OSHA)

    D.   Management of Blood Spills (OSHA)

    E.   Procedures of Reporting and Management of Occupational Exposure to Blood/Body Fluids/Tissue (OSHA)

    F.   Fire Safety (OSHA)

    G.   Hazardous Materials (OSHA)

    H.   Health Insurance Portability and Accountability Act (HIPAA)

II.   Health Insurance

Students must have health insurance satisfying UMB requirements. The health care sites will provide first aid for minor illnesses or injuries, at expense of students, or students may seek first aid from the UMB Student Health office.

III. Immunizations/Evidence of Immunity/Other Health Information

    A.   Measles/Mumps/Rubella
    B.   HBV vaccination or certificate of declination
    C.   Varicella
    D.   Negative PPD for Tuberculosis, or other medical evidence acceptable to the health care site if PPD is not negative

IV.   Documentation

UMB shall maintain documentation that students assigned to Affiliated Sites have satisfied the above requirements.

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EXHIBIT B - F.Y. 2021

FACILITIES MANAGEMENT (OPERATIONS AND MAINTENANCE):

Trash pickup along the south side of Baltimore Street from Arch Street to Greene Street. This includes sweeping and picking up litter. Emptying trash can is not included.

Using plows or snow throwers, but not by hand shoveling, to open the following areas to vehicular traffic:

-- Ambulance bays along the east side of Penn Street between Lombard and Redwood Streets; and

-- Loading dock facilities at the rear of UMMC adjoining Arch and Redwood Streets south of Baltimore Street.

In case of extraordinary snow events (generally six inches and above) UMB may bring in outside snow removal contractors. UMMC will reimburse UMB for an appropriate share of the cost of such contractors if UMMC requires services of the contractors.

Also, in case of extraordinary event, UMB, subject to availability of personnel and equipment of UMB and/or its contractors, will assist UMMC upon request in opening and maintaining sidewalks adjoining UMMC.

MAIL SERVICES:

Delivery and pick up of mail to and from UMMC central mailroom.

POLICE DEPARTMENT:

A.   **Police Services.** UMB will provide supplemental Police Department services for UMMC, supporting the UMMC Security Operations. The UMB Chief of Police or designee and the UMMC Director of Security will agree upon protocols for (a) notice to UMMC of security/safety incidents that may

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impact or concern UMMC; (b) police services being provided in a manner compliant with regulatory requirements applicable to UMMC, including JCAHO standards; and (c) compliance with requirements of the federal Clery Act applicable to UMB that include emergency reporting rules, criminal activity data reporting, and annual reporting for an area including UMB, UMMC, and some adjacent properties that are owned or leased by UMMS or other UMB and UMMC affiliates.

In return for UMMC support paid to UMB, the UMB Police Department shall include one uniformed police officer, 24 hours a day, 7 days per week, integrated into the campus patrol, and one uniformed police officer, 24 hours a day, 7 days per week, posted at the UMMC Emergency Department.

The duties and responsibilities of the police officer supported by UMMC payments and integrated into the campus patrol will include but will not be limited to patrolling the sidewalks bordering University Plaza and the sidewalks along commercial corridors east of the campus (e.g., 400 block of West Baltimore Street) and UMB campus walkways and UMB parking garages used by UMMC staff, patients, and visitors. Upon reopening of Lexington Market, patrols will include Paca Street, between UMMC and the Market.

The duties and responsibilities of the police officer supported by UMMC payments and posted to the Emergency Department of UMMC will be as follows:

The Emergency Department includes the waiting areas and treatment areas of the Adult Emergency Department and the Pediatric Emergency Department. The Emergency Department Officer will be assigned to a stationary fixed post in the Emergency Department. The Emergency Department Officer will be assisted on an as-needed basis, as the Emergency Department Officer or the supervisor of that officer determines necessary, by the uniformed police officer integrated into the campus patrol.

The duties of the Emergency Department Officer will include but are not limited to:

Promptly responding to all calls from UMMC for assistance in or around the immediate area of the Emergency Department, including the immediate exterior of the Emergency Department building as necessary, to mitigate or deescalate the situation requiring the officer's involvement.

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Maintaining order in the Emergency Department, and assisting and backing up UMMC Security on incidents which occur in or around the immediate area of the Emergency Department.

Attending weekly and/or monthly meetings with UMMC Security to discuss issues and trends and to share intelligence and statistics. Officers will not have to attend meetings held at times when the officers are off duty.

Assisting staff of the Emergency Department to file statements of charges with law enforcement if the staff are victims of threats, acts of violence, etc.

Enforcing all applicable laws through exercise of lawful police authority, including the authority to make arrests when appropriate.

Performing all police related duties, or other duties specified by the Police supervisor, acting at all times in the best interests of the University and UMMC.

Upon request of UMMC Security, assisting it when problems arise in controlling the ingress and egress of UMMC personnel at the Emergency Department and Shock Trauma entrances of UMMC.

Directing visitors to Emergency Department registration clerks. Assisting UMMC staff upon request in the event of issues or problems related to visitors.

Providing assistance to UMMC medical and psychiatric personnel in handling patients when so requested. Assisting UMMC Security to render weapons safe prior to UMMC Security handing the weapons over to the Baltimore City Police Department.

Remaining in the Emergency Department and surrounding areas, except in the event of responding to a Police Department supervisor's order to assist UMMC security and/or the Baltimore City Police in responding to an incident of the following nature: special incidents such as bomb threats, fires, combative or psychotic patients, and suicide attempts. The City Police are expected to be the primary responding law enforcement unit for most special incidents. The UMB Police Department and the City Police will coordinate

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responses in accordance with any protocols developed by the City Police, UMB Police, and UMMC security.

Advising the UMMC Security Shift Supervisor promptly of any incidents that occur within the Emergency Department that could potentially negatively impact UMMC.

UMMC shall provide space in the Emergency Department where the Emergency Department Officer can observe the entire waiting area for the AED. UMMC will equip such space with TV surveillance equipment for purposes of monitoring the Emergency Department By-Pass Corridor from the Security Desk.

The cost of salary and fringe benefits for both uniformed police officers assigned as discussed in this Exhibit B are included in Schedule 1 to the Annual Contract and will be billed and paid as provided in the Annual Contract. UMB will bill, and UMMC will pay, the costs of any equipment that must be purchased for the police officers assigned in the Emergency Department (such as uniform clothing and equipment, radio, and ballistic vest). Any Personal Protective Equipment (including but not limited to N-95 masks) required to be used by the police officers posted to the Emergency Department will be provided by UMMC, and fit tests for provided masks will be the responsibility and expense of UMMC. Any additional Personal Protective Equipment required by UMB for the officers will be purchased by UMB and billed to UMMC. Personal Protective Equipment provided by UMMC to police officers will be consistent with equipment provided for UMMC personnel in the Emergency Department who are not routinely involved in patient care.

Annual equipment costs for each new Emergency Department police officer are estimated to be less than $4,000. Personal Protective Equipment costs incurred by UMMC for the safety of the police officers cannot be estimated.

B.   **Security Officer Services.**

The Police Department will provide services of roving security officers posted to patrols outside UMMC and UMB buildings. The security officers are not sworn police officers. Security officer posts and patrols will be established by agreement of the UMB Chief of Police and the UMMC Director of Security. The patrols will be on the east side of Martin Luther King Jr. Boulevard and will not include the BioPark area on the west side of that road.

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A maximum of 33 security officers, including both supervisors and patrol officers without supervisory roles, will be hired by UMB and assigned for external campus security patrols. The security officers will be assigned to patrols set up to cover two shifts per day, Monday through Friday. Initially, security officer coverage will be scheduled between 6:30 a.m. and 11:30 p.m. The schedule of shifts may be revised by agreement of the University and UMMC. Routes and locations of security officer patrols, and the number of security officers assigned at specific times on specific routes, will be determined by the Police Department after consultation with UMMC. The UMMC Assistant Director of Security or his/her designee will be invited to participate in the selection of new security officers as any vacancies are filled.

UMMC will pay one half of the cost of the salaries, fringe benefits, and one-time expenses (such as uniform clothing, segways, radios, and other equipment) related to equipping the security officers and supervisors for the external campus patrols.

Estimated payroll and fringe benefit costs for security officers are stated in Schedule 1 of the Annual Contract and will be billed as described in the Annual Contract. After the close of Fiscal Year 2021, actual costs of employment of the security officers during that fiscal year will be determined, and a refund or credit will be issued to UMMC if, due to vacancies, one-half of the cost of security officer employment for external patrols is less than the sum stated in Schedule 1.

Costs to equip the security patrol officers and supervisors will be determined on a quarterly or semi-annual basis, as determined by the Police Department, and one-half of the costs will be billed to UMMC. Payment of any invoice for equipment costs will be due within 45 days after a bill is submitted to UMMC.

C.   UMMC will seek the emergency or non-emergency services of the Baltimore City Police Department (BCPD) in the event police services inside UMMC or UMMS buildings, or on UMMC or UMMS property, are requested by UMMC or are needed to back up the UMB police officer in the Emergency Department. The UMB Police will respond upon the request of the BCPD in emergency situations.

D.   The UMB Chief of Police or designee will advise the UMMC Director of Security of any incidents that may occur on the UMB campus that the UMB Police Department is aware of that could negatively impact UMMC, its patients, staff,

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and visitors. The UMMC Director of Security will coordinate the sharing of information to the UMB Chief of Police or designee about crimes that may pose a serious threat to the health or safety of the campus and near-campus communities to facilitate the issuance of Clery Act-required timely warnings and emergency notifications. The Parties acknowledge that UMB need not obtain the approval to issue any warnings/notifications, nor is UMB required to seek preclearance of the content of any warning/notification. However, the Parties will create a system to inform each other about such warnings. For purposes of this paragraph D, "UMB campus" means all UMB-owned buildings, garages, parks, and other grounds on the east side of Martin Luther King Jr. Blvd. between Washington Blvd. and Saratoga Streets, and "UMMC complex" means UMMC buildings (to include the R Adams Cowley Shock Trauma Center), UMMS owned or controlled parking lots and garages, the Paca/Pratt Building, and any other buildings on the UMB campus owned, leased or managed by UMMC or UMMS.

E.   The payment by UMMC for UMB Police Department services shall be in the amount, and payable upon the schedule, provided in the Annual Contract between UMB and UMMS. The payment compensates UMB for the services of two police officers, 24 hours per day, 7 days per week, and associated supervisory and administrative costs. This payment will cover the cost of salaries and fringe benefits of the officers required to staff two positions on a 24/7 basis. The payment also compensates UMB for one-half of the salary, supervision and administrative costs of the security officers UMB will employ to staff the agreed security patrols. The total number of security officers employed will not exceed thirty-three (33).

F.   The UMB Police Department shall maintain records and issue reports to the UMMC Director of Security to include documentation of any:

   1.   Overtime paid to police officers involved in UMMC related arrests;

   2.   Court time for court appearances by police officers involved in UMMC related arrests; and

   3.   Copies of police reports concerning UMMC related arrests.

G.   On a fee for service basis, total cost not to exceed $5,000 per year without the prior authorization of the UMMC Director of Security, the UMB Police Department will charge UMMC for services described in F.1 and F.2 above.

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1. Bills for court time will be supported by documentation of the case, the subpoena issued to any UMB police officer whose court time is being charged, and a court clerk sign off evidencing the officer's attendance in response to a subpoena.

2. Court time or overtime will be billed at UMB's cost, taking into account shift differentials as applicable.

H. The UMB Police Department shall maintain records of services provided to the UMMC complex upon request of the BCPD in response to emergency or non-emergency calls. A copy of the records shall be provided to UMMC on a quarterly basis. The records shall include:

1. Number of BCPD calls for support for emergency service, and number of calls for support for non-emergency service

2. Nature of calls

3. Number of arrests

4. Number of persons arrested by sex and age

5. Number of noncriminal calls

6. Nature of assistance given

7. Location of reported incidents

8. Unit response time

9. Amount of time spent handling calls for service

I. The UMB Police Department will supply the UMMC Director of Security with detailed support documentation for any fee for service activity.

J. Unless otherwise provided by any section of the Annual Contract or the laws of Maryland applicable to UMMC or UMMS, (1) the Attorney General of Maryland, or a member of the Attorney General's office, or counsel designated by the

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Attorney General, shall appear in a civil action against a police officer or security officer to represent the officer, subject to the determination of the Attorney General that the officer is eligible for State representation as provided in the State Government Article, sections 12-304 to 12-310; and (2) the State of Maryland shall provide adequate funds for the satisfaction of any monetary award that has been rendered against a police officer or security officer in connection with a claim related to the officer's duties, subject to the requirements of the State Government Article, sections 12-401 to 12-406.

HUMAN RESOURCES:

UMB's Office of Human Resources will coordinate a program of wellness services events to UMMC residents and advance practice nurses. UMMC will choose the services it wishes to offer and will pay UMB, or directly pay event providers, as may be agreed between the Office of Human Resources and UMMC. No wellness services event will be scheduled by UMB without the agreement of UMMC and receipt of UMMC's agreement to pay the cost for the event.

UMB will report monthly survey evaluations to UMMC.

Administrative services of UMB for scheduling UMMC wellness services events with third party vendors, handling communications with vendors and enrollees, tracking attendance, administering surveys, and tracking metrics for the wellness services will be compensated by UMMC. The cost, one-half the salary and fringe benefits of an administrative staff person in Human Resources, is stated on Schedule 1.

UMMC will determine and notify UMB of any requested wellness services event at least three (3) months in advance of the planned date of the event. UMMC will provide an appropriate room for each scheduled wellness services event. UMMC may provide additional incentives to attendees (e.g., food). UMMC will collaborate with UMB on the design and production of communications materials related to the wellness services.

UMB will bill, and UMMC will pay to UMB, the costs incurred by UMB for vendors to provide wellness services events at UMMC. No vendor charge will be approved by UMB without the written consent of UMMC. Payments for wellness

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services will be billed to UMMC within 30 days after the end of each quarter, and
will be paid by UMMC within 45 days after the end of each quarter. UMMC will
have the option of contracting directly with vendors, and paying vendors, for
wellness services events. In some cases, a UMMC contract may be necessary
to book an event. For example, if a vendor requires UMMC to insure an event, or
UMMC seeks proof of a vendor's insurance, a direct contract relationship
between UMMC and the vendor may be necessary.

Exhibit C – F.Y. 2021
UMB Environmental Health and Safety (EHS) Services

UMB EHS provides services to UMMC in two major program areas. *Radiation Safety Services* are provided under the University of Maryland Baltimore (UMB) Broad Scope License and is managed by the UMB Radiation Safety Officer (RSO) with the assistance of several health physicists and support from the EHS Operations unit. The *Hazardous Chemical Waste Management Program* is managed by an EHS Assistant Director with support from the EHS Operations unit. Administrative support is provided for the dosimetry program and various recordkeeping and financial activities through the administrative support group at EHS. Program management for this agreement is provided by the Director of EHS.

A. Radiation Safety Services include the following:

1) Radiation Safety Officer (RSO). Provide the services of a qualified RSO as designated on the UMB Broad Scope License (#07-014-01-MD) and approved by the Maryland Department of the Environment. The RSO is responsible for the implementation of the radiation safety program in UMMC.

2) UMB Broad Scope License. Maintain the UMB Broad Scope License to enable the use of diagnostic and therapeutic radioactive materials and radiopharmaceuticals by established policy and procedures. This includes:
   a) Coordinate and participate in the biannual MDE radioactive materials inspection
   b) Conduct biannual increased controls inspection
   c) Provide support for Centers for Medicare and Medicaid Services (CMS) and Joint Commission inspections as needed
   d) Coordinate license amendments for new procedures
   e) Maintain Authorized Users' status in Nuclear Medicine and Radiation Oncology physicians, Residents, Fellows, Medical Physicists, X-ray and Nuclear Medicine technologists and other professionals

3) Radiation Safety Committee. Administer a Radiation Safety Committee (RSC) to include physicians, hospital administration, ancillary personnel, and Authorized User members. This includes:
   a) Facilitate a quarterly RSC, Human Use Subcommittee (HUSC), and Radioactive Drug Research Committee (RDRC)
   b) Develop, coordinate, distribute, and edit meeting minutes along with applicable follow-up
   c) Develop and distribute quarterly and annual reports

     d) Conduct procedure and policy review

     e) Conduct ALARA program review

     f) Provide necessary radiation safety compliance and safety support

4) Radiation Exposure Monitoring. Maintain a Radiation Exposure Monitoring Program for personnel who work under the University of Maryland Baltimore Broad Scope License or who work with radiation producing machines. This includes:

     a) Distribute, collect, and process dosimeters assigned to approved persons working at UMMC or approved locations within UMMC in accordance with the regulatory requirements outlined in COMAR 26.12.01.01, Sections D.201, D.202, D. 208, D.502 and D.1107

          i. Dosimetry is used in Nuclear Medicine, Radiation Oncology, Radiology, and for ancillary personnel

          ii. The costs associated with dosimeters and their analysis by a National Voluntary Laboratory Accreditation Program (NVLAP) accredited vendor is the responsibility of UMMC and will be billed quarterly by UMB EHS

     b) Review exposure reports of employees who exceed exposure goals as set by the Radiation Safety Committee, or as necessary

     c) Follow up, evaluate, and where indicated, perform an investigation into the circumstances surrounding unusual exposures or overexposures measured by dosimeters

     d) Provide exposure summaries to other institutions upon receipt of an approved release form (in accordance with COMAR 26.12.01.01 Section D.205) for former UMMC employees that were previously enrolled in the dosimetry program

     e) Request and review prior employment exposure history for new UMMC employees enrolled in the University of Maryland Baltimore exposure control program in accordance with COMAR 26.12.01.01 Section D.205

     f) Evaluate potential exposure for declared pregnant workers by reviewing their exposure history. Based on the result of this review, communicate with the employee, the employee's supervisor, and UMMC management about recommendations for possible changes to assigned duties

     g) When determined to be necessary by the Radiation Safety Officer, use various bioassay methods to determine internal deposition of radioactive materials and resultant dose from absorption, ingestion, injection, or inhalation as a result of spills, accidental releases, or through certain therapeutic administrations of radioactive materials

h) Provide monitoring in areas that have the potential to reach or exceed dose limitations as outlined in COMAR 26.12.01.01 Section D.301

i) Track individual, group, and overall exposure trends as determined to be necessary by UMB EHS

j) Administer the As-Low-As-Reasonably-Achievable (ALARA) exposure reduction program as required by COMAR 26.12.01.01 Part D

5) Radioactive Materials Receipt and Inventory Control. Maintain a Radioactive Materials Receipt and Inventory Control program covered under the UMB Broad Scope License in accordance with the license conditions and COMAR 26.12.01.01 Part A.4 and C.43 (g).

6) Shipping of Radioactive Materials. Provide packaging and transportation preparation assistance for off-site shipments in accordance with state and federal regulations for radioactive materials that were obtained under the UMB Broad Scope License.

7) Therapeutic Procedures. Provide health physics radiation safety services for therapeutic procedures using radioactive materials. Services include facility preparation, procedure monitoring, post-treatment contamination evaluation, site decontamination, and disposal of contaminated materials for the following:

a) Iodine – 131 Abalation procedures. The support described above will be provided for up to 12 procedures in the contract period. Support for procedures in excess of 12 will be billed to UMMC at the rate of $1,000 per procedure.

b) Yttrium - 90 Sirsphere and Therasphere procedures. The support described above will be provided for up to 150 procedures in the contract period. Support for procedures in excess of 150 will be billed to UMMC at the rate of $350 per procedure.

c) Gliasite procedures. The support described above will be provided for up to 2 procedures in the contract period. Support for procedures in excess of 2 will be billed to UMMC at the rate of $350 per procedure.

d) For support of radioactive materials procedures not named above, support will be billed to UMMC at the rate of 60$ per hour for technical staff and $100 hour for the radiation safety officer.

8) Sealed Sources. Conduct radiological and contamination monitoring, inventories, and area surveys for sealed radioactive sources used under the

UMB Broad Scope License in accordance with COMAR 26.12.01.01 Part C. 37, C.43 (g) and D.40.

9) Blood Bank Irradiator. Provide services for the Blood Bank irradiator including leak testing and inventory of the sealed sources, continuous area monitoring with dosimetry, periodic inspections, radiation level surveys, and radiation safety training for Blood Bank staff.

10) Inspections and Compliance. Administer an inspection and compliance program that includes the following:
   a) Conduct periodic audits of areas where radioactive materials are used under the UMB Broad Scope License to determine compliance with applicable license conditions and State regulations
   b) Provide recommendations, guidance, and oversight for the implementation of actions required to control radiation exposure to UMMC personnel that work in areas where radioactive materials are used under the UMB Broad Scope License

11) Training. Provide training in various applicable topics to personnel using radioactive material obtained under the UMB Broad Scope License as required by license conditions and COMAR 26.12.01.01 Part J.12 and G.310 and G.410.

12) Emergency Response. Provide 24-hour emergency response for radiation accidents/incidents at locations within UMMC where radioactive materials are used under the UMB Broad Scope License.
   a) During normal business hours (8:00 a.m. – 4 p.m. M-F), response time will be 90 minutes or less following notification.
   b) After regular EHS business hours, on weekends, and holidays, response time will be 4 hours or less.

13) Radiation Producing Machines. This program includes the following services:
   a) Conduct certification inspections, completion of associated paperwork, and follow-up inspections, as needed
   b) Conduct annual compliance testing to include, but not limited to, evaluation of compliance with COMAR 26.12.01.01 Section F
   c) Conduct other testing instances such as acceptance testing, inspections following repair or component changes, or other follow-up inspections as deemed necessary by EHS
   d) Provide consultation related to regulatory compliance and other radiation safety issues pertaining to radiation-producing machines
   e) Provide assessments of patients' radiation dose
   f) Develop and submit paperwork to renew UMMC's radiation-producing machine registrations, which are issued by MDE. Develop and submit paperwork to add units to and remove units from UMMC's registrations

g) Develop and distribute a quarterly report for the Radiation Safety Committee

h) Conduct radiation safety audits to include notification of potential violations and suggestions for corrective actions to be taken by UMMC

i) Provide annual UMMC radiation safety training for UMMC employees

j) Provide Fluoroscopic Certification training for UMMC physicians using fluoroscopy

k) Upon request of UMMC, and subject to the availability of EHS resources, perform shielding design for radiation producing machines covered by this agreement.

14) Radioactive Waste Management. These services include:

a) Provide technical assistance to UMMC personnel in the identification and management of radioactive waste generated under the UMB Broad Scope License

b) Collect and process radioactive waste consigned to UMB for on-site disposal

c) Review procedures and records for radioactive waste held for on-site decay by UMMC's Nuclear Medicine Pharmacy

d) Prepare radioactive waste for off-site disposal to include preparation of radioactive waste manifests

e) The costs associated with analysis and actual disposal of radioactive materials is the responsibility of UMMC and will be billed quarterly

15) The University is responsible for research support. Human subjects protocol reviews and follow-up are excluded from these Radiation Safety Services.

B. Hazardous Chemical Waste Management. These services include the following:

1) Services will be provided for UMMC facilities covered under Hazardous Waste Generator Permit No. MDD150702553.

a) Coordinate UMMC participation in a University System of Maryland contract for the disposal of chemical waste

b) Provide technical assistance to UMMC personnel for the identification and proper handling and management of hazardous chemical waste

c) Pick and up and movement of hazardous chemical waste from the point of generation to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste

d) Prepare the Hazardous Waste Manifest (Form OMB No. 2050-0039) in accordance with 40 CFR 262.20 and the Land Disposal Restriction form in accordance with 40 CFR 268.7 for signature by UMMC personnel

e) Prepare and submit the biennial report in accordance with 40 CFR 242.41 for signature by UMMC personnel.

2) The costs associated with analysis of hazardous chemical waste; materials, supplies, and services used in the analysis or disposal; or modifications to the

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accumulation facilities which may be necessitated by the quantities or types of waste generated will be the responsibility of UMMC. The costs will be included in quarterly billing. The cost for disposal of hazardous chemical waste will be the responsibility of UMMC and will be paid directly to the successful vendor of the contract awarded in B(1)(a).

3) In order for both parties to be in compliance with applicable laws, regulations, and standards for the management of hazardous chemical waste, the Medical System Corporation will:
   a) If classified as a large quantity generator, write a contingency plan in accordance with 40 CFR 264 Subpart D and 40 CFR 265 Subpart D (can be combined with the Emergency Action/Fire Prevention Plan required by 29 CFR 1910.132)
   b) Train UMMC hazardous waste personnel per COMAR 26.13.05.02 and 49 CFR 172 Subpart H
   c) Store hazardous waste at the point of generation per 40 CFR 265.170-178
   d) Hazardous waste storage facilities shall meet NFPA and IBC code requirements as well as the requirements in 40 CFR 265.1100

4) UMMC management is responsible for taking corrective actions in a timely fashion to ensure compliance with all aspects of this program based upon written recommendations from UMB EHS.

C. Contingencies

It is recognized by both parties that additional services may be needed during the contract term. These services may be an expansion of the type or number of existing services, or may be new services. UMB EHS has typically been able to manage these unrecognized services without additional cost through careful evaluation of priorities, the efficiency and productivity of EHS personnel, and in some instances, temporarily assigning EHS personnel from other areas to assist.

If during the contract term, UMB EHS is asked by UMMC to provide additional or new services, or UMB EHS identifies the need for a significant expansion of services to maintain compliance with the UMB Broad Scope License requirements and conditions that cannot be effectively managed by existing resources, UMMC management will be consulted regarding the need to increase the cost of the contract or direct bill for external contracted services. Examples may include extensive planning and radiation safety staff support for a new type of radiation therapy, extensive auditing and procedure review for a compliance inspection, or request for services for a new building or expansion of the existing facility.

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SCHEDULE 1 - F.Y. 2021

PAYMENT TO UMB

FOR ADMINISTRATIVE SERVICES

Administrative Services (Exhibit B)

Facilities Management (Operations and Maintenance)	$ 18,555
Public Safety	
Security Officer Force	$ 760,644
Police Officers	$ 1,199,520
Human Resources (Wellness Program)	$ 11,541
Subtotal	$ 1,990,260
Environmental Health and Safety (Exhibit C)	$ 588,213
TOTAL	$ 2,578,473

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SCHEDULE 2A - FY 2021
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER

Department	Base Amount
Anesthesiology	$ 12,671,448
Critical Care	2,495,733
Dermatology	171,318
Diagnostic Radiology	5,707,886
Emergency Room	4,290,198
Family Medicine	408,170
Infection Control / Epidemiology	329,424
Medicine	5,531,212
Neurology	1,493,396
Neurosurgery	723,485
OB/Gyn	4,966,019
Oncology	2,173,765
Ophthalmology	493,487
Orthopedics	2,639,788
Otorhinolaryngology	885,306
Pathology	2,979,124
Pediatrics	6,692,919
Psychiatry	5,062,591
Radiation Oncology	1,984,700
Shock Trauma	10,150,605
Surgery	7,998,239
Total Salary	79,848,814
Fringe Benefits Estimated at 25.10%	20,042,052
Total Salary plus Fringes	$99,890,866
Less: Turnover Savings	(1,500,000)
Total Salary & Fringe Net of Turnover	$98,390,866

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2020. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

Turnover expectancy is the projected amount for fiscal year 2021. In the event that the turnover expectancy amount is under-achieved, the Medical System will pay 50% of the difference not to exceed $500,000 as provided in the annual contract.

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SCHEDULE 2B - FY 2021 - 2024
SCHOOL OF MEDICINE FACULTY SERVICES
SEED PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER

Department	FY2021	FY2022	FY2023	FY2024
Anesthesiology	$ -	$ -	$ -	$ -
Critical Care	1,014,075	963,371	915,203	869,443
Dermatology	90,509	85,984	81,684	77,600
Diagnostic Radiology	-	-	-	-
Emergency Room	-	-	-	-
Family Medicine	-	-	-	-
Infection Control / Epidemiology	-	-	-	-
Medicine	11,149,824	10,592,333	10,062,716	9,559,580
Neurology	733,834	697,142	662,285	629,171
Neurosurgery	3,473,060	3,299,407	3,134,436	2,977,715
Ob/Gyn	852,452	809,829	769,338	730,871
Oncology	403,627	383,446	364,273	346,060
Ophthalmology	-	-	-	-
Orthopedics	1,573,579	1,494,900	1,420,155	1,349,147
Otorhinolaryngology	947,432	900,061	855,058	812,305
Pathology	-	-	-	-
Pediatrics	3,125,608	2,969,327	2,820,861	2,679,818
Psychiatry	-	-	-	-
Radiation Oncology	-	-	-	-
Shock Trauma	-	-	-	-
Surgery	6,327,707	6,011,322	5,710,756	5,425,218
Total Salary	$ 29,691,707	$ 28,207,121	$ 26,796,765	$ 25,456,927
Fringe Benefits Estimated at 25.10%	7,452,618	7,079,987	6,725,988	6,389,689
Total Salary plus Fringes	$ 37,144,325	$ 35,287,108	$ 33,522,753	$ 31,846,616

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2020. The projected cost amount will be amended during
the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

Physician Service Contract (PSC) seed funding for fiscal year 2021 represents development funding as agreed by UMMC and UMSOM for each Department. Where
specific three-year seed funding commitments exist, the seed support has been outlined for fiscal years 2021 through 2024. This schedule reflects agreements of the parties
as of the date of the schedule. The commitments outlined on this schedule are not intended to limit additional commitments that will be negotiated between the parties,
as appropriate. This schedule does not supercede or replace UMMC commitments for other spending provided to Chairs and Chiefs of Service.

Fiscal year 2021 through fiscal year 2024 seed support outlined assumes a stable operating and reimbursement environment for Maryland hospitals. Should unforeseen
 circumstances arise in the future that have a negative effect on UMMC's operating performance, continuation of this support, as well as relevant services provided, would, if
necessary, be re-evaluated mutually. In the event that seed support is discontinued before the expiration of the three-year seed funding period, UMMC will provide
UMSOM with written notice at least one month before UMSOM notification requirements for non-renewal of faculty appointments.

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SCHEDULE 2C - FY 2021
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD, MIDTOWN

Department	PSC: Total Base Support
Anesthesiology	$ 1,490,949
Critical Care	-
Dermatology	-
Diagnostic Radiology	-
Emergency Room	2,229,213
Family Medicine	-
Infection Control / Epidemiology	43,358
Medicine	6,722,463
Neurology	322,266
Neurosurgery	-
OB/Gyn	-
Oncology	-
Ophthalmology	1,204,088
Orthopedics	1,056,346
Otorhinolaryngology	211,831
Pathology	136,073
Pediatrics	21,575
Psychiatry	1,723,381
Radiation Oncology	-
Shock Trauma	-
Surgery	426,990
Total Salary	15,588,535
Fringe Benefits Estimated at 25.10%	3,912,722
Total Salary plus Fringes	$ 19,501,257

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2020. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

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05/2020
sk3FY21

SCHEDULE 3 - F.Y. 2021

PHARMACY SCHOOL/MEDICAL SYSTEM CORPORATION

PAYMENTS FROM MEDICAL SYSTEM CORPORATION TO SCHOOL OF PHARMACY

	Amount
Faculty	$512,504
Staff	598,320
Residents	170,200
Fringe Benefits @25.1% (faculty), 38.2% (staff), 19.2% (resident)	389,875
Subtotal	$1,670,899
Operating Expense – General Operating Residents	3,000
TOTAL	$1,673,899

5/2020
sk4FY21

SCHEDULE 4 - F.Y. 2021

DENTAL SCHOOL FACULTY SERVICES

PAYMENTS FROM MEDICAL SYSTEM CORPORATION

Department	Payment
Dental School - UMMS	$ 470,490
Fringe Benefits @ 25.1%	118,093
TOTAL	$ 588,583

{00125358-1}

05/2020
sk5FY21

SCHEDULE 5 - F.Y. 2021

COMPENSATION FOR SPACE USAGE

WITHIN OTHER PARTY'S FACILITIES

Net owed to Medical System Corporation by UMB: $1,157,304

{00125359-1}

SCHEDULE 6 – F. Y. 2021

UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION SUBSIDIARIES

1.	36 S. Paca Street, LLC
2.	CMROC, LLC
3.	Dimensions Assurance Limited
4.	Dimensions Health Corporation
5.	James Lawrence Kernan Hospital Endowment Fund, Inc.
6.	James Lawrence Kernan Hospital, Inc.
7.	MD Medicine Comprehensive Ins. Program
8.	Mt Washington Pediatric Hospital, Inc.
9.	Terrapin Insurance Company
10.	UM Capital Region Health, Inc.
11.	UMMC I, LLC
12.	UMRMC I, Inc.
13.	UMRMC, LLC
14.	UMSJ Health System, LLC
15.	University of Maryland Baltimore Washington Medical System, Inc.
16.	University of Maryland Care Transformation Organization, LLC
17.	University of Maryland Charles Regional Health, Inc.
18.	University of Maryland Ecare, LLC
19.	University of Maryland Health Ventures, LLC
20.	University of Maryland Medical Center, LLC
21.	University of Maryland Medical System Foundation, Inc.
22.	University of Maryland Medicine ASC, LLC
23.	University of Maryland Midtown Health, Inc.
24.	University of Maryland Quality Care Network, LLC
25.	University of Maryland Shore Regional Health, Inc.
26.	University of Maryland Upper Chesapeake Health System, Inc.
27.	UniversityCare, LLC
28.	UMMS Ambulatory Care, LLC

UNIVERSITY SYSTEM
of **MARYLAND**

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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TOPIC: University System of Maryland: Forty-Second Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: The Board of Regents has previously adopted forty-one bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed Resolution authorizes the issuance of Revenue Bonds to finance $104,493,000 of academic and auxiliary facilities projects.

The Auxiliary Facilities Projects submitted in this Forty-Second Bond Resolution may be subject to adjustments in order to align it with the FY 2021 System Funded Construction Program Request to be adopted by the Full Board on June 19, 2020. Any changes to this Resolution will be reported to the Committee on Finance. The total amount of bonds authorized will not exceed $104,493,000.

Academic Facilities Projects
- University of Maryland, College Park: Infrastructure Project
- University of Maryland, Eastern Shore: Flood Mitigation
- Frostburg State University: Education and Health Sciences
- System-wide Capital Facilities Renewal: $12,000,000

Auxiliary Facilities Projects
- Towson University: Union Addition/Renovation $25,100,000
- Towson University: Glen Towers Addition and Renovation $20,513,000
- University of Maryland, College Park: Two New Residence Halls $4,000,000
- University of Maryland, College Park: North Campus Dining Hall Replacement $1,000,000
- University of Maryland, College Park: High Rise Residence Halls Renovation $8,7800,000
  - This funding may be reallocated to the North Campus Dining Hall Replacement
- University of Maryland Baltimore County: Retriever Activities Center Renewal $13,100,000

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The projects may be delayed without this authorization.

FISCAL IMPACT: Issuance of $104,493,000 of bonds would result in debt service of approximately $8.3 million per year for 20 years at the offered coupon rate of 5.0%.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Forty-Second Bond Resolution.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

42nd bond resolution

FORTY-SECOND BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

AUTHORIZING THE ISSUANCE AND SALE OF UP TO

$104,493,000 UNIVERSITY SYSTEM OF MARYLAND

AUXILIARY FACILITY AND TUITION

REVENUE BONDS

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FORTY-SECOND BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
$104,493,000 UNIVERSITY SYSTEM OF MARYLAND
AUXILIARY FACILITY AND TUITION
REVENUE BONDS

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (as the same may be amended or supplemented from time to time, "Title 19"), the University System of Maryland (the "System") is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects," as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted May 3, 1989, the System approved the Original Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the System desires to issue and sell up to $104,493,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as hereinafter defined) in one or more series from time to time, subject to the terms and conditions of this Forty-Second Bond Resolution (as amended or supplemented from time to time, this "Resolution" or "Forty-Second Bond Resolution") and the Indenture (as hereinafter defined) and secured by and payable from the Trust Estate pledged under the Indenture;

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NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT:

ARTICLE I

DEFINITIONS

Section 1.01.   Terms Defined in the Indenture. Except as provided in Section 1.02, all initially capitalized terms contained in the Indenture when used in this Resolution shall have the same meaning herein as set forth in the Indenture.

Section 1.02.   Additional Definitions. In addition to the words and terms defined in the Indenture and elsewhere defined herein, the following words and terms as used herein shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

"Academic Facilities Projects" means, collectively, those projects constituting "academic facilities" as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

"Accreted Amount" means the principal amount of any Capital Appreciation Bond as of the date of delivery, plus accrued interest (including compounded interest to the immediately preceding Interest Payment Date), if any.

"Arbitrage Compliance Agreement" means each Arbitrage Compliance Agreement (if any) or such other arbitrage or tax certification respecting payment of arbitrage rebate executed with respect to the Forty-second Resolution Bonds issued on any Issuance Date.

"Authorized Denomination" means $5,000 or any integral multiple thereof, or such greater amount or multiple as may be set forth in a System Order.

"Auxiliary Facilities Projects" means, collectively, the projects constituting "auxiliary facilities" as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

"Bond Resolution(s)" means each and all of the Resolutions of the Board which authorize the issuance of Bonds.

"Bonds" has the meaning given that term in the Indenture.

"Capital Appreciation Bonds" are described in Section 2.02 of this Resolution.

"Current Interest Bonds" are described in Section 2.02 of this Resolution.

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"Escrow Deposit Agreement" means each agreement by and between the System and the Trustee executed and delivered in accordance with Section 2.07 of this Resolution.

"Fixed Rate Bond" means a Forty-second Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-second Resolution Bond.

"Forty-Second Resolution Bonds" means the Bonds of the System authorized by this Resolution.

"Forty-Second Resolution Rebate Fund" means the fund established pursuant to Section 6.01 of this Resolution and Section 7.01 of the Indenture.

"Indenture" means the Original Indenture, as supplemented and amended by the Supplemental Indenture and as further amended or supplemented from time to time.

"Interest Payment Date" means April 1 and October 1 of each calendar year or such other date or dates as may be prescribed in a System Order and for any Forty-Second Resolution Bond paid in full, the date of payment in full of such Forty-Second Resolution Bond.

"Issuance Date" means each date on which all or any portion of the Forty-Second Resolution Bonds are exchanged for the purchase price thereof.

"Liquidity Facility" means a Credit Facility which shall provide for the payment of the purchase price of Variable Rate Bonds tendered by the holders thereof for purchase as provided in a System Order regarding the issuance of such Variable Rate Bonds but shall not provide for the payment of the principal due on any such Variable Rate Bond at maturity or earlier redemption.

"Liquidity Provider" means the Person who provides a Liquidity Facility.

"Mandatory Sinking Fund Payment" is defined in Section 3.01 of this Resolution.

"Original Indenture" means the Indenture of Trust, dated as of May 1, 1989, by and between the System and the Trustee as approved by the Board of Regents pursuant to the 1989 Series A Bond Resolution of the System adopted May 3, 1989.

"Projects" means, collectively, the Academic Facilities Projects, the Auxiliary Facilities Projects and any other projects for which the proceeds of the Forty-Second Resolution Bonds are authorized to be used.

"Record Date" means (a) with respect to Forty-Second Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer, the 15th day of the calendar month immediately preceding an Interest Payment Date, whether or not such day is a Business Day, and (b) with respect to all other Forty-Second Resolution Bonds, the Business Day immediately preceding an Interest

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Payment Date.

"Refunding Bonds" means (i) Forty-Second Resolution Bonds of the System authorized by Section 2.06 of this Resolution or (ii) any Bonds issued under the authority of any other Bond Resolution to refund Bonds previously issued to finance any Project or to refund any prior issue of Bonds, including refunding Bonds.

"Sinking Fund Redemption Date" is defined in Section 3.01 of this Resolution.

"Supplemental Indenture" means the First Supplemental Indenture of Trust dated June 14, 1995, by and between the System and the Trustee, which Supplemental Indenture supplements and amends the Original Indenture.

"System Order" means the separate written order with respect to the Forty-Second Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

"Variable Rate Bond" means a Forty-Second Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-Second Resolution Bond.

ARTICLE II

FORTY-SECOND RESOLUTION BONDS

Section 2.01.   Authorized Amount of Forty-Second Resolution Bonds; Designation and Series; Purpose; Security.

(a)   In order to provide sufficient funds to carry out the purposes described in this Section 2.01, and according and subject to the terms, conditions and limitations established in the Indenture and this Resolution, Forty-Second Resolution Bonds in an aggregate principal amount not to exceed $104,493,000 are hereby authorized to be issued on one or more Issuance Dates from time to time as may be prescribed in a System Order regarding each issuance of Forty-Second Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-Second Resolution Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds or any combination thereof and may be issued from time to time on any Issuance Date. For the purposes of this Section 2.01, the principal amount of Capital Appreciation Bonds shall be the Accreted Amount as of the Issuance Date of such Capital Appreciation Bonds. Each System Order regarding each Issuance Date of the Forty-Second Resolution Bonds shall specify the aggregate principal amount of Forty-Second Resolution Bonds to be issued. In addition to the title "University System of Maryland Auxiliary Facility and Tuition Revenue Bonds," each such System Order may prescribe or the Trustee may add to or incorporate into the general title or numerical designation of any Forty-Second Resolution Bonds, any words, figures or letters designed to distinguish Forty-Second Resolution Bonds issued on a particular Issuance Date from any other Forty-Second Resolution Bonds or any other series of Bonds issued on such Issuance Date.

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(b)   The proceeds from the issuance and sale of the Forty-Second Resolution Bonds shall be used for the purposes of financing or refinancing the cost of the Projects described in Section 2.04 hereof.

(c)   The intended source of payment for the Forty-Second Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-Second Resolution Bonds not designated for Academic Facilities Projects shall be Auxiliary Facilities Fees; provided, however, such intention as to source of payment shall in no way limit the lien of the Trust Estate or the right of the System to use any other source legally available for payment of any of the Forty-Second Resolution Bonds.

(d)   The Forty-Second Resolution Bonds may, as determined by the Chancellor of the System or the Chief Operating Officer and Vice Chancellor for Administration and Finance of the System, be issued as "build America bonds" under the provisions of Section 54AA(d) of the Internal Revenue Code of 1986, as amended (the "Internal Revenue Code"), or such provisions as may then be applicable, if then permitted under the Internal Revenue Code, with the intention that the interest payable on such Forty-Second Resolution Bonds will not be excludable from federal gross income by the owners thereof. If any Forty-Second Resolution Bonds are issued as "build America bonds", the Chancellor of the System or the Chief Operating Officer and Vice Chancellor for Administration and Finance of the System may, in his or her discretion, elect on behalf of the System to issue such Forty-Second Resolution Bonds as either tax credit bonds or bonds eligible to receive a refundable credit with respect to a portion of the interest paid on the bonds from the United States Treasury under the provisions of Section 54AA and related provisions of the Internal Revenue Code, or such provisions as may then be applicable.

(e)   The Forty-Second Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02.   General Terms of Forty-Second Resolution Bonds.

(a)   The Forty-Second Resolution Bonds shall be dated as of the date or dates prescribed in a System Order.

(b)   The Current Interest Bonds shall bear interest from their date, until paid, at the rate or rates set forth in, or determined in the manner provided in, a System Order (computed on the basis of (a) a 360-day year, composed of twelve 30-day months, in the case of Forty-Second Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer or (b) a 365- or 366-day year, as appropriate, for the number of days elapsed in the case of all other Forty-Second Resolution Bonds) payable on each Interest Payment Date, and shall mature on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Second Resolution Bonds. Interest on the Capital Appreciation Bonds shall accrue from their date of delivery at the rate or rates and in accordance with the method set forth in a System Order, shall be compounded on April 1 and October 1 of each year or as set forth in a System Order and shall

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be payable at maturity or earlier on any redemption date, or on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Second Resolution Bonds.

(c)   The Forty-Second Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-Second Resolution Bonds initially shall be issued only in book entry form and an Authorized System's Representative is hereby authorized to enter into such agreements with a Depository as may be necessary or appropriate to issue the Forty-Second Resolution Bonds only in book entry form.

(d)   The principal of and premium (if any) on the Current Interest Bonds and the principal of, and premium (if any) and interest due at maturity on, the Capital Appreciation Bonds shall be payable at the principal office or the principal corporate trust office of the Trustee, upon surrender of such Bonds at such principal office.

(e)   Interest on the Current Interest Bonds shall be paid on each Interest Payment Date for the period from and including the immediately preceding Interest Payment Date for which interest has not theretofore been paid to but excluding the Interest Payment Date on which such payment is to be made. Subject to the terms of any agreement with a Depository and except as otherwise provided in a System Order, interest on the Current Interest Bonds shall be payable by check drawn upon the Trustee and mailed to the Persons in whose names such Current Interest Bonds are registered on the Bond Register as of the close of business on the Record Date immediately before the relevant Interest Payment Date; provided that the payment of interest on any such Current Interest Bonds in an aggregate principal amount equal to or greater than $1,000,000 registered in the name of one Bondholder may, at the option of such Bondholder, be paid on any Interest Payment Date by wire transfer in federal reserve funds to any bank in the United States of America specified by such Bondholder, upon receipt by the Trustee of written notice on or before the Record Date immediately prior to the first Interest Payment Date upon which such a wire transfer is to be made. If any Bondholder shall elect to receive payment of interest by wire transfer, such election shall remain effective for all subsequent Interest Payment Dates until written notice revoking such election is received by the Trustee on or before the Record Date immediately prior to the Interest Payment Date for which notice of revocation is to be effective.

(f)   As provided in the Indenture, the obligation of the System to pay the principal of, and premium (if any) and interest on, the Forty-Second Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-Second Resolution Bonds. The Forty-Second Resolution Bonds shall be in the form as may, consistent with the Indenture and this Resolution, be approved in a System Order, and shall be executed and delivered as provided in Section 2.09 of the Indenture. Execution of any Forty-Second Resolution Bonds consistent with Section 2.09 of the Indenture shall be conclusive evidence of the System's approval thereof.

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Section 2.04. Use of Proceeds; Projects Authorized. The following "academic facilities" and "auxiliary facilities" are hereby approved as projects, the costs of which may be paid from the proceeds from the issuance and sale of Bonds:

(a)   up to $20,000,000 of the Forty-Second Resolution Bonds for the costs of the following constituting Academic Facilities Projects:

(1)   University of Maryland, College Park Campus (Prince George's County)

Infrastructure Project

(2)   University of Maryland, Eastern Shore (Somerset County)

Flood Mitigation Project

(3)   Frostburg State University (Allegany County)

Education and Health Sciences

(b)   up to $12,000,000 of the Forty-Second Resolution Bonds for the costs of those Capital Facilities Renewal Projects identified in the Capital Improvement Program approved by the Board for Fiscal Year 2021, as those Projects, from time to time, may be amended, modified, or supplemented by the Board.

(c)   the following auxiliary facilities (the "Auxiliary Facilities Projects") which are further identified and described in the System Funded Construction Program approved by the Board for Fiscal Year 2021, as those Projects, from time to time, may be amended, modified, or supplemented by the Board:

(1)   Towson University (Baltimore County)

(A)   Union Addition/Renovation

(B)   Glen Towers Addition and Renovation

(2)   University of Maryland, College Park (Prince George's County)

(A)   North Campus Dining Hall Replacement

(B)   Two New Residence Halls

(C)   High Rise Residence Halls Renovation: Phased

(3)   University of Maryland Baltimore County (Baltimore County)

Retriever Activities Center Renewal

In accordance with Section 102(d) of Title 19, and pursuant to Chapter 123 of the 2013 Laws of Maryland, each of the Academic Facilities Projects specified in subsection (a) and (b) above were approved by the Maryland General Assembly as a project for an academic facility. The aggregate amount of Bonds (of all series) designated for Academic Facilities Projects, as provided in Section 6.03 of the Indenture, shall not exceed the amounts specified in (a) and (b) above for the Academic Facilities Projects specified in such Sections.

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Section 2.05.   Deposit of Forty-Second Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-Second Resolution Bonds, in the following order:

(a)   accrued interest, if any, on those Forty-Second Resolution Bonds that are Current Interest Bonds, from their dated date to but excluding the date of delivery thereof, shall be paid to the Trustee and deposited in the Interest Account of the Consolidated Bond Fund;

(b)   proceeds of those Forty-Second Resolution Bonds designated as CBF Bonds which are Refunding Bonds shall be applied in accordance with Section 2.07 below; and

(c)   proceeds of those Forty-Second Resolution Bonds designated as CBF Bonds which are not Refunding Bonds shall be deposited in the General Construction Fund, in such accounts as may be designated in a System Order.

Section 2.06.   Refunding Bonds.

(a)   Authority to Issue Refunding Bonds. In addition to the Forty-Second Resolution Bonds authorized pursuant to this Resolution, and pursuant to the authority provided in Section 19-108 of Title 19 and Section 2.07(c) of the Indenture, the System is authorized to issue from time to time on any Issuance Date, additional Forty-Second Resolution Bonds, as may be prescribed in a System Order, to refund any Forty-Second Resolution Bonds or any other Refunding Bond. The terms and provisions of Section 2.01(a), 2.02 and 2.03 of this Resolution shall govern the terms and provisions of any Refunding Bonds. Proceeds of any Forty-Second Resolution Bonds or any other Refunding Bonds may be used for the purpose of paying (i) the principal of, and premium (if any) and interest on any Forty-Second Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-Second Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-Second Resolution Bonds or any other Refunding Bonds.

(b)   Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-Second Bond Resolution shall be allocated to the Bond Resolution under which such Bonds to be refunded were originally issued without taking into account any premiums or discounts received in connection with the sale of such Bonds or the principal amount of such Refunding Bonds to be applied to pay the principal of, and premium (if any) and interest on any Bonds to be refunded or the costs of issuance of such Refunding Bonds.

Section 2.07.   Escrow Deposit Agreements.

(a)   On each Issuance Date of Refunding Bonds, the System and the Trustee shall execute and deliver an Escrow Deposit Agreement satisfying the requirements of this Section 2.07 and containing such other terms and conditions as the System may deem necessary or appropriate.

(b)   Amounts held by the Trustee pursuant to an Escrow Deposit Agreement shall constitute part of the Trust Estate. If, and to the extent that, any Escrow Deposit Agreement

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provides for the disbursement of amounts for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Second Resolution Bonds being refunded, then such amounts shall not be deemed to be held by the Trustee for the benefit of the Refunding Bonds but only for the benefit of the Forty-Second Resolution Bonds being refunded, all at such times and with respect to such amounts as may be specified in such Escrow Deposit Agreement. Except as provided in the preceding sentence, or as may be provided in an Escrow Deposit Agreement, amounts held by the Trustee pursuant to such Escrow Deposit Agreement shall be held for the benefit of only the Refunding Bonds issued on such Issuance Date.

(c)   The System, pursuant to an Escrow Deposit Agreement, is hereby authorized to require the Trustee to establish from time to time one or more additional funds, accounts or subaccounts under this Resolution.

(d)   Amounts held pursuant to an Escrow Deposit Agreement shall be disbursed by the Trustee pursuant to the terms of such Escrow Deposit Agreement for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Second Resolution Bonds being refunded and Refunding Bonds identified in such Escrow Deposit Agreement, on or prior to the maturity date thereof.

(e)   A single Escrow Deposit Agreement may be executed in connection with the issuance of Refunding Bonds and other Bonds of the System, the proceeds of which are to be used to refund Outstanding Bonds under the Indenture.

Section 2.08.   Consolidation of Bonds. Refunding Bonds (a) may be designated as CBF Bonds under the Indenture and (b) may be consolidated with, and issued together with, any other Bonds authorized to be issued under the Indenture. The proceeds of any Refunding Bonds may be consolidated and commingled with the proceeds of other Bonds issued to refund Outstanding Bonds under the Indenture as part of any Escrow Deposit Agreement that otherwise complies with Section 2.07 of this Resolution.

Section 2.09.   Records for Academic Facilities and Auxiliary Facilities. The System shall maintain such books and records and shall make such allocations of the principal amount of Refunding Bonds and the payment of the principal of, and premium (if any) and interest on, such Refunding Bonds, as may be required from time to time in order to comply with the provisions of Section 19-102(e) of Title 19.

ARTICLE III

REDEMPTION OF FORTY-SECOND RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a)   The Forty-Second Resolution Bonds shall be subject to redemption, in whole or in part at any time, at the option of the System or on such date or dates and at such price or prices as may be set forth in a System Order. The principal value of any Capital Appreciation Bonds as of any date of redemption shall equal the Accreted Amount.

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(b)   The Current Interest Bonds or certain of such Current Interest Bonds shall be subject to mandatory redemption, on such date or dates as may be prescribed in a System Order (each such date being a "Sinking Fund Redemption Date"), in such principal amount or amounts and at such price or prices as may be prescribed in a System Order (each such amount being a "Mandatory Sinking Fund Payment").

Section 3.02.   Redemption Amounts.

(a)   The System may reduce the amount of any Mandatory Sinking Fund Payment payable on any Sinking Fund Redemption Date by an amount equal to the principal amount of Current Interest Bonds subject to such Mandatory Sinking Fund Payment that shall be surrendered uncancelled by the System to the Trustee for such purpose not less than sixty (60) days prior to such Sinking Fund Redemption Date.

(b)   In the case of any partial redemption of Current Interest Bonds at the option of the System, the System may select for redemption (i) any one or more subsequent maturities of Current Interest Bonds, and (ii) if any maturity of Current Interest Bonds is subject to Mandatory Sinking Fund Payment, any one or more subsequent Mandatory Sinking Fund Payments to be credited as being paid, provided that the System shall have delivered to the Trustee, not less than sixty (60) days before such maturity date or Sinking Fund Redemption Date (or such lesser period of time as the Trustee may allow), a System Request stating its election to redeem such Current Interest Bonds in such manner. In such case, the Trustee shall reduce the amount of Current Interest Bonds to be redeemed on the Sinking Fund Redemption Date specified in such System Request by the principal amount of Current Interest Bonds so purchased or redeemed. In the absence of any such direction, the Trustee shall reduce subsequent maturities and Mandatory Sinking Fund Payments proportionately, in increments of the minimum Authorized Denomination, to the extent reasonably practicable.

(c)   Any credit given to any Mandatory Sinking Fund Payments shall not affect any remaining or subsequent Mandatory Sinking Fund Payments which shall remain payable as otherwise provided herein, unless and until another credit is given in accordance with the provisions hereof.

(d)   In the case of any partial redemption of Forty-Second Resolution Bonds, the particular Forty-Second Resolution Bonds or portions thereof to be redeemed shall be selected by the Trustee in proportion to the principal amount of Forty-Second Resolution Bonds then outstanding, to the maximum extent practicable, and in such manner as the Trustee shall deem fair and equitable; provided, however, that so long as the Forty-Second Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-Second Resolution Bonds or portions thereof to be redeemed shall be selected by the Depository in such manner as the Depository shall determine. If any Forty-Second Resolution Bonds to be redeemed are selected by lot, such method shall be conclusively deemed fair and equitable. In the case of any partial redemption of Forty-Second Resolution Bonds, in selecting Forty-Second Resolution Bonds for redemption the Bond Registrar shall treat each Forty-Second Resolution Bond as representing that number of Forty-Second Resolution Bonds as is obtained by dividing the

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principal amount of such Forty-Second Resolution Bond by the minimum Authorized Denomination. If it is determined that one or more, but not all, of the units of the minimum Authorized Denomination of face value represented by any Forty-Second Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-Second Resolution Bond shall forthwith surrender such Forty-Second Resolution Bond to the Trustee (i) for payment of the redemption price (including accrued interest thereon on the date fixed for redemption) of the portion thereof called for redemption and (ii) for exchange for Forty-Second Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-Second Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-Second Resolution Bond to be redeemed in part shall fail to present such Forty-Second Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-Second Resolution Bond shall, nevertheless, become due and payable on the date fixed for redemption to the extent of the unit or units of the minimum Authorized Denomination of principal amount called for redemption (and to that extent only).

ARTICLE IV

CONSOLIDATED BOND FUND; ADDITIONAL FUNDS

Section 4.01. Payments into Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.01(b) hereof, moneys transferred from the Revenue Fund in respect of the Forty-Second Resolution Bonds shall be deposited in the order and amount set forth in Section 5.02 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall establish such additional accounts within the Consolidated Bond Fund as shall be directed in a System Order relating to such Variable Rate Bonds. Moneys transferred from the Revenue Fund in respect of any Variable Rate Bonds may be deposited in any such additional accounts established within the Consolidated Bond Fund, and the amounts, times and order of priority of deposits to the Interest Account, the Principal Account and any such additional accounts established within the Consolidated Bond Fund with respect to such Variable Rate Bonds shall be as set forth in such System Order.

Section 4.02. Disbursements from Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.02(b) hereof, the Trustee is hereby authorized and directed to withdraw and disburse moneys in the Consolidated Bond Fund in the order and amount, and for the purposes, set forth in Section 5.03 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall be authorized and directed to withdraw and disburse moneys in the Principal Account, the Interest Account and any additional accounts established pursuant to Section 4.01(b) hereof within the Consolidated Bond Fund in the order and amounts, and for the purposes, set forth in the System Order relating to such Variable Rate Bonds.

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Section 4.03.   Establishment of Additional Funds or Accounts.

(a)   In addition to any accounts established by the Trustee pursuant to Section 4.01(b) and 4.02(b) hereof, there may be established within the Consolidated Bond Fund, pursuant to the System Order regarding the issuance of any series of the Forty-Second Resolution Bonds or as requested by the Authorized System's Representative, such additional trust accounts as shall be necessary or convenient in connection therewith and as shall be permitted pursuant to Section 5.01 of the Indenture. Deposits to and payments from such separate funds or accounts shall be as set forth in such System Order, subject in all events to the provisions of the Indenture.

ARTICLE V

GENERAL CONSTRUCTION FUND

Section 5.01.   Deposit to General Construction Fund. Upon receipt by the Trustee of the moneys specified in Section 2.05(c) hereof, such moneys shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund, in such amounts as may be specified in a System Order.

Section 5.02.   Deposit of Moneys Transferred from the Forty-Second Resolution Rebate Fund. Any moneys transferred from the Forty-Second Resolution Rebate Fund to the General Construction Fund shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account in such amounts as may be specified in a System Request.

Section 5.03.   Disbursements

(a)   Proceeds of the Forty-Second Resolution Bonds deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund shall be disbursed in accordance with the provisions of Section 6.03 of the Indenture for the Costs of the Projects.

(b)   Upon completion of the Projects, any moneys remaining in the General Construction Fund (other than moneys retained to pay costs, expenses and interest not then due and payable) shall be transferred to the Excess Proceeds Account and shall be held and disbursed by the Trustee in accordance with Section 6.04 of the Indenture.

Section 5.04.   Additions to and/or Deletions from the Academic Facilities Projects and the Auxiliary Facilities Projects to be Financed.

(a)   The System, without the consent of the Trustee or the Holders of the Forty-Second Resolution Bonds, may from time to time amend Section 2.04 hereto to include as a Project any "academic facilities" as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Second Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an

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approving opinion of Bond Counsel, or to delete from Section 2.04 any Academic Facility Project listed therein; provided, however, that each item shall have been approved by the General Assembly of the State of Maryland pursuant to Section 19-102(d) of Title 19. In connection with any such amendment of Section 2.04, the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an academic facility.

(b)   The System, without the consent of the Trustee or the Holders of the Forty-Second Resolution Bonds, may from time to time amend Section 2.04 hereto to include as an Auxiliary Facilities Project any other "auxiliary facilities," as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Second Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel or to delete from Section 2.04 auxiliary facility projects listed therein to be acquired or constructed by the System and items of equipment to be acquired and installed by the System. In connection with any such amendment of Section 2.04 the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an auxiliary facility.

Section 5.05.   Authorization for Use of Proceeds of Forty-Second Resolution Bonds for Other Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of the Forty-Second Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to prior Bond Resolutions and any Projects authorized pursuant to this Forty-Second Bond Resolution. In addition, the proceeds of the Forty-Second Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to subsequent Bond Resolutions without amending any other Bond Resolution and without the necessity of any amendment to this Forty-Second Bond Resolution or the consent of the Trustee or any Holder of the Forty-Second Resolution Bonds.

Section 5.06.   Authorization for Use of Proceeds of Bonds from Prior Bond Resolutions for Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of any Bonds heretofore or hereafter issued under any prior Bond Resolutions and deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to this Forty-Second Bond Resolution.

ARTICLE VI

REBATE FUND

Section 6.01.   Rebate Fund. The Trustee if directed shall establish such Rebate Fund in connection with the Forty-Second Resolution Bonds as shall be directed in a System Order relating to any such Forty-Second Resolution Bonds and as provided in the Indenture. To the extent not inconsistent with the provisions of the Indenture, such System Order may restrict such

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Rebate Fund for use in connection with the Forty-Second Resolution Bonds or may permit the use of such Rebate Fund in connection with other series of Bonds hereafter issued under the Indenture. Deposits shall be made to, and disbursements may be made from, such Rebate Fund as provided in such System Order, to the extent not inconsistent with the provisions of the Indenture.

ARTICLE VII

ADDITIONAL PERMITTED INVESTMENTS

Section 7.01. <u>Additional Permitted Investments</u>. As permitted by clause (i) of the definition of Permitted Investments of the Indenture, the following are added as Permitted Investments for the investment of the proceeds of the Forty-Second Resolution Bonds and all Funds established by this Resolution:

(a)	Repurchase, resale and other similar agreements with any person provided (i) such agreements are continuously collateralized with Government Obligations, (ii) the market value of the collateral is not less than one hundred two percent (102%) of the repurchase price (including interest), (iii) the Trustee or a third party acting as agent or custodian of the collateral solely for the Trustee has possession of the collateral, (iv) the collateral is free and clear of all liens and encumbrances, (v) the Trustee shall be entitled to liquidate the collateral if the requirement of subclauses (i) and (ii) are not continuously satisfied and (vi) the Trustee shall have a first priority perfected security interest in the collateral;

(b)	Investment agreements, the provider of which is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) by two Rating Agencies; and

(c)	Investment agreements issued by any provider:

(i)	that is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) of a Rating Agency, or

(ii)	whose obligations under such investment agreements are unconditionally guaranteed by parent entities or other third parties that are rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) from a Rating Agency, or

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(iii)   who satisfies the rating requirements of clause (i) or (ii) above and whose obligations under such investment agreements are collateralized by obligations described in clauses (a), (b), (d) or (e) under the definition of "Permitted Investments" in the Indenture or in clauses (a) or (b) above of this Article VII and which are delivered to the Trustee, or registered in the name of the Trustee, or are supported by a safekeeping receipt issued by a depository satisfactory to the Trustee, provided that such investment agreements must provide that the value of such obligations collateralizing such investment agreements shall be maintained at a current market value (determined not more frequently than monthly) of not less than 102% of the aggregate amount of the obligations of such financial institution, insurance company or financial services firm;

provided, however, that any investment agreement, at the time it is entered into, must meet and comply with the requirements of clause (i), (ii) or (iii) above.

ARTICLE VIII

MISCELLANEOUS

Section 8.01.   Supplemental Resolutions. The System may, without the consent of, or notice to, any of the Bondholders, enter into a resolution or resolutions supplemental hereto which shall not be inconsistent with the terms and provisions hereof, provided that, in the opinion of Counsel to the Trustee, the change effected thereby is not to the prejudice of the interests of the Trustee or the Bondholders as permitted by Section 13.01 of the Indenture.

Section 8.02.   Limitation of Rights. With the exception of the rights herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution or the Forty-Second Resolution Bonds is intended or shall be construed to give to any Person other than the System, the Trustee and the Holders of the Forty-Second Resolution Bonds, any legal or equitable right, remedy or claim under or in respect to this Resolution or any agreements, conditions and provisions herein contained; this Resolution and all of the agreements, conditions and provisions hereof being intended to be and being for the sole and exclusive benefit of the System, the Trustee and the Holders of the Forty-Second Resolution Bonds as herein provided.

Section 8.03.   Severability. If any provision of this Resolution shall be invalid, illegal or unenforceable because it conflicts with any constitution or statute or rule of public policy or for any other reason, such circumstances shall not have the effect of rendering the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatever.

Section 8.04.   Immunity of Regents and Officers. No recourse for the payment of the principal of or premium (if any) or interest on, any Forty-Second Resolution Bond or for any claim based thereon or otherwise in respect thereof or of this Resolution shall be had against any member of the Board of Regents or officers or employees of the System whether past, present or

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future, whether by virtue of any constitution, statute or rule of law, all such liability (if any) being hereby expressly waived and released as a condition of and in consideration of the issuance of the Forty-Second Resolution Bonds.

Section 8.05.   Private Use of the Projects. The System covenants that it will not make, or (to the extent the System exercises control or direction) permit to be made, any use of the Projects, or any portion thereof, by any other Person, if such use would cause those Forty-Second Resolution Bonds to be "private activity bonds" within the meaning of Section 141 of the Code, unless the System and the Trustee receive an opinion of Bond Counsel to the effect that such use does not adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Forty-Second Resolution Bonds, if any.

Section 8.06.   Sale of Forty-Second Resolution Bonds. As permitted by Title 19, the Board of Regents hereby finds and determines that the best interests of the System will be served by selling each issuance of the Forty-Second Resolution Bonds at either a public competitive sale or a private (negotiated) sale as the Chancellor of the System deems to be in the best interest of the System at such prices, which may be at, above or below par, as the Chancellor of the System deems to be in the best interest of the System. In the event that two bidders offer to purchase an issue of the Forty-Second Resolution Bonds at the same lowest true interest cost at a public competitive sale, the Chancellor of the System shall determine in his sole discretion to which of the bidders such issue of the Forty-Second Resolution Bonds will be awarded. In the event of a private (negotiated) sale the Chancellor of the System shall select the purchaser of such issue of the Forty-Second Resolution Bonds which the Chancellor of the System deems to be in the best interest of the System.

Section 8.07.   Official Statement. There is hereby authorized to be prepared and distributed, in conjunction with each issuance and sale of the Forty-Second Resolution Bonds, both a preliminary and a final official statement (the "Official Statement"). The preliminary official statement and the final official statement shall be in the form approved by either of the Chairperson of the Board of Regents or the Chancellor of the System whose execution by either of them shall be conclusive evidence of the approval thereof. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to execute by their manual or facsimile signatures and to deliver in the name of and on behalf of the System the Official Statement regarding each issuance of the Forty-Second Resolution Bonds and to deem the Official Statement as final for the purposes of Securities Exchange Act Rule 15c2-12, as amended or supplemented from time to time, or any successor law, rule or regulation ("Rule 15c2-12").

Section 8.08.   Continuing Disclosure. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to enter into one or more continuing disclosure agreements with respect to information contained in, or matters relating to, the Official Statement for any Forty-Second Resolution Bonds and any other Bonds of the System. Any person designated as an "Authorized System's Representative" under the Indenture is hereby authorized to prepare and file with the Municipal Securities Rulemaking Board such financial or other information as may be required to comply with the requirements of Rule 15c2-12, and to delegate the preparation and filing of any such information to any other

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officer or employee of the System. The System's bond counsel is also designated as an agent for the System for purposes of preparing and filing any such information.

Section 8.09. <u>Absence of Chairperson or Chancellor</u>. If the Chairperson of the Board of Regents is unable to act or unavailable for any reason, or such position is vacant, the Chairperson of the Finance Committee of the Board of Regents is hereby authorized and empowered to act in place of the Chairperson of the Board of Regents, and if the Chancellor of the System is unable to act or unavailable for any reason, or such position is vacant, the Vice Chancellor for Administration and Finance is hereby authorized and empowered to act in place of the Chancellor of the System.

Section 8.10. <u>Further Actions</u>. The Chairperson of the Board of Regents, the Chairperson of the Finance Committee, the Secretary and Assistant Secretary of the Board of Regents of the System, the Chancellor of the System, and the Vice Chancellor for Administration and Finance of the System and other officials of the System are hereby authorized and empowered to do all acts and things and execute such instruments, documents and certificates (including all necessary closing certificates) and otherwise take all action necessary, proper or expedient in connection with each issuance, sale and delivery of the Forty-Second Resolution Bonds.

Section 8.11. <u>Validity of Signatures</u>. In the event any Regent or officer of the System who has executed any bond, document, certificate or other matter ceases to be a Regent or officer before delivery, the signature is valid and sufficient for all purposes as if the Regent or officer had remained in office until delivery.

Section 8.12. <u>Declaration of Official Intent</u>. Any person designated as an "Authorized System's Representative" under the Indenture is hereby authorized to adopt a declaration of official intent (within the meaning of Treasury Regulations Section 1.150-2) to reimburse the costs of any project with the proceeds of any bonds or other obligations issued by the System under the authority of Title 19 or any other provision of the laws of Maryland.

Section 8.13. <u>Liberal Construction</u>. The terms of this Forty-Second Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-Second Bond Resolution shall be liberally construed in order to carry out and effectuate the purposes set forth herein and in Title 19.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 19th day of June, 2020.

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UNIVERSITY SYSTEM *of* **MARYLAND**

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Auxiliary Project Maturity Extension and Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: The USM generally authorizes approximately $115 million annually in capital projects to be funded from revenue bond proceeds with twenty-year maturity. Going forward, the System intends to issue thirty-year debt, as opposed to the twenty-year, to fund Student Housing Projects authorized under the current Bond Resolution, as well as all previous Bond Resolutions with outstanding authorizations.

Each of the forty-one previously adopted bond resolutions authorize debt to be issued for the twenty-year term. The State allows for Auxiliary projects to be funded using debt up to thirty-three years. As such, to reflect the useful life of the projects more accurately and to alleviate the repayment burden of the projects, the System will begin to issue thirty-year debt to fund Student housing projects. The Maturity Extension Bond Resolution amends the maximum bond maturity from the twenty-year term specified under previous Bond Resolutions to the State permitted thirty-three-year term for Auxiliary Projects.

Furthermore, under the current bond issuance schedule, the USM will not issue any additional debt until January 2021. In the interim, the System Office would fund all Student Housing project expenses authorized for bond funding with plant fund cash and subsequently use the future bond issuance to reimburse these expenditures. The process and record-keeping infrastructure necessary to facilitate initially paying the project costs from System cash balances and then reimbursing the amounts spent from the proceeds of the next bond issue have been formalized and are in place.

The attached Exhibit A represents all of the projects authorized for revenue bond funding which may potentially utilize System cash balances over the next several months. Based on the Current Project Authorization Balances in Exhibit A, we anticipate System cash will be spent on costs eligible for reimbursement prior to the next issuance.

IRS rules for reimbursement of advance payments from the proceeds of subsequent tax-exempt bond funds require this resolution.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The Committee could decide to neither extend the authorized term nor spend System cash balances temporarily pending the next bond issuance and advance the issuance process immediately.

FISCAL IMPACT: Extending principal and interest payments from 20 years to 30 years at 3.0% decreases the annual debt service approximately $16,000 per million dollars of debt issued.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the attached resolutions as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

OFFICIAL INTENT RESOLUTION
UNDER TREASURY REGULATION SECTION 1.150-2

WHEREAS, University System of Maryland (the "Issuer") proposes to make certain capital expenditures in connection with the construction of certain capital projects as listed on Exhibit A attached hereto and made a part hereof (collectively, the "Capital Project").

WHEREAS, the Issuer intends to issue tax-exempt bonds (the "Bonds") to finance all or a portion of the purchase price, acquisition and installation expenses, costs of related construction and improvements and issuance costs of the Capital Project, all constituting capital expenditures (collectively referred to as the "Project Costs").

WHEREAS, the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for the Project Costs paid by the Issuer prior to the issuance of the Bonds.

NOW, THEREFORE, THE ISSUER MAKES THE FOLLOWING DECLARATION OF OFFICIAL INTENT:

1. BE IT RESOLVED, that the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for those Project Costs incurred and paid by the Issuer prior to the issuance of the Bonds. The Bonds will be issued in a total principal amount not to exceed $150,000,000.

2. BE IT FURTHER RESOLVED, that the Issuer intends that the adoption of this Resolution shall be and constitute an "official intent resolution" within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 19th day of June, 2020

_____
Ellen Herbst
Vice Chancellor for Administration and Finance
University System of Maryland

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2019A SPENDING AS OF 5/13/2020   Exhibit A

Resol		Project Name	Original	Current Project Auth Balance	FY2020 Activity
33	Aux	BSU New Student Center	17,940,000.00	6,692.67	0.00
41	Aux	FSU Five Dorm Renovation	7,700,000.00	4,870,286.22	839,152.08
39	Aux	FSU Five Dorm Renovation	4,400,000.00	85,798.51	0.00
41	Aux	FSU New Residence Hall	13,330,000.00	5,270,636.30	8,059,363.70
39	Aux	SU Guerrieri University Center Renovation	2,500,000.00	2,498,684.27	0.00
41	Aux	SU Real Property Acquisition & New Housing Complex	92,500,000.00	92,499,842.72	157.28
32	Aux	TU Burdick PH 2 Air Conditioning	5,000,000.00	167,070.19	0.00
34	Aux	TU Burdick Renovation PH 3	13,500,000.00	152,680.66	0.00
41	Aux	TU Glen Towers Addition and Renovation	4,201,000.00	3,267,048.45	933,951.55
37	Aux	TU Recreation Bldg. Burdick Exp Ph 2	16,900,000.00	6,106.18	0.00
32	Aux	TU Residence Halls Renovation	14,000,000.00	1,866.48	0.00
29	Aux	TU Residence Halls Renovations	1,400,000.00	3,357.53	0.00
38	Aux	TU Residence Tower Renovation	19,600,000.00	1,918.62	0.00
37	Aux	TU Residence Tower Renovation	2,960,000.00	10,150.83	0.00
31	Aux	TU Student Housing - West Village PH II	35,000,000.00	2,605.33	0.00
41	Aux	TU Union Addition/Renovation	13,000,000.00	12,973,319.91	26,680.09
40	Aux	TU Union Addition/Renovation	23,000,000.00	22,565,937.76	321,556.08
39	Aux	TU Union Addition/Renovation	39,000,000.00	4,693,114.01	12,830,344.40
38	Aux	TU Union Addition/Renovation	8,670,000.00	798,080.01	275,008.04
29	Aux	TU West Village Dining Commons	34,000,000.00	309,995.32	0.00
27	Aux	TU West Village Dining Commons	3,400,000.00	7,489.11	0.00
28	Aux	TU West Village Parking Structure	30,000,000.00	5,851,476.08	0.00
25	Aux	UB New Student Center	4,200,000.00	41,777.99	0.00
35	Aux	UMB Elevator & Fire Alarm Impr, Parking Garage	4,130,000.00	355,831.04	25,136.57
39	Aux	UMBC Event Center and Arena	11,000,000.00	899,847.51	28,107.81
41	Aux	UMBC New Health Services and Counseling Building	12,000,000.00	11,864,809.20	135,190.80
32	Aux	UMBC Parking System Improvements	1,500,000.00	1,015,227.15	0.00
29	Aux	UMBC Parking System Improvements	1,300,000.00	20,055.00	0.00
37	Aux	UMBC Residence Hall Renovations/Additions	3,900,000.00	449,464.43	0.00
41	Aux	UMBC Retriever Activities Center Renewal	9,900,000.00	8,735,434.62	1,138,350.82
27	Aux	UMBC Student Recreation Fields & Courts	500,000.00	500,000.00	0.00
32	Aux	UMCP CSS and Residence Halls SCUB Expansion	2,250,000.00	1,947,473.48	0.00
29	Aux	UMCP CSS and Residence Halls SCUB Expansion	300,000.00	30,795.00	0.00
38	Aux	UMCP Dorchester Residence Hall Renovation	10,300,000.00	664,635.38	75,818.52
32	Aux	UMCP Fraternity/Sorority Houses Renov PH 9	11,670,000.00	185,561.49	0.00
28	Aux	UMCP Fraternity/Sorority Houses Renovation	10,430,000.00	922,512.73	0.00
35	Aux	UMCP High Rise Residence Hall A/C	9,560,000.00	3,122,988.03	0.00
27	Aux	UMCP High Rise Residence Hall SCUB	4,900,000.00	4,248,312.40	0.00
41	Aux	UMCP High Rise Residence halls Reimbursement	1,500,000.00	1,500,000.00	0.00
41	Aux	UMCP N. Campus Dining Hall Replacement	12,000,000.00	9,030,164.32	2,815,304.88
34	Aux	UMCP Replace Carrol, Caroline, Wicomico Halls, SCUB II Expansion	55,591,000.00	2,000,000.00	0.00
40	Aux	UMCP Rossborough Lane Parking Garage	2,000,000.00	1,580,077.52	0.00
41	Aux	UMCP Two New Residence Halls	26,500,000.00	26,500,000.00	0.00
40	Aux	UMCP Two New Residence Halls	43,000,000.00	43,000,000.00	0.00
39	Aux	UMCP Two New Residence Halls	23,500,000.00	7,951,324.12	9,598,424.50
37	Aux	UMES Nuttle Hall Residence Renovation	800,000.00	800,000.00	0.00
28	Aux	UMES Wicomico Hall System Upgrade	1,500,000.00	1,045,430.55	0.00

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MATURITY EXTENSION

BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

MATURITY EXTENSION
BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (2018 Replacement Volume and 2019 Supplement) ("Title 19"), the University of Maryland System (the "System") is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects", as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted on May 3, 1989, the System approved the Indenture of Trust dated as of May 1, 1989, by and between the System and the Trustee (the "Original Indenture") providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Frist Supplemental Indenture of Trust dated June 14, 1995, by and between the System and the Trustee (the "Supplemental Indenture" supplementing and amending the Original Indenture, the "Indenture") in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided by Section 19-103(b)(2)(i) of the Education Article, bonds of each issue for any auxiliary facilities shall mature at such time or times not exceeding the useful life of the project for which the bonds are issued, but in no event exceeding 33 years from their date or dates of issue, as may be determined by a system;

WHEREAS, pursuant to the authority provided by Section 19-103(a)(1), a system may provide, by resolution, from time to time, for the issuance, in series, of its bonds for the purposes set forth in Title 19;

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WHEREAS, pursuant to the authority provided in Title 19 and the Indenture, the Board has authorized and sale of Bonds for certain Projects pursuant to the following bond resolutions (collectively, the "Prior Bond Resolutions"):

(a) the Twenty-Seventh Bond Resolution of the Board of Regents of the System adopted September 7, 2007, as amended;

(b) the Twenty-Eighth Bond Resolution of the Board of Regents of the System adopted June 20, 2008, as amended;

(c) the Twenty-Ninth Bond Resolution of the Board of Regents of the System adopted June 19, 2009, as amended;

(d) the Thirty-First Bond Resolution of the Board of Regents of the System adopted February 2, 2010, as amended;

(e) the Thirty-Second Bond Resolution of the Board of Regents of the System adopted September 17, 2010, as amended;

(f) the Thirty-Fourth Bond Resolution of the Board of Regents of the System adopted June 22, 2012, as amended;

(g) the Thirty-Fifth Bond Resolution of the Board of Regents of the System adopted June 21, 2013, as amended;

(h) the Thirty-Seventh Bond Resolution of the Board of Regents of the System adopted June 11, 2015, as amended;

(i) the Thirty-Eighth Bond Resolution of the Board of Regents of the System adopted June 10, 2016, as amended;

(j) the Thirty-Ninth Bond Resolution of the Board of Regents of the System adopted June 8, 2017, as amended;

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(k)   the Fortieth Bond Resolution of the Board of Regents of the System adopted June 22, 2018, as amended; and

(l)   the Forty-First Bond Resolution of the Board of Regents of the System adopted June 22, 2018, as amended;

on one or more Issuance Dates (as defined in the Prior Bond Resolutions) in one or more series from time to time, subject to the terms and conditions of the Prior Bond Resolutions and the Indenture and secured by and payable from the Trust Estate pledged under the Indenture;

WHEREAS, as permitted by Section 19-103 of Title 19 and the Prior Bond Resolutions, the System has determined to amend the Prior Bond Resolutions to extend the permitted maturity date of any future issuance of bonds for Projects authorized thereby.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF MARYLAND SYSTEM THAT:

ARTICLE I

DEFINITIONS

Except as otherwise provided herein, all capitalized terms contained in the Indenture and the Prior Bond Resolutions when used in this Amendment shall have the same meaning herein as set forth in the Indenture and the Prior Bond Resolutions.

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ARTICLE II

AMENDMENTS TO THE PRIOR BOND RESOLUTIONS

Section 2.01. <u>Increase in Maturity Date of Bonds under Prior Resolution Bonds Authorized.</u> The Prior Bond Resolutions each hereby are amended by deleting Section 2.02(b) and inserting in lieu thereof :

" The Current Interest Bonds shall bear interest from their date, until paid, at the rate or rates set forth in, or determined in the manner provided in, a System Order (computed on the basis of (a) a 360-day year, composed of twelve 30-day months, in the case of Bonds authorized by this Resolution which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer or (b) a 365- or 366-day year, as appropriate, for the number of days elapsed in the case of all other Bonds authorized by this Resolution) payable on each Interest Payment Date, and shall mature on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than (a) thirty-three (33) years from the Issuance Date of the applicable series of Bonds related to Auxiliary Facilities Project and (b) thirty-three (33) years from the Issuance Date of the applicable series of Bonds related to Academic Facilities Project and any other Projects of the System, each as authorized by this Resolution, and as permitted by law. Interest on the Capital Appreciation Bonds shall accrue from their date of delivery at the rate or rates and in accordance with the method set forth in a System Order, shall be compounded on April 1 and October 1 of each year or as set forth in a System Order and shall be payable at maturity or earlier on any redemption date, or on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than as authorized by this Resolution."

ARTICLE III

EFFECTIVE DATE

Section 3.01. <u>Effective Date</u>. This Amendment shall be effective on the date of its adoption by the Board of Regents

ADOPTED, this ___ day of _____ , 2020.

UNIVERSITY SYSTEM
of MARYLAND

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

</div>

TOPIC: Biennial Adjustment to the Exempt Salary Structures for Fiscal Year 2021 - 2022

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: The USM is committed to conducting a biennial exempt market salary study to maintain salary competitiveness with the market. When the Board last considered the exempt salary structures in 2018, there was no immediate adjustment made to the two structures. This decision was supported by the determination that the structures had been adjusted in 2017 by more than market rates, due to factors unique at that time, including an adjustment for an expected US Department of Labor regulation change regarding the overtime eligibility salary threshold that never occurred. Instead, the decision was made to increase the structures by the amount of cost of living increases provided to all state employees. This resulted in an increase to the structures on January 1, 2019 of 2% and on April 1, 2019 of 0.5%.

The attached Biennial Exempt Market Salary Survey Report provides a summary of the 2019 market analysis and presents two options. This report indicates that the salary market increased by approximately 1.9% in calendar year 2019 and is expected to increase by another 2% in calendar year 2020. Despite this, the majority of the USM Compensation and Classification Committee recommended no change in July 2020 to the current salary structures for the following reasons.

- Under the current structures, the minimum salary for some positions is currently higher than the salary for comparable jobs within the local market of some institutions. Adjusting the salary structures would only increase this differential. Most institutions report that, generally, they are not having difficulty recruiting and retaining exempt employees at salaries within the current structures.

- Adjusting the structures, which will increase the minimum salary for all ranges, will create salary compression issues for existing employees. For some employees, it can effectively nullify the impact of recently received cost of living adjustments. For others, it may result in new employees being hired at higher salaries than those of current employees in the same position with similar qualifications and experience levels.

- The USM benefits package is more generous than what is available in most local private industries, so considering total compensation, most institutions are in a competitive position to hire and retain employees within their local markets.

Due to the expected economic impact of the coronavirus, it is anticipated that the report's projections regarding salary structure increases in calendar year 2020 may no longer be accurate. For this reason, the Vice Presidents for Administration and Finance recommend, and the presidents concur, renewing the current structures for July 2020 and delaying consideration of any increase until the end of calendar year 2020.

ALTERNATIVE(S): The Board could elect to modify the recommendation and approve increases to the structures on July 1, 2020 as reflected in Option 1 of the report.

exempt pay prgm structures fy 21 22

FISCAL IMPACT: No impact is anticipated.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents renew the current structures beginning July 2020 and delay consideration of any increase until the end of calendar year 2020.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

exempt pay prgm structures fy 21 22

**BIENNIAL REVIEW OF THE
USM EXEMPT SALARY STRUCTURES**

Structure Effective Dates:
Beginning of the First Full Pay Period of FY2021
(2-Year Cycle)

**Recommendations to the
Systemwide Human Resources Committee**

**UNIVERSITY SYSTEM
of MARYLAND**

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PURPOSE

The USM Classification & Compensation Committee (CCC) is a subcommittee of the Systemwide Human Resources Committee (SHRC), charged with conducting a biennial review of the USM's staff salary structures, under the auspices of the USM's Nonexempt and Exempt Staff Pay Program.

The biennial reviews ensure the staff pay structures are **competitive in the external job market** enabling the USM's institutions to **recruit, retain,** and **reward talented employees** to do the work of their unique missions.

This year, the CCC reviewed the USM's two Exempt salary structures:

- The **wide band structure** is used by most of the USM's institutions, including the University of Maryland, College Park

- The **traditional structure** is used only by the University of Maryland, Baltimore

Compensation professionals from each USM institution compared the USM's Exempt salary structures against market indicators, following the established process of earlier reviews:

Discussion of Exempt Structure vs. Current Market	Structure Movement Analysis	Impact Analysis	Exempt Salary Structure Recommendation
Consider:	**Compare & Consider:**	**Perform analysis based on external market data:**	**Formulate recommendations for structure adjustment:**
External market indicators and other factors that may impact final recommendations (i.e., FLSA Final Rule)	Salary survey data collected and presented by compensation professionals from one of the USM's constituent institutions (rotating assignment)	Costs reported by each institution and included in biennial review report	Prepare draft report for the SHRC's consideration (2/6/2020);
Anecdotal evidence from institutional reps re: recruiting and retaining talent within the existing structures.			Begins critical path for consideration by VPAF (2/25/2020), CUSP (3/2/2020); Finance Committee (3/26/2020);
			For approval by the Board of Regents (5/1/2020)

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CURRENT USM EXEMPT SALARY STRUCTURES

Effective April 1, 2019 through the end of the FY2020

Traditional Salary Range
Used by UMB Only

Grade	Min	Mid	Max
C	$41,004	$58,729	$76,454
D	$48,318	69,419	$90,520
E	$56,267	$80,427	$104,588
F	$64,219	$91,742	$119,266
G	$74,006	$105,810	$137,615
H	$85,627	$122,324	$159,022
I	$98,470	$140,060	$181,651
J	$108,867	$162,996	$217,125
K	$142,506	$241,040	$339,574

Wide Band Salary Range
Used by BSU, CSU, FSU, SU, TU, UB, UMBC, UMCES, UMCP, UMES, UMGC, USMO

Range	Min	Max
I	$41,004	$104,847
II	$49,206	$142,689
III	$61,278	$181,609
IV	$85,106	$253,607
V	$110,640	$339,575

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GUIDING PRINCIPLES

- The USM is committed to conducting a biennial review of market conditions and, when conditions warrant, to adjusting its Exempt structures. Salary structure adjustments do not result in pay adjustments for employees, except where employees fall below the minimum of an adjusted range; in that case, the employee's salary is adjusted to the new range minimum, with the costs borne by the institution.

- Lead-lag: philosophically, the USM's salary structures should lead the market in the first year of the biennial cycle, meet the market at the midpoint of the cycle, and lag at the end.

- Each institution's Exempt pay administration program follows the requirements of VII-9.11 USM Policy on Pay Administration and fits within the parameters of the USM's Exempt salary structures.

- Exempt jobs under the USM Pay Program are unique, and each job has its own value and its own market defined by the USM institution. The market for a position includes internal and external comparators. There are no benchmark jobs across the USM, but institutions may have benchmark jobs within their respective structures.

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RECENT HISTORY OF EXEMPT SALARY STRUCTURE ADJUSTMENTS

Effective Date	Adjustment	Reason	Comments
July 1, 2014	8.7%	Market adjustment + fixes	8.7% adjustment to the Wide Band Structure (Range I, III, IV, and V; Range II adjusted to 20% above Range I).
January 1, 2017	7.625%	Market + additional FLSA adjustment	5% for market movement, plus additional adjustment in anticipation of proposed FLSA new Exempt salary threshold ($47,476).
July 1, 2018	0%	Market	Market survey reflected movement of 5.0% in external market. However, no immediate market adjustment was made because the previous adjustment was over the market due to expected FLSA changes. There were two adjustments in the amount of, and on the effective date of, two expected FY2019 COLAs.
January 1, 2019	2.0%	COLA	
April 1, 2019	.5%	COLA	

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MARKET COMPARATORS USED IN THIS EXEMPT BIENNIAL REVIEW
Average Salary Structure Adjustments in the External Market

Data Published in Calendar Year 2019

Source	Broad Cut	Specific Cut	Employee Group	2019	2020 Proj.	2021 Proj.
Aon-Hewitt	Including 0% Budgets	Geographic Region: East	Executive Group	1.7%	1.8%	1.8%
			Salaried Exempt	1.9%	1.9%	1.9%
		Service Industry: Education	Executive Group	1.3%	1.5%	1.5%
			Salaried Exempt	1.8%	1.7%	1.7%
	Excluding 0% Budgets	Geographic Region: East	Executive Group	2.3%	2.4%	2.4%
			Salaried Exempt	2.4%	2.3%	2.3%
		Service Industry: Education	Executive Group	2.1%	2.5%	2.5%
			Salaried Exempt	2.2%	2.1%	2.1%
Salary.com	All Data	Sub-Region: Mid Atlantic	Executives	2.0%	2.0%	2.0%
			Other Managers	2.0%	2.0%	2.0%
			Exempt	2.0%	2.0%	2.0%
		State: Maryland	Executives	2.0%	2.5%	2.5%
			Other Managers	2.0%	2.3%	2.3%
			Exempt	2.0%	2.0%	2.0%
		Industry: Education, Government & Non-profit	Executives	2.0%	2.0%	2.0%
			Other Managers	2.0%	2.0%	2.0%
			Exempt	2.0%	2.0%	2.0%
		Local Metro: Baltimore - Towson	Executives	2.0%	2.6%	2.6%
			Other Managers	2.0%	2.6%	2.6%
			Exempt	2.0%	2.0%	2.0%
Payfactors	All Data	Industry: Education	Officers & Executives	0.8%	1.0%	1.0%
			Managers	1.4%	1.3%	1.3%
			Exempt	1.3%	1.3%	1.3%
		Region: Middle Atlantic	Officers & Executives	1.9%	2.1%	2.1%
			Managers	1.9%	2.0%	2.0%
			Exempt	1.9%	2.1%	2.1%
		Metro: Baltimore, MD	Officers & Executives	1.3%	1.7%	1.7%
			Managers	1.6%	1.8%	1.8%
			Exempt	1.6%	1.8%	1.8%

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WorldatWork	Industry: Educational Services	National	Officers/Executives	2.0%	2.0%	2.0%
			Exempt Salaried	2.0%	2.0%	2.0%
		Maryland	Officers/Executives	1.5%	2.0%	2.0%
			Exempt Salaried	1.5%	2.0%	2.0%
		Baltimore (metro)	All	1.0%	1.0%	1.0%
NCA	National Capital Area	National	Exempt	4.2%	4.3%	4.3%
Mecer	Salary Structure	National	All Employees	2.4%	2.3%	2.3%
Culpepper	US Base Salary Range Structure	Job Level	Director & Manager Level	2.10%	2.14%	2.14%
			Individual Contributor: Professor, Support, Sales Professional	2.04%	2.12%	2.12%
			Individual Contributor: IT/Tech/Engineering/Scientific	2.04%	2.12%	2.12%

			Average	1.9%	**2.0%**	**2.0%**

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ADDITIONAL FACTORS CONSIDERED BY THE CCC IN THIS BIENNIAL REVIEW

1. The State of Maryland passed legislation in 2019 that adjusts the minimum wage incrementally each year, currently at $11.00 per hour ($22,880 annually), moving to $11.75 per hour on 1/1/2021 ($24,440 annually), and to $12.50 on 1/1/22 ($26,000 annually). This has had no impact on the Exempt salary structures.

2. On January 1, 2020, a new Final Rule was issued by the U.S. Department of Labor that established a new minimum salary threshold for the exempt employee category to $35,568 ($684 per week).

3. Several years ago, the DOL proposed a rule that set a much higher minimum salary threshold for the exempt employee category ($47,476). As a preemptive effort to meet the anticipated new requirements of the that rule, on January 1, 2017, the Exempt structures were adjusted by 7.625%. This represented the market adjustments recommended in the biennial market review dated October 20, 2016, plus an additional increment based on the FLSA proposed rule. Following litigation to enjoin the DOL from implementing the rule, the proposed rule was never finally promulgated.

4. The biennial review of the Exempt structures conducted in 2018 resulted in a recommendation that the Exempt structures not be adjusted to reflect the market, because they had been adjusted by more than market in 2017. They were adjusted only on the effective date of two employee COLAs during that time period.

RECOMMENDATIONS (Two Options)

> **OPTION 1 - Adjust the Exempt salary structures by 4.0% to reflect external market movement. This option is supported by 1 of the 12 USM institutions.**

Using the established methodology for the Biennial review of the exempt salary structures, the CCC reviewed market data prepared by compensation staff from one of the institutions. This task rotates with each biennial review.

The preliminary market survey data set was presented to the CCC on January 15, 2020, and fully discussed by the committee's members. The committee agreed to remove certain data elements that were considered outliers in the market survey. After receiving input from the members of the SHRC on February 6, 2020, the CCC agreed to a refined data set that indicated estimated market movement of 2.0% in CY2020, and 2.0% in CY2021 (See chart on pp. 6-7.) The proposed adjusted Exempt salary structures appear below:

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USM EXEMPT SALARY STRUCTURES, ADJUSTED BY 4.0% TO REFLECT MARKET MOVEMENT

Effective at the Beginning of the First Full Pay Period in July 2020

Traditional Salary Range
Used by UMB Only

Pay Grade	Minimum	Midpoint	Maximum
C	$42,644	$61,078	$79,511
D	$50,251	$72,196	$94,140
E	$58,520	$83,645	$108,771
F	$66,789	$95,413	$124,036
G	$76,966	$110,043	$143,119
H	$89,052	$127,217	$165,382
I	$102,410	$145,663	$188,917
J	$113,222	$169,516	$225,809
K	$148,207	$250,682	$353,157

Wide Band Salary Range
Used by BSU, CSU, FSU, SU, TU, UB, UMBC, UMCES, UMCP, UMES, UMGC, USMO

Range	Minimum	Maximum
I	$ 42,644	$109,041
II	$ 51,174	$148,397
III	$ 63,729	$188,873
IV	$ 88,510	$263,751
V	$115,066	$353,158

COSTS TO IMPLEMENT OPTION 1

Each institution representative estimated the costs associated with moving Exempt employees at the lowest ends of the pay ranges to new range minimums adjusted by 4.0%. These estimated costs do not factor in fringe benefits. Across the USM, they are:

Regular Exempt Staff:	$ 75,649
Contingent 2:	$166,521
Contingent 1:	$ 14,747
TOTAL	**$412,136**

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OPTION 1: USM INSTITUTIONAL AND OVERALL COSTS ASSOCIATED WITH A 4.0% EXEMPT STRUCTURE ADJUSTMENT
At Point-In-Time of Structure Adjustment

USM INSTITUTION	Regular Status[1]			Contingent 2[2]			Contingent 1[3]			All USM Exempt		
	EE Pop[4]	EE Count	EE Cost	EE Pop[4]	EE Count	EE Cost	EE Pop[4]	EE Count	EE Cost	EE Pop	EE Count	EE Cost
	All Exempt Regular	(# to New Min)	($ to New Min)	All Exempt C2	(# to New Min)	($ to New Min)	All Exempt C1	(# to New Min)	($ to New Min)	All Exempt Staff	(# to New Min)	($ to New Min)
Bowie State University	201	2	$2,637	13	5	$5,319	22	3	$3,895	236	10	$11,85
Coppin State University	155	5	$7,230	12	2	$1,614	14	4	$11,467	181	11	$20,311
Frostburg State University	205	7	$7,744	32	5	$8,036	85	0	-	322	12	$15,781
Salisbury University	275	4	$$4,386	34	3	$2,549	24	4	$4,942	333	11	$11,877
Towson University	800	24	$28,541	56	3	$2,780	156	11	$4,265	1,012	38	$35,586
University of Baltimore	251	0	0	11	0	0	36	3	$4,112	298	3	$4,112
University of Maryland, Baltimore	2,210	31	$29,179	117	15	$11,138	144	46	$38,491	2,471	92	$78,808
University of Maryland, Baltimore County	823	6	$4,162	54	1	$224	297	18	$20,450	1,174	25	$24,836
UMCES	61	0	0	5	0	0	2	0	0	68	0	0
University of Maryland, College Park	3,465	9	7,010	122	5	4,356	259	19	$8,524	3,846	33	$11,366
University of Maryland, Eastern Shore	203	2	$1,959	5	3	$3,504	33	2	$3,280	241	7	$8,743
University of Maryland, Global Campus	717	40	$51,705	259	111	$149,011	9	0		985	151	$200,716
University of Maryland System Office	89	0	0	0	0	0	0	0	0	89	0	0
TOTALS	9,455	130	$75,649	720	153	$166,521	1081	110	$14,747	11,256	393	**$412,136**

[1] **Regular** Staff are appointed to a fixed position in the institution's State budget, with recurring salary and fringe benefits costs.
[2] **Contingent 2** is a non-regular status of staff employment. C2 employees are usually appointed to one-year contracts, with some fringe benefits funded by the institution.
[3] **Contingent 1** is a non-regular status of staff employment. C1s are appointed on an hourly basis, known as hourly if-and-when needed, seasonal or intermittent employees.
[4] "EE Pop" (Employee Population) represents the number of employees in the category, both full-time and part-time. These are not reflected in terms of full-time equivalence

> **OPTION 2 - No adjustment to the Exempt salary structures.**
> **This option is supported by 11 of the 12 USM institutions.**

Although the Compensation & Classification Committee's review of external market data showed an anticipated 4% average adjustment in salary structures through 2021, most institutions recommend that the current structure should not be adjusted. They believe they are currently meeting the needs of the University and matching the market. Continuation of hiring to market allows them to provide competitive salaries for experienced employees. With any necessary equity adjustments to individual salaries or to a class of similarly situated individuals, the universities believe they have the necessary flexibility to meet current budgets while providing competitive salaries.

Below are specific points supporting this recommendation.

- Under the current structures, the minimum salary for some positions is currently higher than the salary for comparable jobs within the local market of some institutions. Adjusting the salary structures would only increase this differential. Most institutions report that, generally, they are not having difficulty recruiting and retaining exempt employees at salaries within the current structures.

For example, UMB identified the jobs listed below as benchmark jobs. A review of the Baltimore market for these benchmark jobs shows that the 25th percentile of the salary range for each job is below the minimum of the USM pay structure.

Benchmark Job Title	Pay Grade	Pay Grade Minimum	Band	Band Minimum	Mkt 25th	Mkt 50th	Mkt 75th
Writer	C	$41,004	1	$41,004	$35,618	$44,411	$58,575
Financial Counselor	C	$41,004	1	$41,004	$39,701	$44,935	$51,363
Admission Counselor	C	$41,004	1	$41,004	$40,900	$42,800	$46,900
Contract & Grants Coordinator	C	$41,004	1	$41,004	$52,923	$60,907	$71,240
				C Avg	**$42,286**	**$48,263**	**$57,020**
Accountant	D	$48,318	1	$41,004	$47,816	$55,889	$56,823
Graphic Designer	D	$48,318	1	$41,004	$50,165	$55,491	$62,685
Budget Analyst	D	$48,318	1	$41,004	$50,707	$57,495	$64,966
				D Avg	**$49,563**	**$56,292**	**$61,491**

SOURCE: UMB CompAnalyst

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Further review of UMB research jobs shows that the minimum of the current pay structure band exceeds the minimum starting salaries for similar jobs at Johns Hopkins University in UMB's local labor market.

	Title	Research Focus	Minimum Education	Min Yrs of Exp	Pay Grade	Minimum Hiring Rate	Midpoint of Hiring Rate	Maximum Hiring Rate
JHU	Research Specialist II	Lab	Bachelors	2		$38,920	$46,210	$53,500
UMB	Research Assistant	Lab	Bachelors	0	C	$41,004	$57,290	$74,581
UMB	Research Specialist	Lab	Bachelors	3	D	$48,318	$68,311	$88,303
JHU	Senior Research Specialist II	Lab	Bachelors	4		$48,193	$57,283	$66,372
UMB	Research Specialist	Lab	Bachelors	3	D	$48,318	$68,311	$88,303
UMB	Lead Research Specialist	Lab	Bachelors	5	E	$54,891	$78,459	$102,026
JHU	Senior Research Program Coord	Clinical	Bachelors	3		$38,536	$45,763	$52,989
UMB	Research Project Coord	Clinical	Bachelors	0	C	$41,004	$57,290	$74,581
UMB	Senior Research Project Coord	Clinical	Bachelors	2	D	$48,318	$68,311	$88,303

SOURCE: JHU Job website & UMB HRMS

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- Adjusting the structures, which will increase the minimum salary for all ranges, will create salary compression issues for existing employees. For some employees, it can effectively nullify the impact of recently received cost of living adjustments. For others, it may result in new employees being hired at higher salaries than those of current employees in the same position with similar qualifications and experience levels.

See below a comparison of two employees hired as Clinical Research Assistant in pay grade C, illustrating the compression with each adjustment to salary structure minimum.

	Action	Date	Salary	Minimum of Pay Grade
030736	Hire	1/23/2017	$40,000	$40,000
030736	COLA & Structure	1/1/2019	$40,800	$40,800
030736	COLA & Structure	4/1/2019	$41,004	$41,004
030736	COLA	7/1/2019	$42,234	$41,004
030736	COLA	1/1/2020	$42,656	$41,004
	With Adjusted Structure	7/1/2020	$43,923	$43,923

Master's and 3.5 years of experience

	Action	Date	Salary	Minimum of Pay Grade
035273	Hire	9/3/2019	$41,004	$41,004
035273	COLA	1/1/2020	$41,414	$41,004
035273	With Adjusted Structure	7/1/2020	$43,923	$43,923

Bachelor's and 9 months of experience

- The USM benefits package is more generous than what is available in most local private industries, so considering total compensation, most institutions are in a competitive position to hire and retain employees within their local markets.

SU recently had a consultant complete a benchmark review of the SU benefits package versus local market/private industry. When comparing SU's total compensation, including the benefits package, to that of the local market/private industry, the result was clear that the health benefits, retirement, leave programs, and tuition remission were a greater benefit than what is available in the local market/private industry. The SU benefits program is an approximate 45% uplift over base salary with respect to total compensation.

RECOMMENDATION TO THE BOARD OF REGENTS

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UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS

TOPIC: University of Maryland, College Park: Amendment to Sale of Land to Core Campus Manager, LLC

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: On February 21, 2020, the Board of Regents approved a sale of real property by the University of Maryland, College Park (UMD) to Core Campus Manager, LLC (or a designated controlled affiliate) (Core Campus) of approximately 0.24 acres of land located at 4218 and 4220 Knox Road in College Park, Maryland (the Property). The approved purchase price was $2.3 million.

Since then, the coronavirus pandemic has created economic turmoil, freezing equity and debt markets. Core Campus anticipates that when, and as the debt markets thaw, lenders will require higher equity contributions and correspondingly, equity investors will demand higher returns. Fortunately, Core Campus reports that its equity investors remain committed to the project and wish to move forward on the original schedule. But to reflect current market turmoil, Core Campus asked UMD to reduce the land sales price. After a period of negotiation, UMD agreed, subject to this Board's approval, to reduce the sales price from $2.3 million to $2.1 million. The reduced sales price remains well above the Property's appraised value as set forth below:

Appraiser	Date	Value for Property
Moroney & Associates, LLC	June 20, 2019	$373,000
Merit Real Estate Analysis, Inc.	July 15, 2019	$450,000

It is noteworthy that Core Campus has committed to moving forward expeditiously. In support of economic recovery, this project will create jobs (both during construction and operations) and provide substantial tax revenue to the City, County, and State.

The project remains unchanged from that previously approved, except for sales price. As noted in the earlier approved agenda item, UMD will sell its land to Core Campus and Core Campus will assemble that parcel with another (privately-owned) parcel. On the combined parcel, Core Campus will build a private undergraduate student housing project with approximately 200 residential units, 2,000 square feet of street level retail and 120 parking spaces. This private project will be subject to County and local development approval. UMD will have certain review and approval rights of the detailed site plan. The project will continue the revitalization of the south edge of campus along Knox Road. UMD's campus directly abuts the Property and UMD may also grant access and use easements over small intervening gap properties to allow direct access from the project to campus.

PURCHASER/DEVELOPER: Core Campus Manager, LLC, (affiliate of CoreSpaces) Austin, TX Marc Lifshin, CEO

ALTERNATIVE(S): The Board of Regents could reject the proposed sales contract modification. Because the sales contract has not yet been approved by the Board of Public Works, Core Campus is not yet contractually obliged to perform and would have the option to withdraw from the project. UMD would retain the existing unimproved land; however, the advantage of a larger assemblage with the adjacent private property could either be lost or deferred.

UMD KNOX ROAD AMENDED

FISCAL IMPACT: The 0.24 acre parcel is valued at not more than $450,000 based on appraisals ordered by UMD. The "reduced" purchase price of $2.1 million, though tempered by significant short-term market uncertainty, continues to reflect a competitive market for well-located private student housing opportunities. The disposition would have no direct cost to UMD beyond that associated with due diligence and closing costs.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park the disposition by sale of approximately 0.24 acres of UMD land at 4218 and 4220 Knox Road, as described above, consistent with the University System of Maryland Policy on Acquisition and Disposition of Real Property.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMD KNOX ROAD AMENDED

Exhibit - Site Location
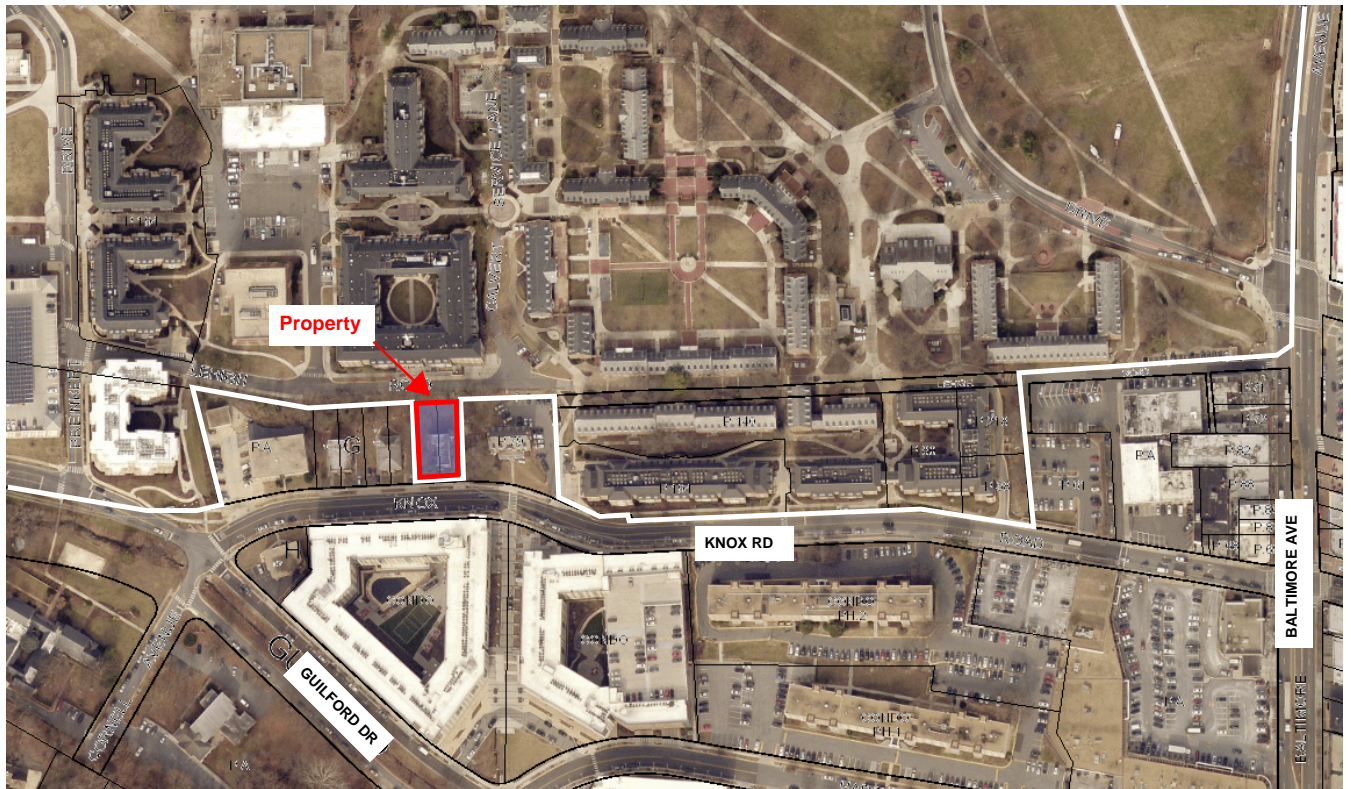
![University System of Maryland logo] **UNIVERSITY SYSTEM of MARYLAND**

<div style="text-align:right">

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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TOPIC: University of Maryland, Baltimore: Notice of Emergency Procurement

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: The University of Maryland, Baltimore (UMB), Institute for Genome Sciences (IGS), in response to the COVID-19 Pandemic, is preparing to conduct testing for the COVID-19 virus. In order to conduct this testing, 5,000 Allplex 2019-nCov Assays kits were purchased as an emergency procurement. The Allplex™ 2019-nCoV Assay is an in vitro diagnostic (IVD) real-time reverse transcriptase polymerase chain reaction (RT-PCR) test intended for the qualitative detection of SARS-CoV-2 viral nucleic acids in human nasopharyngeal swab, oropharyngeal swab, anterior nasal swab, midturbinate and sputum specimens from individuals who are suspected of COVID-19 by their health care provider. This assay can only be purchased from Seegene Technologies, Inc. Therefore, this requirement was procured as a sole source. The assay is designed and certified to be completed with BioRad CFX series qPCR instruments. These instruments are in use at IGS.

The value of this contract is $5,500,000.

This report of emergency procurement is made pursuant to Board of Regents Policy VIII-3.10.

VENDOR(S): Seegene Technologies, Inc, Gaithersburg, MD: Dr. Jong-Yoon Chun, CEO

ALTERNATIVE(S): N/A This item is for informational purposes.

FISCAL IMPACT: A price analysis was conducted to determine that the price was fair and reasonable. The list price for the assay kit is $1,500. UMB's price of $1,100 is less than the list price. It is also less than the $1,488 price charged to a local company.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee report this emergency procurement to the Board of Regents.

COMMITTEE RECOMMENDATION: THIS ITEM WAS ACCEPTED FOR INFORMATION PURPOSES   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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umb emergency procurement to bor

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TOPIC: 2020 USM Dashboard Indicators

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: Each year, the Board of Regents receive the Dashboard Indicators (DBIs), which summarize a single point in time when critical measures of success and compliance in a wide array of Board initiatives may be reviewed. The DBIs include indicators focused on the external environment, the System as a whole, and each USM institution. Established in 2005, the DBIs were later re-organized in 2010 to match the categories of the USM Strategic Plan:

1) Affordability, Success and Diversity & Inclusion;
2) Faculty
3) Economic & Workforce Development;
4) Stewardship; and
5) Effectiveness & Efficiency.

New this year, the USM DBIs are presented in an interactive web environment at this link: http://www.usmd.edu/dashboard-indicators/. This site provides the Regents with historical data back to the first set in 2001 to review changes over time at both the System and institutional level. Included for each indicator is drill-down capability, which explains the data sources, trend data, and a summary of recent performance. Wherever possible, benchmarks, based on peer performance, Board policy, or institutional policy are provided. Going forward, this website will be updated annually around mid-April.

 Dashboard Indicators Summary for 2020

The 2020 DBIs are based on the most recent data available for the institution and its peers. In some cases, the data lag, but it is important to note that official sources (e.g., IPEDS) publish national data following a lengthy collection, editing, and review cycle. The DBIs are summarized within each Strategic Plan category.

Affordability, Success, Diversity & Inclusion.

Generally, the percentage of under-represented minorities, student quality and student success held steady or improved. In many cases, graduation rates and retention rates remain below peer benchmarks for half of the USM institutions. Moving forward, retention improvements are critical for institutional enrollment plans especially as the number of new Maryland Community College transfers declined.

Tuition and fees, the percentage of students with financial aid, and the average student debt at graduation are affordability indicators. These indicators must be considered as a whole because of the inter-indicator interactions. Tuition and fees continue to increase, moderately impacting student debt. Similarly, student loans count as financial aid and increase the percentage of students with debt. While costs increased moderately, institutions have also increased institutional aid to mitigate the impact of such an increase. The average student debt increased moderately but remains less than the peer averages.

dashboards

Faculty

Faculty salaries are a mixed story for USM institutions. UMBC, UMCP, and Towson are above peer benchmarks, whereas the other institutions were slightly below the 85th percentile benchmark. Most institutions are increasing the percentage of the operational budget allocated for instructional costs, but most are still below peer averages. Student-faculty ratios are comparable to peer averages, but sometimes higher. Finally, Research & Development (R&D) dollars and awards per faculty are increasing for UMCP and UMBC but decreased for UMB and UMES.

Economic & Workforce Development

With a few exceptions, the performance in the Economic & Workforce Development indicators is not improving. US Patents issued, adjusted gross license revenue, licenses and options executed, and the number of start-up companies are below the three-year trend. On the positive side, most USM institutions have increased the number of students enrolled in upper-level STEM courses, and the R&D dollars per faculty have been improving.

Fiscal Stewardship

Nearly all institutions met their fund balance goals, and approximately half the institutions met their institutional fundraising goals. The key areas where USM institutions differ from the peer institutions are the operating expenditures for instructional and administrative costs. While instructional expenditures are increasing, USM institutions tend to spend a lower percentage on instructional costs and more on administrative costs compared to peer averages.

Effectiveness & Efficiency

Most USM institutions continue to increase the classroom utilization rates, improve the facilities renewal allocations, improve the percentage of credit hours taught by non-traditional methods, and improve time-to-degree. That said, most institutions are below the benchmark performances in these areas with the exception of course hours taught by non-traditional methods where USM institutions performed above the benchmark. Lastly, this is the final report of the instructional workload outcome measured as course-units-per-faculty. A new faculty productivity measure will be reported based on the BOR policy change.

This was a brief summary of over 200 Dashboard Indicators reported by institution and topic areas. For further information, please refer to http://www.usmd.edu/dashboard-indicators/ or contact Chad Muntz, cmuntz@usmd.edu; Laura Walker, alwalker@usmd.edu; or Ichun Yeh, iyeh@usmd.edu.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: THE ITEM WAS ACCEPTED FOR INFORMATION   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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dashboards

New Dashboard Indicator (DBI) Website.

http://www.usmd.edu/dashboard-indicators/

1.

Home Page

2.

Summary of Current DBI

3.

Documentation and Information

4.

All Historic Board Reports

5.

Institution Menu

6.

Trend Data Selector

Summary Text

Summary of Core Dashboard Indicators

IMPROVEMENT System Summary

ADEQUATE System Summary

External Fiscal

Environmental Indicators

All Indicators Table in One View for Print

i Anatomy of Dashboard Indicators

i Information and Description of all dashboard indicators

⊞ IPEDS Data used for Calculations

🏛 USM Peer Institution Information

☏ Contact

7.

Each Indicator includes "Drill Down" Function

Stewardship				
Year	41 Expenditures for instruction as percent of total operating expenditures	42 Expenditures for administration as percent of total operating expenditures	43 Fund balance increase goal achievement	44 Percent of fundraising goal achieved
2011	39%	21%	Met Goal	70%
2012	38%	17%	Met Goal	76%
2013	40%	18%	Met Goal	138%
2014	38%	18%	Met Goal	89%
2015	41%	20%	Met Goal	113%
2016	44%	22%	Met Goal	88%
2017	46%	21%	Met Goal	108%
2018	**51%** �(green)	**19%** ▪(green)	Met goal	67%
2019			**Met goal** ▪(green)	**101%** ▪(green)
Benchmark	44% **P**(green)	14% **P**(red)	Meet goal **B**(green)	100% **I**(green)

51%

Expenditures for instruction as percent of total operating expenditures
(Indicator Number: 41)

Category: Stewardship

What it measures: Relative amount spent on instruction, which is the university's primary mission

Data Reporting Lag: The reporting for this indicator has a 2 year difference. The latest data available is from **2018** for the indicator reporting year of **2020**

Value Comparison: When comparing this value for Adequacy and Improvement, a **higher value** is better.

Data Source for Indicator Value: IPEDS

Data Source for Peer Value: IPEDS

Benchmark set by: Peers

Dashboard Indicators 2020 : Expenditures for instruction as percent of total operating expenditures trend
Bowie State University
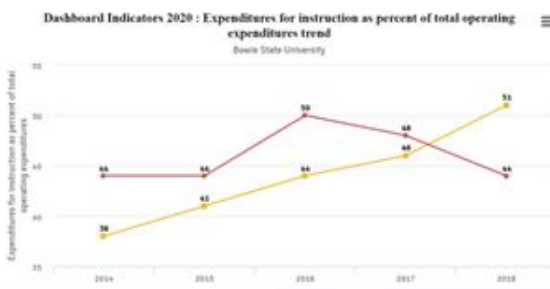
IMPROVEMENT

↑ 51%
is currently at or above the average of the 3 previous years (43.67%)

ADEQUACY

↑ 51%
is currently at or above the benchmark set by Peers (44%)

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UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes – Status Update

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: Since its formation, the Effectiveness and Efficiency BOR Workgroup has evolved its goals and desired outcomes multiple times to respond to various factors and conditions. Each development has been successful in driving measurable and significant results locally at institutions and systemwide. Most recently, in the past two years, the E&E Workgroup promulgated recommendations that USM institutions find even more ways to collaborate—not just on leveraged purchasing of enterprise technology—but also more broadly on the processes and underlying data which enable our staff to operate. To that end, the discussion resulted in the Board of Regents developing a statement of expectations.

At the June 2019 Board of Regents meeting, a Statement of Values and Expectations on Collaboration and Cooperative Efforts was approved. That statement can be found at https://www.usmd.edu/usm/adminfinance/. In December 2019, all USM institutions provided updates on collaborative planning activities per the Statement of Values and Expectations and a consolidated report was presented to the Finance Committee and Board of Regents. The December 2019, update report is attached for reference.

A second requirement of the Statement of Values and Expectations was for USM Institutions to provide a long-term plan for collaboration in May 2020, which would be synthesized and presented to Finance Committee and the Board of Regents during the June 2020 cycle. Due to the timing of the CoVID-19 pandemic crisis, several institutions requested that the USM Office seek an extension on the due date for the report, given the heavy resource strain put on all institutions beginning in February. The Chancellor, Finance Committee Chair and E&E Chair approved a six-month extension for presenting the report to the Board. Therefore, the new requirement is to bring the consolidated long-term plan to the Finance Committee and Board in December 2020. An updated detailed schedule of key dates for completing the plan has been communicated to all USM institutions.

In exchange for the approval to extend the deadline, the USM Office agreed to provide an interim update on activities occurring since the December report was presented. Following is a brief summary of some notable collaborative partnership developments:

- CoVID-19 Response - One positive outcome of the current crisis is it has perpetuated the need for the USM overall, to make many critical decisions quickly and collectively and react more nimbly than on other occasions. The level of collaboration resulting from this has been extensive and affinity groups (e.g., Presidents, VPs for Admin and Finance, CIOs, Provosts) have been meeting much more frequently to share knowledge and experience and make decisions for the collective good. Constant collaborative decisions and resource sharing on processes and technology surrounding migration to fully online education and telework, budget impacts, and return to campus/office have been happening since mid-February and continue without slowing through

collaborative efforts status report

today. All institutions have contributed mightily to help the USM respond to this unparalleled crisis, with a shared set of tools, processes, technology and data.

- A Consortium of 6 USM institutions – Since December 2019, the Consortium of 6 (BSU, CSU, FSU, SU, UB, and UMES) with coordination from the USM Office, have continued to make progress toward a new level of shared processes and technology; one goal being the use of one Finance, HR and Student system being used by all six, as opposed to six separate instances. A consultant was brought in to perform an assessment between January and April, to identify opportunities and challenges of this Consortium of institutions. The result of the assessment was a clear endorsement that, although there are certainly challenges to be overcome, the benefits of this partnership and the desired objectives are not only achievable but provide an opportunity that the partner institutions would be ill-equipped to achieve individually. Also, a team of three individuals has been brought in to focus solely on the detailed program planning and management, business analysis and change/communications management that is needed to help propel the effort.

- USM Data Privacy Legislation – In response to constantly increasing digitization and personal data being transmitted and stored via the internet, regulations in the US and abroad about data privacy have increased. Institutions of higher education are somewhat unique in the amount of personal data requirements in comparison to other State agencies. Legislation that might be enacted to cover State agencies would likely not reflect the nuances of higher education. Because this, the USM determined that it would collectively draft legislation specific to those nuances with the assistance of a multi-institutional and cross-functional workgroup of university general counsels, IT and data security experts, and other IT and financial leadership. The legislation was passed by the General Assembly and signed by the Governor in May 2020. USM institutions are working collaboratively to implement the legislation on a four-year time horizon. UMBC, whose representative took a lead role in drafting the bill, has offered their assistance to all USM campuses with regard to implementation. This effort provides a unique opportunity for all USM institutions to collaborate on process, technology and data best practices.

Attached is a document that outlines each institution's collaboration activities.

ALTERNATIVE(S): This item is presented for information purposes

FISCAL IMPACT: This item is presented for information purposes

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: THE REPORT WAS ACCEPTED FOR INFORMATION DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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collaborative efforts status report

University System of Maryland
Update on Institutional Collaboration Planning Efforts
May 2020

Interim Institutional Progress on Collaborative Activities

Following is a summary of collaboration activities by institution.

University	Summary of Collaboration Planning Efforts (as of May 2020)
BSU CSU FSU SU UB UMES	- More than 25 from each campus engaged in process assessment to evaluate opportunities and challenges - Assessment confirmed clear value of consortium partnership - Program manager, business analyst and change management specialist hired for Consortium program planning/execution - Governance design, change management strategy, program roadmap and business process redesign underway.
TU	- Integration partner for Finance/HR system procured. - Discussions with Consortium of 6 on partnership ongoing.
UMB	- Finance system implemented - Enterprise system data integration discussions ongoing with UMCP under Strategic Partnership Act - Continuing lessons learned discussions with Towson on implementation of same vendor technology
UMBC	- Taking lead role on implementation of USM Data Privacy law - Provided several online resources used by other institutions related to telework readiness and online education
UMCP	- Finance/HR/Student system integration commencement delayed until ~ January 2021. - ERP system waterfall pricing incorporated into contract to benefit any USM institution choosing to leverage
UMCES	- UMCES continues to successfully partner with the other UM's on various initiatives, which they plan on continuing as is
UMGC	- New USM partners for UMGC's HelioCampus (UMBC)
USM Office	- Coordinating project/assessment efforts with Consortium of 6 - Developing governance frameworks with Consortium and broader USM collaboration effort - Providing technology/process leadership and resources for online education shift - Monthly, at minimum, hosting various constituent group collaboration discussions for Presidents, Provosts, CIOs, VP's, IT security leads and campus project managers, relative to collaboration efforts and CoVID-19 response

University System of Maryland
Update on Institutional Collaboration Planning Efforts
November 22, 2019

Introduction

At its June 12, 2019 meeting, the BOR unanimously approved a Statement of Values and Expectations on Collaboration and Cooperative Efforts wherein USM institutions are expected to *pursue opportunities to cooperate, collaborate, and establish common solutions to business process needs*. As required by the Statement of Values and Expectations, each institution provided an update on collaboration planning activities to the USM Office. Specifically, institutions were asked to provide information in three areas:

1. Top priorities and initiatives that may or may not support pursuing collaboration efforts
2. Plans for achieving current top priorities and initiatives
3. Collaboration planning status

The following is a high-level summary of all responses.

Overview of current priorities

All USM campuses are engaged in many significant activities to address priorities relative to areas including strategic goals, risk mitigation and academic and operational excellence. Many campuses cited similar priorities relative to increasing enrollment, improving processes and technology particularly around budget planning and student experience, and funding/managing growth in new facilities to support enhanced programs. Many of the individual campus priorities provide areas for new exploration into ways in which institutions could partner either in small groups or systemwide. Several partnerships are already in process.

Collaborative partnerships in process

Partnerships and collaborations of note:
- University of Maryland College Park and Baltimore under the auspice of the MPower Strategic Partnership Act, developed a strategic plan for consolidating process, technology and data for many administrative functions. To date, technology collaboration has occurred which allows administrators and researchers at both institutions to log in with their home university credentials through one portal to access the shared Kuali Research Pre-Award System. UMCP and UMB share the same instance of this grants management system, which went live in 2018. Also, both institutions are pursuing leveraged contracts for systems needed by both including buying and implementing the same job market pricing comparison tool for the hiring function. In process are leveraged contracts for multifunction copiers/printers and potentially joint HR ERP contracting.

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- A Consortium of 6 USM institutions has been developing over the course of several years and has begun to formalize. Leaders from Frostburg State, Bowie State, University of Baltimore, Coppin State, Salisbury and UM Eastern Shore have been meeting several times monthly, often facilitated by USM Office leadership, since June. Discussions have revolved around developing expectations for the partnership, breadth and depth of scope, governance and proper resourcing and timing for moving forward individually and collectively. Towson University has led discussions on key business process frameworks and standards based best practices. They have offered to establish a governance structure to facilitate information sharing and collaboration between participating USM institutions including sharing of interfaces, Chart of Accounts structure, integrations and conversions developed throughout the project. A team of three dedicated project resources will be procured to by the USM Office and will continue to evolve the program. Also, a readiness assessment and roadmap engagement will soon begin to identify how each institution is aligned and what steps need to be taken by each and collectively to achieve desired outcomes of shared process, data and technology.
- BPower - University of Baltimore and Coppin State University, along with BCCC, have created the B-Power initiative to enable Baltimore City K-12 students to more easily pursue higher education. Both UB and Coppin have college readiness and dual enrollment programs in place to prepare Baltimore City youth to continue their education after high school. This Baltimore educational partnership is creating a pipeline of leaders to help further enhance the city's current culture and is evolving into a workforce development model for other urban areas to emulate.

Expected Outcomes for USM Collaboration Efforts

In an effort to help define a vision for what the Board of Regents intends by issuing the Statement of Values and Expectations, a set of high-level expected outcomes were identified by USM leadership. Below are those expected outcomes and the remainder of the summary report which discusses collaboration efforts at each institution through that lens.

Expected Outcomes for USM Collaboration Efforts:

Present-2020
- Each institution clearly positioned on a lifecycle roadmap
- Institutions aligned on plans for technology and process collaboration
- Governance structure working and roles clearly defined

2021-2022
- Data needs and models converged on USM standards
- Clusters of schools have developed common processes

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2023-2028
- 3-4 shared instances of ERP (Finance, HR) technology system-wide
- Agreement on collaborative Student Information System strategy
- Comprehensive data available to answer emergent and strategic needs
- Shared services are in place
- Technology and data available anywhere on any device
  - Underlying infrastructure in place (e.g. network, security, identity management, etc.)

Progress on short term (Present – 2020) expected outcomes

A continual cycle of improvement and collaboration has been developed and will be the basis for development of campus collaboration planning and roadmap reports due in May to the Board of Regents. The USM Office is also developing governance models for discussion across the USM, to develop decision making bodies to direct collaboration efforts long term.

University	Summary of Collaboration Planning Efforts (as of December 2019)
Bowie State Coppin State Frostburg State Salisbury University of Baltimore UM Eastern Shore	- Campuses all part of Consortium of 6 - Currently engaged in planning and readiness assessment collectively - Collaboratively defining governance structure and process - UMES involved in UMCP's ERP selection process as they are currently supported by UMCP's ERP systems and are evaluating this relationship as a continued option
Towson	- Recently selected cloud HR and Finance ERP solution and implementation partner - Negotiated a new Oracle contract that improves on UMB pricing with an additional 10% discount and ensured availability to all other USM institutions - Implementation underway in early 2020 - Partnering with UMB on lessons learned in implementing the same ERP tool - Worked with Consortium of 6 to evaluate opportunities for being service provider more broadly. No clear option emerged.
UM Baltimore	- Under SB1052, several initiatives complete or under-way with UMCP related to administrative processes and tools - Cloud financial ERP implemented on October 2, 2019 - Sharing lessons learned with Towson - UMB will incorporate the Oracle Human Capital Management (HR) application into the existing UMB Oracle platform for achieving the most cost-effective, optimal integration solution with the new Quantum (Oracle) financial system.

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	- Selection process for HR ERP underway. Involved with UMCP in their selection process for HR ERP
UMBC	- Plan to remain with current on-premise ERP technology - Investing resources in other campus priorities
UM College Park	- Under SB1052, several initiatives complete or under-way with UMCP related to administrative processes and tools - Currently evaluating cloud ERP vendors for HR and Student Systems. Plan to continue to support UMES, UMCES and USM - Have offered participation in their procurement to greater USM
UMCES	- UMCES continues to successfully partner with the other UM's on various initiatives, which they plan on continuing as is
UM Global Campus	- Fully implemented cloud HR and Financial ERP Systems through AccelerEd - Recently selected new cloud Student Information System Implementation underway
USM Office	- Coordinating planning and assessment efforts with Consortium of 6 - Developing governance frameworks with Consortium and greater USM - Absorbing cost of providing consulting assistance to Consortium of 6 - Monthly hosting various constituent group collaboration discussions for CIOs, VP's, IT security leads and campus project managers

Progress on mid-term (2021 – 2022) expected outcomes

As institutions continue to migrate to cloud based ERP and other modern technology systems, an opportunity for converged data models emerges. This will provide improved consistency in data sharing between designated stakeholders and facilitate enhanced analytics and data-driven decision making. Likewise, as institutions begin to decide on modernizing technology, process improvement and convergence opportunities also increase.

University	Summary of Collaboration Planning Efforts (as of December 2019)
Bowie State	- As part of Consortium of 6 readiness assessment, business processes will be evaluated and a roadmap to converge will be created
Coppin State	
Frostburg State	
Salisbury	- Each campus undergoing business process evaluation in various areas, which will inform the Consortium assessment
University of Baltimore	
UM Eastern Shore	- Working with USM Office on various data consolidation initiatives (e.g. common chart of accounts, HR data, etc.)

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Towson	- Implementation of Budget and Planning and Financials Cloud will be completed for FY22 go-live - Engaged in process evaluation and redesign in preparation for implementing new HR and Payroll Cloud product - Continues to lead in a shared service of aggregating payroll data from all Comprehensives and forwarding to State of MD Central Payroll Bureau
UM Baltimore	- With UMCP, developed common processes and standardized on same technology for grant management (Kuali) - Working with UMCP to find areas of commonality in both data and process, across administrative functions with several areas identified (e.g. travel administration, HR onboarding, IT functions, etc.) and are in discussion on how to converge - Underwent internal process improvement for finance function with move to cloud Financial ERP - Undergoing internal process improvement for Human Resources functions with move to cloud to HR ERP.
UMBC	- Purchased and implemented eProcurement System and extended contract and pricing to all USM - Currently undergoing internal campus-wide student facing process and data enhancements - Expanding internal shared services efforts providing administrative support
UM College Park	- With UMB, developed common processes and standardized on same technology for grant management (Kuali) - Working with UMB to find areas of commonality in both data and process, across administrative functions with several areas identified (e.g. travel administration, HR onboarding, IT functions, etc.) and are in discussion on how to converge
UMCES	- UMCES has been participating in the UMCP ERP evaluation process and intends to continue to have UMCP be their service provider for HR and Financial systems.
UM Global Campus	- Working with several campuses to implement HelioCampus, a higher-ed specific data analytics platform and service offering - HelioCampus helps normalize and coalesce various campus data sources into a format and toolset that allows campuses to make more informed decisions
USM Office	- USM Institutional Research and IT continue to build common data structures for ingesting campus data to create institutional profile data and for mandatory reporting - USM Office is providing the Consortium of 6, funding to perform a process readiness assessment for moving to cloud

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	ERP as well as adjunct staff to lead process improvement efforts

Progress on long-term (2023 – 2028) expected outcomes

While some institutions have begun or even completed modernization to cloud ERP technology, several are still in process or planning for migration after other priorities are addressed. While 3-4 instances of ERP technology are possible in the foreseeable future, it is more likely that a 10-15 year window is more likely for consolidation to one instance of ERP technology that services all 12 institutions. With the first-round, migration will still bring consolidated data modeling and ability for campuses and clusters to do more with analytics and data-driven decision making. It should be noted that cloud-based ERP systems do not allow the same flexibility to customize the system to the current process. As processes converge around best practice as defined by cloud ERP technology, opportunities for efficiency through shared services become more prevalent. Likewise, cloud ERP and integrated technology are built from the beginning, with ubiquitous access by all digital devices in mind. This provides opportunities for faculty, staff and students to do their work anywhere they are.

University	Summary of Collaboration Planning Efforts (as of December 2019)
Bowie State Coppin State Frostburg State Salisbury UM Eastern Shore University of Baltimore	- As part of the Consortium of 6, the intent is to pursue one shared instance of cloud ERP systems (HR, Finance and possibly Student) among all 6 - Cloud ERP and integrated technologies are built to provide support for access to systems and data from traditional computing and mobile devices through any browser - Sharing one instance of the ERP technology and common processes will provide the ability for any of the 6 campuses to fulfill administrative needs for each other as needed
Towson	- After completion of Financials implementation, will begin the HR Cloud implementation - Procured their Finance and HR cloud ERP using UMB's contract pricing - Continues to be a service center for aggregation payroll data to the Comprehensives - Discussions about expanding services to Consortium of 6 is ongoing
UM Baltimore	- With UMCP, developed common system login capability to access the Kuali Research Pre-Award System that is shared and used by both campuses - Implemented same Financial ERP that Towson plans to and sharing lessons learned in development. Potential for additional consolidation

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	- Various administrative procedures and technology in the evaluation stage of converging with UMCP's procedures
UMBC	- UMBC currently has not communicated plans to migrate to cloud ERP, collaborative data schema and processes - Various convergence options will be in place when they do - Developing internal shared service centers, the model for which could be promulgated across other USM institutions
UM College Park	- With UMB, developed common system login capability to access systems shared by both campuses - Potential to purchase and implement same cloud ERP vendor as UMB and Towson (Oracle for Financials and HR) - Aggregating payroll data and serving as procurement service lead for UMES, UMCES and the USM Office - Various administrative procedures and technology in the evaluation stage of converging with UMB's procedures
UMCES	- Continue to partner with UMs on various technology and associated systems as is currently the case
UM Global Campus	- AccelerEd and UMGC are in discussions with several USM schools to provide IT and process transformation services - HelioCampus desires to become the standard bearer for analytics across USM institutions
USM Office	- Funding an assessment that will show which processes or activities might best benefit from shared technology and services across the Consortium of 6 - Funding three consulting resources to help with project planning, assessment and change/communication management - Continuing to build and enhance USM-wide systems and services providing efficiency across the System (e.g. tuition remission, articulation system, charitable giving, campus data aggregation, common security services and leveraged contracting)

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: 2021-2022 Proposed Board of Regents Meeting Schedule

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 19, 2020

SUMMARY: Proposed meeting dates for full board meetings for September 2021 – June 2022

ALTERNATIVE(S): Alternative dates can be suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR approve the proposed dates.

COMMITTEE ACTION: DATE: June 19, 2020

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

UNIVERSITY SYSTEM
of MARYLAND

2021-2022 PROPOSED FULL BOARD MEETING SCHEDULE
(All meetings will begin at 8:30 a.m. except in April and September which will start at 9:00 a.m.)

September 10, 2021

October 13-14, 2021 (Board Retreat)

November 12, 2021

December 10, 2021

February 11, 2022

April 29, 2022

June 17, 2022

FOR INFORMATION ONLY

2020-2021 PROPOSED COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE MEETING DATES
(Locations to be determined)

Tuesday, September 8, 2020
10:00 a.m. to noon

Tuesday, November 3, 2020
9:30 a.m. to noon

Tuesday, January 12, 2021
9:30 a.m. to noon

Friday, March 5, 20219:30 a.m. to noon

Tuesday, May 4, 2021
9:30 a.m. to noon

2020-2021 PROPOSED COMMITTEE ON FINANCE MEETING DATES
(START TIME: 10:30 a.m. – Locations to be determined)

Thursday, September 10, 2020

Thursday, November 5, 2020

Wednesday, December 2, 2020

Thursday, February 4, 2021

Thursday, March 25, 2021

Thursday, June 10, 2021

2020-2021 PROPOSED COMMITTEE ON ECONOMIC DEVELOPMENT AND TECHNOLOGY COMMERCIALIZATION MEETING DATES
(START TIME: 12:30 p.m. – Locations to be determined)

Thursday, September 10, 2020

Thursday, November 5, 2020

Wednesday, December 2, 2020

Thursday, February 4, 2021

Thursday, March 25, 2021

Thursday, June 10, 2021

2020-2021 PROPOSED COMMITTEE ON AUDIT MEETING DATES
(START TIME: 10:00 a.m. – Locations to be determined)

October 30, 2020

December 14, 2020

March 26, 2021

June 4, 2021

2020-2021 PROPOSED COMMITTEE ON ADVANCEMENT MEETING DATES
(START TIME: 11:00 a.m. – Locations to be determined)

October 28, 2020

February 24, 2021

May 12, 2021

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Drew M. Needham

University System of Maryland Board of Regents

WHEREAS, Drew M. Needham served as a member of the University System of Maryland Board of Regents from July 2019 through June 2020; and

WHEREAS, Regent Needham demonstrated a strong and unwavering commitment to the quality of public higher education in Maryland; and

WHEREAS, he brought a thoughtful perspective to issues impacting the University System of Maryland throughout his year-long tenure as Student Regent, serving on the Committee on Education Policy and Student Life, the Committee on Advancement, the Committee on Audit, and the Intercollegiate Athletics Workgroup; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings with state officials, at commencements, and at numerous other academic events; and

WHEREAS, he has been a full partner on the Board, focusing not only on issues affecting the students we serve, but on every issue;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Drew Needham's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Drew Needham its best wishes for success in all his future endeavors and its sincere gratitude for his dedicated service.

_____
Linda R. Gooden
Chair, Board of Regents

_____
Jay A. Perman
Chancellor, University System
of Maryland

_____
June 19, 2020

UNIVERSITY SYSTEM
of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Dr. Wallace D. Loh

University of Maryland, College Park

WHEREAS, Dr. Wallace D. Loh served as President of the University of Maryland, College Park (UMCP)—Maryland's flagship campus—from November 1, 2010 to June 30, 2020, during which time the university grew physically, intellectually, and reputationally; and

WHEREAS, the addition of new academic programs and facilities, the dramatic expansion of UMCP's research enterprise, energized innovation and entrepreneurship activities, expanded partnerships, and enhanced community service came together under President Loh's direction, ushering in an era of transformational change; and

WHEREAS, Dr. Loh put a premium on efforts supporting diversity and inclusion, resulting in a significant *increase* in underrepresented minority graduation rates, as well as a significant *decrease* in the achievement gap between white and underrepresented minority students; and

WHEREAS, under Dr. Loh's leadership UMCP and its schools continued to rise in recognition and acclaim in both national and international rankings; and

WHEREAS, Dr. Loh has effectively carried out the duties and responsibilities conferred upon him by the Board of Regents in such a manner that his contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Dr. Wallace D. Loh's outstanding contributions to the University of Maryland, College Park, the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends its best wishes for success in all his future endeavors, and its sincere gratitude for his dedicated service.

Linda R. Gooden	Jay A. Perman
Chair, Board of Regents	Chancellor, University System of Maryland

June 19, 2020

UNIVERSITY SYSTEM
of **MARYLAND**

The University System of Maryland
presents this

CERTIFICATE OF APPRECIATION

to

Associate Vice Chancellor
Don Spicer

In recognition of his leadership, guidance, insight, professionalism, and commitment to collaboration as CIO and Associate Vice Chancellor for Information Technology for the University System of Maryland

November 16, 1998 to June 30, 2020

_____
Linda R. Gooden
Chair, Board of Regents

_____
Jay A. Perman
Chancellor, University System
of Maryland

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Resolution Authorizing Institutions to Take Certain Personnel Actions in FY 2021

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: June 19, 2020

SUMMARY: The current state and national economic crisis resulting from the COVID-19 pandemic has resulted in USM institutions incurring additional costs and experiencing a loss of revenue; it is expected that those costs and losses will continue during Fiscal Year 2021. The resolution would authorize institutions to develop and implement an institution employee furlough or temporary salary reduction plan for FY 2021, following review by the Chancellor and consultation with appropriate employee organizations. The resolution requires that any such plans meet certain criteria, including:

- The plan must achieve savings in an amount that contributes to the institution's financial stability;

- No reduction of employment benefits, including retirement, health or leave benefits, may be required as a result of implementation of the plan; and

- The plan must address the financial impact of furloughs and temporary salary reductions on USM employees by taking employee compensation levels into account in establishing the numbers of furlough days or temporary salary reduction amounts required by the Plan.

ALTERNATIVE(S): The Board could elect to alter the recommended principles in the attached resolution or decline to issue the resolution.

FISCAL IMPACT: The impact will vary by institution.

CHANCELLOR'S RECOMMENDATION: That Board of Regents adopt the attached resolution authorizing the presidents of the institutions, following review by the Chancellor and in consultation with appropriate employee organizations, to develop and implement an employee furlough and temporary salary reduction plan for FY 2021 in accordance with conditions set forth in the resolution.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND AUTHORIZING FURLOUGHS AND TEMPORARY SALARY REDUCTIONS OF EMPLOYEES for FY 2021

(Approved by the Board of Regents, June __, 2020)

WHEREAS, the COVID-19 pandemic has had a devastating impact on our state and national economies; and

WHEREAS, the University System of Maryland (USM) is among virtually every organization, public and private, undertaking difficult decisions in the face of this financial crisis; and

WHEREAS, the crisis in the national economy and the economy of the State of Maryland due to the COVID-19 pandemic has required budget cutbacks across State government, including the institutions of the University System of Maryland (USM), and is expected to result in future fiscal constraints; and

WHEREAS, the USM institutions have incurred additional costs and experienced a loss of revenue related to the COVID-19 pandemic and expect those costs and losses to continue during Fiscal Year 2021;

WHEREAS, the USM and its institutions are preparing to take a range of actions to reduce costs in response to this economic crisis; and

WHEREAS, the responsibility of the Board of Regents for the governance of the USM includes the establishment of personnel policies under Annotated Code of Maryland, Education Article, Sections 12-110 and 12-111; and

WHEREAS, the Board of Regents has determined that it is in the best interest of the USM Office, the USM institutions, and the USM Regional Higher Education Centers to have available the option to take one or more actions, including personnel actions such as furloughs, temporary salary reductions, or equivalent salary-related measures, to assist in their efforts to achieve the USM's expected budget reduction and to address additional costs and loss of revenue due to the COVID-19 pandemic; and

WHEREAS, the Board of Regents regrets that such measures are necessary at this time;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents authorizes the Presidents of the USM institutions, with the review of the Chancellor, in consultation with appropriate employee organizations, and the Chancellor on behalf of the employees in the USM Office, to develop and implement an institution or USM Office furlough or temporary salary reduction plan for Fiscal Year 2021 (the "Plan") for their institution, consistent with the following principles:

A. The Plan may allow for the institution to close for a number of days in order to partially meet its necessary budget reduction targets or to address costs and losses of revenue related to the pandemic; however, an institution must ensure the continuation of essential services with minimum disruption to the institution, particularly with respect to the maintenance of class schedules, essential student services and institution patient care activities;

B. If a furlough plan is implemented, accrued annual, holiday or personal leave may be used if an institution's number of closure days exceeds the number of target furlough days for an employee. Otherwise, no annual, holiday or personal leave may be used in lieu of a period of furlough;

C. If a salary reduction plan is implemented, no accrued annual, holiday or personal leave may be used by the employee in lieu of the assigned salary reduction.

D. No overtime or compensatory time may be granted to compensate for the loss of services of furloughed employees under the Plan;

E. Under federal law, employees may not report to work, either at the worksite or remotely, on a furlough day, except in the event of an emergency;

F. There will be no reduction of employment benefits, including retirement, health or leave benefits as a result of implementation of the Plan unless required by federal or Maryland law; and

G. The Plan may allow for exclusion of certain individuals as required by law or institutional needs.

BE IT FURTHER RESOLVED THAT any furlough/temporary salary reduction plan developed by an institution shall be submitted to the Chancellor for advance review and shall:

A. Reflect the best interests of the institution, taking into account the impact on faculty and staff;

B. Be developed in consultation with appropriate employee organizations and consistent with shared governance principles;

C. Achieve savings in an amount that contributes to the institution's financial stability;

D. Address the financial impact of furloughs and temporary salary reductions on USM employees by taking employee compensation levels into account in establishing the numbers of furlough days or temporary salary reduction amounts required by the Plan;

E.   Provide that any temporary salary reductions do not extend past the end of FY 2021.

BE IT FINALLY RESOLVED THAT the Plan shall include any implementation procedures deemed necessary by the Chancellor and shall be implemented within the schedule set forth in the Plan.

UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Baltimore Task Force

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 19, 2020

SUMMARY: Chancellor Perman has convened a task force to study the University of Baltimore's (UB) operation and teaching, research and service missions. The task force is chaired by Vice Chair of the Board of Regents, Barry Gossett. Other members of the task force are:

- Michelle Gourdine, Regent
- Bobby Neall, Regent
- Stephen "Mike" Kiel, President, University Faculty Senate
- Maribeth "Beth" Amyot, Chief Financial Officer and Vice President of Administration and Finance
- Theresa Silanskis, Vice President of Institutional Advancement
- Michael Higgenbothum, Joseph Curtis Professor of Law
- Marilyn Oblak, Associate Dean, Merrick School of Business
- Tom Crawford, Chair of UB Foundation Board of Directors
- Arnold Williams, Community Member; Managing Director Abrams Foster Nolle & Williams, P.A.
- Leonard Raley - USM Vice Chancellor for Advancement

This task force will study UB's role within the USM and as part of its review will:

- Assess UB's market position among public and private higher education institutions in the state and region.
- Review institutional educational and administrative programs and consider their financial health/status and future success.
- Consider the current state and future needs of the UB physical environment, including facilities, security and implications for expanded/remote learning.
- Seek broad input from UB leadership, faculty, students, staff and alumni.

ALTERNATIVE(S): Information item.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: Information item.

COMMITTEE ACTION:	DATE: June 19, 2020
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: University System of Maryland: FY 2021 Operating Budget

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: The total USM budget includes revenue from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues for a total budget of $6.1 billion.

The state-supported portion of the budget totals $3.5 billion. Included in the $3.5 billion are state appropriations and Higher Education Investment Funds (HEIF) of $1.56 billion (an increase of $60 million or 4 % over the adjusted FY 2020 Appropriation), tuition and fees of $1.7 billion (an increase of $26 million or 2%), and other of $296 million (a decrease of $9 million or 3%). The USM state-supported costs are estimated to increase by $92 million.

The net increase of $60 million in state appropriations and HEIF includes the following:

• State Fringe Benefit increases	$19.3M
• FY 2020 Cost of Living Adjustments (COLA) Annualization	$ 9.4M
• 2% Tuition Buy Down	$12.5M
• Year 3 Workforce Development Initiative (WDI)	$10.0M
• UMBC Funding Guideline Increase per Senate Bill 1052	$ 4.0M
• New Facilities funding FY21 (UMCP, Towson, UMES, and Southern Md)	$ 5.5M
• MD Strategic Partnership-Steering Council Senate Bill 897	$ 2.4M
• Legislative net reduction & other adjustments	($3.2M)

The non-state-supported portion of the budget totals $2.6 billion. The $2.6 billion is mainly comprised of Auxiliary Revenues of $726 million (an increase of $18 million or 3%) and $1.4 billion of federal grants and other restricted funds (an increase of $11 million or 1%).

The COVID-19 pandemic is an on-going challenge on many fronts; federal and state responses continue to be developed, assessed, and revised. As such, it is important to note that while the numbers presented in this document illustrate the USM's current best estimates, they are subject to revision as state and federal actions evolve. The following state funding reduction estimates are intended to provide the Board with ranges of financial impact to the FY 2021 Operating Budget:

• 5% reduction in State Funding	$78 million
• 10% reduction in State Funding	$156 million
• 15% reduction in State Funding	$234 million

The Chancellor will submit an updated FY 2021 Operating Budget item later this summer with the updated financial impact of any state funding cuts.

FY 21 OPERATING BUDGET TO FC 061020

ALTERNATIVE(S): The budget request could be adjusted to increase/decrease expenditures or to move expenditures from one area to another. However, a balanced budget is required, and revenue must be adjusted to match any change in overall expenditures.

FISCAL IMPACT: The USM budget totals $6.1 billion.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2021 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FY 21 OPERATING BUDGET TO FC 061020

Table 1

	Current Unrestricted Funds				Total Unrestricted		Total Restricted		Total Funds		Full Time Positions		Full Time Equivalent Students
	State Appropriations*	Tuition & Fees	Auxiliary	Other									
UMB	$256,460,005	$164,441,808	$30,886,991	$263,632,152	715,420,956		$620,647,486		$1,336,068,442		5,242.48		6,955
UMCP	593,181,494	681,652,222	321,808,335	241,654,698	1,838,296,749		473,616,518		2,311,913,267		9,929.07		33,900
BSU	49,523,950	48,224,849	25,959,819	1,478,803	125,187,421		24,513,546		149,700,967		588.00		5,207
TU	142,439,399	207,239,591	140,807,720	10,460,571	500,947,281		50,130,765		551,078,046		2,248.00		18,894
UMES	47,632,251	25,884,300	23,297,638	2,794,500	99,608,689		24,692,921		124,301,610		772.87		2,740
FSU	45,869,759	38,549,638	21,107,835	2,597,034	108,124,266		14,907,500		123,031,766		734.00		4,054
CSU	49,138,659	16,840,888	12,441,276	(635,870)	77,784,953		18,000,000		95,784,953		439.00		2,265
UB	44,902,220	60,033,212	7,151,634	2,839,789	114,926,855		26,034,715		140,961,570		653.00		2,719
SU	62,189,469	80,775,992	61,109,578	532,318	204,607,357		14,142,000		218,749,357		1,106.00		7,794
UMGC	46,108,626	339,859,199	3,000	33,510,723	419,481,548		50,417,378		469,898,926		1,032.71		34,546
UMBC	157,149,822	144,133,598	82,352,157	31,094,312	414,729,889		86,810,727		501,540,616		2,104.07		11,411
UMCES	23,898,590	0	0	7,170,451	31,069,041		18,230,003		49,299,044		274.86		0
USMO	44,523,247	0	0	8,394,751	52,917,998		2,000,000		54,917,998		111.00		0
Total	$1,563,017,491	$1,807,635,297	$726,925,983	$605,524,232	$4,703,103,003		$1,424,143,559		$6,127,246,562		25,235.06		130,485

University System of Maryland
FY 2021 Operating Budget

* Includes General Funds and Higher Education Investment Funds

Note: figures on this page include revenue derived from rate increases   1

Table 2

University System of Maryland
Summary of FY 2021 State Funds

	FY 2020 Adjusted Total State Funding*	FY 2020 Annualization COLA*	2% Tuition Buy Down	MD Strategic Partnership SB 897 & SB 1052 Allocation	New Facilities Operating	Year 3 Workforce Development Initiative	DBM Adjusted Across the Board & Fringe Benefits	Other Adjustments*	Legislative Reductions	Total FY 2021 Legislative Appropriation
UMB	$253,987,670	$1,675,602	$135,850	$1,000,000		$309,498	$1,919,842	($2,500,000)	($68,457)	$256,460,005
UMCP	571,801,970	4,139,717	4,179,467	1,000,000	1,293,677	3,125,000	9,927,838	500,000	(2,786,175)	593,181,494
BSU	48,325,706	247,815	498,565			-	487,292		(35,428)	49,523,950
TU	132,744,449	885,256	2,209,931		3,490,221	878,605	2,958,895		(727,958)	142,439,399
UMES	46,118,107	232,140	219,085		160,000	980,542	(519,394)	500,000	(58,229)	47,632,251
FSU	44,834,317	224,173	458,780			569,069	142,690		(359,270)	45,869,759
CSU	48,983,465	171,154	161,212			-	(122,288)		(54,884)	49,138,659
UB	41,061,710	319,526	338,237			585,000	436,617	2,400,000	(238,870)	44,902,220
SU	58,659,280	378,924	946,628			655,176	1,653,437	175,000	(278,976)	62,189,469
UMGC	44,481,365	158,517	1,652,048			-	(183,304)		0	46,108,626
UMBC	147,387,785	779,613	1,692,478	4,400,000			1,057,110	2,224,589	(391,753)	157,149,822
UMCES	23,699,957	84,392	-			-	114,241		0	23,898,590
USMO	41,000,392	117,466	-		580,000	1,840,000	277,789	707,600	-	44,523,247
USM total	**$1,503,086,173**	**$9,414,295**	**$12,492,281**	**$6,400,000**	**$5,523,898**	**$10,000,000**	**$19,318,244**	**$1,782,600**	**($5,000,000)**	**$1,563,017,491**

Other Adjustments include:

1. UMB HB 1804 Immunotherapy Research one-time adjustment - ($2.5M)

2. BOR Governance Review - $65,000 and USMO Legislative Cut Restoration -$642,600

4. UB - Baltimore Education and Community Engagement -$2.4M

5. SU Entrepreneur Center -$175,000

6. UMES Physician Assistant Accreditation Support -$500,000

7. UMCP Judge Williams Center Supplemental Budget -$500,000

* Note - FY 2020 State funding adjusted for January 2020 1% COLA $9.4 million and annualized in FY 2021 with $9.4 million for a total of $18.8 million.

Table 3a

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND
TOTAL

	FY 2019		FY 2020		FY 2021		FY 2021 Change		
	FTE	Actual	FTE	Working	FTE	Appropriation	FTE	Amount	%
Expenditures									
Salaries & Wages	24,796.73	$ 3,307,142,379	25,234.06	$ 3,510,995,262	25,235.06	$ 3,569,730,786	1.00	$ 58,735,524	2%
Technical & Special Fees		134,701,359		136,137,812		138,129,299		1,991,487	1%
Non Salary Operative & Maintenance		2,066,205,145		2,186,314,100		2,208,696,202		22,382,102	1%
Facilities Renewal		275,800,461		190,812,061		210,690,275		19,878,214	10%
Subtotal Operating Expenses		$ 2,476,706,965		$ 2,513,263,973		$ 2,557,515,776		$ 44,251,803	2%
Total Expenditures	**24,796.73**	**$ 5,783,849,344**	**25,234.06**	**$ 6,024,259,235**	**25,235.06**	**$ 6,127,246,562**		**$ 102,987,327**	**2%**
Current Unrestricted Revenue									
Tuition & Fees		$ 1,755,794,523		$ 1,779,752,857		$ 1,807,635,297		$ 27,882,440	2%
State Appropriation		1,334,885,778		1,423,803,365		1,485,114,452		61,311,087	4%
Higher Ed Investment Fund		63,168,000		79,282,808		77,903,039		(1,379,769)	-2%
Sales & Services of Auxiliary		685,213,278		708,553,075		726,925,983		18,372,908	3%
Federal Grants & Contracts		163,996,133		155,529,564		156,964,299		1,434,735	1%
Other Sources		415,341,714		466,030,590		448,559,933		(17,470,657)	-4%
Total Unrestricted Revenue		$ 4,418,399,426		$ 4,612,952,259		$ 4,703,103,003		$ 90,150,744	2%
Current Restricted Revenue									
Federal Grants & Contracts		805,057,816		824,410,237		836,027,708		11,617,471	1%
Other Sources		560,392,102		586,896,739		588,115,851		1,219,112	0%
Total Restricted Revenue		$ 1,365,449,918		$ 1,411,306,976		$ 1,424,143,559		$ 12,836,583	1%
Total Revenue		**$ 5,783,849,344**		**$ 6,024,259,235**		**$ 6,127,246,562**		**$ 102,987,327**	**2%**

Note: figures on this page include revenue derived from rate increases

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Table 3b

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND
STATE-SUPPORTED

	FY 2019		FY 2020		FY 2021		FY 2021 Change		
	FTE	Actual	FTE	Working	FTE	Appropriation	FTE	Amount	%
Expenditures									
Salaries & Wages	17,040.37	$ 2,135,592,199	17,327.34	$ 2,290,506,070	17,328.34	$ 2,339,524,938	1.00	$ 49,018,868	2%
Technical & Special Fees		79,809,090		78,312,223		80,034,427		1,722,204	2%
Non Salary Operative & Maintenance		877,129,078		958,992,367		966,962,959		7,970,592	1%
Facilities Renewal		188,391,589		116,186,068		134,080,040		17,893,972	15%
Subtotal Operating Expenses		$ 1,145,329,757		$ 1,153,490,658		$ 1,181,077,426		$ 27,586,768	2%
Total Expenditures	**17,040.37**	**$ 3,280,921,956**	**17,327.34**	**$ 3,443,996,728**	**17,328.34**	**$ 3,520,602,364**	**1.00**	**$ 76,605,636**	**2%**
Revenue									
Current Unrestricted Revenue									
Tuition & Fees		$ 1,614,137,416		$ 1,635,176,490		$ 1,661,199,626		$ 26,023,136	2%
State Appropriation		1,334,885,778		$ 1,423,803,365		$ 1,485,114,452		61,311,087	4%
Higher Ed Investment Fund		63,168,000		$ 79,282,808		$ 77,903,039		(1,379,769)	-2%
Sales & Services of Auxiliary		-		$ -		$ -		-	
Federal Grants & Contracts		72,600,325		$ 69,776,173		$ 70,385,506		609,333	1%
Other Sources		160,527,034		188,906,027		177,874,519		(11,031,508)	-6%
Total Unrestricted Revenue		**$ 3,245,318,553**		**$ 3,396,944,863**		**$ 3,472,477,142**		**$ 75,532,279**	**2%**
Current Restricted Revenue									
Federal Grants & Contracts		26,824,655		$ 32,962,028		33,783,145		821,117	2%
Other Sources		8,778,748		14,089,837		14,342,077		252,240	2%
Total Restricted Revenue		**$ 35,603,403**		**$ 47,051,865**		**$ 48,125,222**		**$ 1,073,357**	**2%**
Total Revenue		**$ 3,280,921,956**		**$ 3,443,996,728**		**$ 3,520,602,364**		**$ 76,605,636**	**2%**

Note: figures on this page include revenue derived from rate increases

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Table 3c

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND
NON STATE-SUPPORTED

	FY 2019		FY 2020		FY 2021		FY 2021 Change		
	FTE	**Actual**	**FTE**	**Working**	**FTE**	**Appropriation**	**FTE**	**Amount**	**%**
Expenditures									
Salaries & Wages	7,756.36	$ 1,171,550,180	7,906.72	$ 1,220,489,192	7,906.72	$ 1,230,205,848	0.00	$ 9,716,656	1%
Technical & Special Fees		54,892,269		57,825,589		58,094,872		269,283	0%
Non Salary Operative & Maintenance		1,189,076,067		1,227,321,733		1,241,733,243		14,411,510	1%
Facilities Renewal		87,408,872		74,625,993		76,610,235		1,984,242	3%
Subtotal Operating Expenses		$ 1,331,377,208		$ 1,359,773,315		$ 1,376,438,350		$ 25,987,684	2%
Total Expenditures	**7,756.36**	**$ 2,502,927,388**	**7,906.72**	**$ 2,580,262,507**	**7,906.72**	**$ 2,606,644,198**		**$ 26,381,691**	**1%**
Current Unrestricted Revenue									
Tuition & Fees		$ 141,657,107		$ 144,576,367		$ 146,435,671		$ 1,859,304	1%
State Appropriation		-		$ -		-		-	0%
Higher Ed Investment Fund		-		$ -		-		-	0%
Sales & Services of Auxiliary		685,213,278		$ 708,553,075		726,925,983		18,372,908	3%
Federal Grants & Contracts		91,395,808		$ 85,753,391		86,578,793		825,402	1%
Other Sources		254,814,680		277,124,563		270,685,414		(6,439,149)	-2%
Total Unrestricted Revenue		**$ 1,173,080,873**		**$ 1,216,007,396**		**$ 1,230,625,861**		**$ 14,618,465**	**1%**
Current Restricted Revenue									
Federal Grants & Contracts		778,233,161		$ 791,448,209		802,244,563		10,796,354	1%
Other Sources		551,613,354		572,806,902		573,773,774		966,872	0%
Total Restricted Revenue		**$ 1,329,846,515**		**$ 1,364,255,111**		**$ 1,376,018,337**		**$ 11,763,226**	**1%**
		-							
Total Revenue		**$ 2,502,927,388**		**$ 2,580,262,507**		**$ 2,606,644,198**		**$ 26,381,691**	**1%**

Note: figures on this page include revenue derived from rate increases

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UNIVERSITY SYSTEM
of **MARYLAND**

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Fiscal Year 2021 Schedule of Tuition and Mandatory Fees

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: The USM recognizes its responsibility to students and families who have been disrupted during this unprecedented situation. From the earliest days of the pandemic, the Chancellor, the Board of Regents, and System Presidents have held the health and safety of their students, faculty, and staff as the top priority.   The USM continues to work to help mitigate the financial impact of the COVID-19 pandemic. In consideration of the present situation, the attached proposal freezes the existing annual tuition and mandatory fees at the FY 2020 level. As detailed in the attached schedule, all undergraduate and graduate, full-time and part-time, resident and non-resident students will see no increase in their FY 2021 tuition or mandatory fees rates.

The attached schedule does contain proposed rates for new programs or options.   At the University of Maryland, Baltimore those include:

- Clinical Dental Hygiene Leadership Dual Degree offered at the Universities at Shady Grove (USG)
- Online undergraduate (BS) RN-BSN program offered both on campus and at USG
- Graduate PhD Health Professions Education offered on campus

ALTERNATIVE(S): The Committee may elect to approve tuition charges and fees that differ from those in the attached schedule.

FISCAL IMPACT: The proposed freezing of tuition and fee rates will require reductions in campus expenditures.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2021 Schedule of Tuition and Mandatory Fees as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE				
SCHOOL OF DENTISTRY				
DDS Program				
In-State Tuition	**42,080.50**	**42,080.50**	**0.00**	**0.0%**
Out-of-State Tuition	**78,237.60**	**78,237.60**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	75	75	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State DDS Program	**43,998.50**	**43,998.50**	**0.00**	**0.0%**
Total Out-of-State DDS Program	**80,155.60**	**80,155.60**	**0.00**	**0.0%**
Post Graduate Program				
In-State Tuition	**38,871.00**	**38,871.00**	**0.00**	**0.0%**
Out-of-State Tuition	**61,146.76**	**61,146.76**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	60	60	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Post Graduate Program	**40,774.00**	**40,774.00**	**0.00**	**0.0%**
Total Out-of-State Post Graduate Program	**63,049.76**	**63,049.76**	**0.00**	**0.0%**
Graduate - Masters per Credit Hour				
In-State Tuition	**728.70**	**728.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,306.70**	**1,306.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Graduate - Ph D per Credit Hour				
In-State Tuition	**595.70**	**595.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,043.70**	**1,043.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Dental Hygiene - Undergraduate				
In-State Tuition	**5,623.26**	**5,623.26**	**0.00**	**0.0%**
Out-of-State Tuition	**30,819.30**	**30,819.30**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	68	68	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Dental Hygiene	**7,534.26**	**7,534.26**	**0.00**	**0.0%**
Total Out-of-State Dental Hygiene	**32,730.30**	**32,730.30**	**0.00**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Dental Hygiene - Undergraduate per Credit Hour				
In-State Tuition	**393.72**	**393.72**	**0.00**	**0.0%**
Out-of-State Tuition	**979.97**	**979.97**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	46	46	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
School of Dentistry Shady Grove Programs				
Clinical Dental Hygiene Leadership Dual Degree*				
In-State Tuition		**15,742.00**	**N/A**	**N/A**
Out-of-State Tuition		**22,038.80**	**N/A**	**N/A**
Technology Fee - per credit hour		120	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association		22	N/A	N/A
USG Auxiliary fee		716.88	N/A	N/A
USG Facilities fee		43.26	N/A	N/A
Student Activities		68	N/A	N/A
Off Campus Center Student Services fee		300	N/A	N/A
SCHOOL OF LAW				
JD Full Time Program				
In-State Tuition (base tuition 12 credits or more)	**32,808**	**32,808**	**0.00**	**0.0%**
Out-of-State Tuition (base tuition 12 credits or more)	**48,426**	**48,426**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	65	65	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State JD Full Time - 12 credits or more	**34,716**	**34,716**	**0.00**	**0.0%**
Total Out-of-State JD Full Time - 12 credits or more	**50,334**	**50,334**	**0.00**	**0.0%**
JD Part Time Program Flat Rate (Prior to FY 2016-2017)**				
In-State Tuition (base tuition 9 to 11.99 credits)	**24,723**	**0**	**N/A**	**N/A**
Out-of-State Tuition (base tuition 9 to 11.99 credits)	**36,435**	**0**	**N/A**	**N/A**
Technology Fee - flat rate	120	0	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	0		
UMB Shuttle Fee for Full Time	189	0	N/A	N/A
Student Activities	49	0	N/A	N/A
Campus Center Infrastructure & Service Fee	1,512	0	N/A	N/A
Total In-State JD Part Time 9-11.99 credits	**26,615**	**0**	**N/A**	**N/A**
Total Out-of-State JD Part Time 9-11.99 credits	**38,327**	**0**	**N/A**	**N/A**
JD Program per Credit Hour (Prior to FY 2016-2017)**				
In-State Tuition (per credit hour less than 9 credits)	**1,418.20**	**0.00**	**N/A**	**N/A**
Out-of-State Tuition (per credit hour less than 9 credits)	**2,068.70**	**0.00**	**N/A**	**N/A**
Technology Fee - per credit hour	10	0	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	0	N/A	N/A
UMB Shuttle Fee for Part Time	94.50	0	N/A	N/A
Student Activities	49	0	N/A	N/A
Campus Center Infrastructure & Services - per credit hour	84	0	N/A	N/A

Notwithstanding any other provision of this or any other USM publication, the USM reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by USM institutions and the USM Board of Regents.

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
JD Full Time Program Flat Rate (New Students Entering Fall FY 2016-2017)**				
In-State Tuition (base tuition 32 credits Year 1 Only)	32,808	0	N/A	N/A
Out-of-State Tuition (base tuition 32 credits Year 1 Only)	48,426	0	N/A	N/A
Technology Fee - flat rate	120	0	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	0	N/A	N/A
UMB Shuttle Fee for Full Time	189	0	N/A	N/A
Student Activities	65	0	N/A	N/A
Campus Center Infrastructure & Service Fee	1,512	0	N/A	N/A
Total In-State JD Full Time - 32 credits	34,716	0	N/A	N/A
Total Out-of-State JD Full Time - 32 credits	50,334	0	N/A	N/A
JD Part Time Program Flat Rate				
In-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	21,537.50	21,537.50	0.00	0.0%
Out-of-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	31,704.50	31,704.50	0.00	0.0%
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State JD Part Time 20 credits	23,429.50	23,429.50	0.00	0.0%
Total Out-of-State JD Part Time 20 credits	33,596.50	33,596.50	0.00	0.0%
JD Program per Credit Hour				
In-State Tuition (per credit hour)	1,241.70	1,241.70	0.00	0.0%
Out-of-State Tuition (per credit hour)	1,831.20	1,831.20	0.00	0.0%
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
LLM Full Time Program Flat Rate				
In-State Tuition (base tuition 12 - 14 credits (>14 NA))	28,265.50	28,265.50	0.00	0.0%
Out-of-State Tuition (base tuition 12 - 14 credits (>14 NA))	28,265.50	28,265.50	0.00	0.0%
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	65	65	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State LLM Full Time - 12 credits or more	30,173.50	30,173.50	0.00	0.0%
Total Out-of-State LLM Full Time - 12 credits or more	30,173.50	30,173.50	0.00	0.0%
LLM Program per Credit Hour				
In-State Tuition <12 credits	1,109.20	1,109.20	0.00	0.0%
Out-of-State Tuition <12 credits	1,109.20	1,109.20	0.00	0.0%
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Master of Science in Law per Credit Hour (at College Park)				
In-State Tuition	865.70	865.70	0.00	0.0%
Out-of-State Tuition	865.70	865.70	0.00	0.0%
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)	25	25	0.00	0.0%

Notwithstanding any other provision of this or any other USM publication, the USM reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by USM institutions and the USM Board of Regents.

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
ONLINE - Master of Science in Law (Cybersecurity) per Credit Hour				
In-State Tuition	**865.70**	**865.70**	**0.00**	**0.0%**
Out-of-State Tuition	**865.70**	**865.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
ONLINE - Master of Science in Law (Homeland Sec & Crisis Mgmt) Per Credit Hour				
In-State Tuition	**865.70**	**865.70**	**0.00**	**0.0%**
Out-of-State Tuition	**865.70**	**865.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)	25	25	0.00	0.0%
SCHOOL OF MEDICINE				
MD Program				
In-State Tuition	**37,809.50**	**37,809.50**	**0.00**	**0.0%**
Out-of-State Tuition	**66,904.50**	**66,904.50**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	83	83	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State MD Program	**39,735.50**	**39,735.50**	**0.00**	**0.0%**
Total Out-of-State MD Program	**68,830.50**	**68,830.50**	**0.00**	**0.0%**
Medicine Graduate - Masters per Credit Hour				
In-State Tuition	**728.70**	**728.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,306.70**	**1,306.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities flat rate	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Medicine Graduate - Ph D per Credit Hour				
In-State Tuition	**595.70**	**595.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,043.70**	**1,043.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Masters in Genetic Counseling				
In-State Tuition	**19,930.50**	**19,930.50**	**0.00**	**0.0%**
Out-of-State Tuition	**32,911.00**	**32,911.00**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	75	75	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Genetic Counseling	**21,848.50**	**21,848.50**	**0.00**	**0.0%**
Total Out-of-State Genetic Counseling	**34,829.00**	**34,829.00**	**0.00**	**0.0%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Masters in Public Health per Credit Hour				
In-State Tuition	**853.70**	**853.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,507.70**	**1,507.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	47	47	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Medical & Research Technology - Undergraduate				
In-State Tuition	**8,192**	**8,192**	**0.00**	**0.0%**
Out-of-State Tuition	**24,876**	**24,876**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Med. & Research Technology	**10,086**	**10,086**	**0.00**	**0.0%**
Total Out-of-State Med. & Research Tech.	**26,770**	**26,770**	**0.00**	**0.0%**
Medical & Research Technology - Post-Baccalaureate Certificate				
In-State Tuition	**14,759**	**14,759**	**0.00**	**0.0%**
Out-of-State Tuition	**28,657**	**28,657**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Medical & Research Tech Certificate	**16,653**	**16,653**	**0.00**	**0.0%**
Total Out-of-State Medical & Research Tech Certificate	**30,551**	**30,551**	**0.00**	**0.0%**
Medical Research Technology - Undergraduate per Credit Hour				
In-State Tuition	**392.70**	**392.70**	**0.00**	**0.0%**
Out-of-State Tuition	**898.70**	**898.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities Fee	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Medical & Research Technology - Graduate per Credit Hour				
In-State Tuition	**760.20**	**760.20**	**0.00**	**0.0%**
Out-of-State Tuition	**1,290.70**	**1,290.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities Fee	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Doctorate in Physical Therapy (All PT Students) per Credit Hour				
In-State Tuition	**666.70**	**666.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,138.70**	**1,138.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities Fee	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Masters of Public Health Dual Degree				
In-State Tuition	**25,638.00**	**25,638.00**	**0.00**	**0.0%**
Out-of-State Tuition	**45,054.00**	**45,054.00**	**0.00**	**0.0%**
Technology Fee	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	67	67	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State MPH Dual Degree	**27,548.00**	**27,548.00**	**0.00**	**0.0%**
Total Out-of-State MPH Dual Degree	**46,964.00**	**46,964.00**	**0.00**	**0.0%**
SCHOOL OF NURSING				
Nursing Undergraduate Traditional				
In-State Tuition	**9,260**	**9,260**	**0.00**	**0.0%**
Out-of-State Tuition	**38,060**	**38,060**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Nursing - Undergraduate	**11,213**	**11,213**	**0.00**	**0.0%**
Total Out-of-State School of Nursing - Undergraduate	**40,013**	**40,013**	**0.00**	**0.0%**
Nursing Undergraduate per Credit Hour Traditional				
In-State Tuition	**401.37**	**401.37**	**0.00**	**0.0%**
Out-of-State Tuition	**1,362.21**	**1,362.21**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Undergraduate (BS) RN-BSN				
In-State Tuition	**9,016**	**9,016**	**0.00**	**0.0%**
Out-of-State Tuition	**36,998.44**	**36,998.44**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Nursing - Undergraduate	**10,969**	**10,969**	**0.00**	**0.0%**
Total Out-of-State School of Nursing - Undergraduate	**38,951.44**	**38,951.44**	**0.00**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

			Recommended Change	
	FY 2020	FY 2021	Amount	%
Nursing Undergraduate per Credit Hour (BS) RN-BSN				
In-State Tuition	**393.90**	**393.90**	**0.00**	**0.0%**
Out-of-State Tuition	**1,325.06**	**1,325.06**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Online Undergraduate (BS) RN-BSN*				
In-State Tuition		**9,196**	**N/A**	**N/A**
Out-of-State Tuition		**37,738.44**	**N/A**	**N/A**
Technology Fee - flat rate		120	**N/A**	**N/A**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association		22	**N/A**	**N/A**
Student Activities		110	**N/A**	**N/A**
Off Campus Student Services Fee		300	**N/A**	**N/A**
Total In-State School of Nursing - Online Undergraduate (BS) RN-BSN		9,748	N/A	N/A
Total Out-of-State School of Nursing - Online Undergraduate (BS) RN-BSN		38,290.44	N/A	N/A
Online Undergraduate per Credit Hour (BS) RN-BSN***				
In-State Tuition		**401.70**	**N/A**	**N/A**
Out-of-State Tuition		**1,351.60**	**N/A**	**N/A**
Technology Fee - per credit hour, max $60		10	**N/A**	**N/A**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association		22	**N/A**	**N/A**
Student Activities		110	**N/A**	**N/A**
Off Campus Student Services Fee (per credit, max $300)		25	**N/A**	**N/A**
Nursing Masters CNL per Credit Hour				
In-State Tuition	**792**	**792**	**0.00**	**0.0%**
Out-of-State Tuition	**1,465.50**	**1,465.50**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Masters Other per Credit Hour				
In-State Tuition	**824**	**824**	**0.00**	**0.0%**
Out-of-State Tuition	**1,460.68**	**1,460.68**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Ph D per Credit Hour				
In-State Tuition	**824**	**824**	**0.00**	**0.0%**
Out-of-State Tuition	**1,460.68**	**1,460.68**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Nursing DNP per Credit Hour				
In-State Tuition	**824**	**824**	**0.00**	**0.0%**
Out-of-State Tuition	**1,460.68**	**1,460.68**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities flat rate	90	90	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing - Masters ONLINE - INFORMATICS (per Credit Hour)				
In-State Tuition	**824**	**824**	**0.00**	**0.0%**
Out-of-State Tuition	**1,460.68**	**1,460.68**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)	25	25	0.00	0.0%
Nursing - Masters ONLINE - HEALTH SERVICES LEADERSHIP & MANAGEMENT (per Credit Hour)				
In-State Tuition	**824**	**824**	**0.00**	**0.0%**
Out-of-State Tuition	**1,460.68**	**1,460.68**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
School of Nursing Shady Grove Campus				
Traditional BSN Program				
In-State Tuition	**9,260.00**	**9,260.00**	**0.00**	**0.0%**
Out-of-State Tuition	**38,060.00**	**38,060.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	696	696	0.00	0.0%
USG Facilities	42	42	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Off Campus Center Student Services fee	300	300	0.00	0.0%
Total In-State School of Nursing	**10,550**	**10,550**	**0.00**	**0.0%**
Total Out-of-State School of Nursing	**39,350**	**39,350**	**0.00**	**0.0%**
Undergraduate Per Credit Hour Traditional				
In-State Tuition	**401.00**	**401.00**	**0.00**	**0.0%**
Out-of-State Tuition	**1,362.00**	**1,362.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	29.13	29.13	0.00	0.0%
USG Facilities	21	21	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Off Campus Center Student Services fee - per credit hour	25	25	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Undergraduate (BS) RN-BSN				
In-State Tuition	**9,016.00**	**9,016.00**	**0.00**	**0.0%**
Out-of-State Tuition	**36,998.00**	**36,998.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	696	696	0.00	0.0%
USG Facilities	42	42	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Off Campus Center Student Services fee	300	300	0.00	0.0%
Total In-State School of Nursing	**10,306**	**10,306**	**0.00**	**0.0%**
Total Out-of-State School of Nursing	**38,288**	**38,288**	**0.00**	**0.0%**
Undergraduate Per Credit Hour RN-BSN				
In-State Tuition	**394.00**	**394.00**	**0.00**	**0.0%**
Out-of-State Tuition	**1,325.00**	**1,325.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	29.13	29.13	0.00	0.0%
USG Facilities	21	21	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Off Campus Center Student Services fee - per credit hour	25	25	0.00	0.0%
Nursing DNP Per Credit Hour				
In-State Tuition	**824.00**	**824.00**	**0.00**	**0.0%**
Out-of-State Tuition	**1,461.00**	**1,461.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	21.84	21.84	0.00	0.0%
USG Facilities	21.00	21.00	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Off Campus Center Student Services fee - per credit hour	25	25	0.00	0.0%
Online Undergraduate (BS) RN-BSN***				
In-State Tuition		**9,196**	N/A	N/A
Out-of-State Tuition		**37,738.44**	N/A	N/A
Technology Fee - flat rate		120	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association		22	N/A	N/A
Student Activities		110	N/A	N/A
Off Campus Student Services Fee		300	N/A	N/A
Total In-State School of Nursing - Online Undergraduate (BS) RN-BSN		**9,748.00**	N/A	N/A
Total Out-of-State School of Nursing - Online Undergraduate (BS) RN-BSN		**38,290.44**	N/A	N/A
Online Undergraduate per Credit Hour (BS) RN-BSN******				
In-State Tuition		**401.70**	N/A	N/A
Out-of-State Tuition		**1,351.60**	N/A	N/A
Technology Fee - per credit hour		10	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association		22	N/A	N/A
Student Activities		110	N/A	N/A
Off Campus Student Services Fee (per credit, max $300)		25	N/A	N/A
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**26,730**	**26,730**	**0.00**	**0.0%**
Out-of-State Tuition	**44,381**	**44,381**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	67	67	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Pharm D Program	**28,640.00**	**28,640.00**	**0.00**	**0.0%**
Total Out-of-State School of Pharm D Program	**46,291.00**	**46,291.00**	**0.00**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Pharmacy Graduate - Masters per Credit Hour				
In-State Tuition	**728.70**	**728.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,306.70**	**1,306.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Pharmacy Graduate - Masters Pharmaceutical Sciences per Credit Hour				
In-State Tuition	**610.70**	**610.70**	**0.00**	**0.0%**
Out-of-State Tuition	**765.70**	**765.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Pharmacy Graduate - ONLINE Masters Regulatory Sciences per Credit Hour				
In-State Tuition	**727.70**	**727.70**	**0.00**	**0.0%**
Out-of-State Tuition	**877.70**	**877.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
Pharmacy Graduate - ONLINE Masters PALLIATIVE CARE per Credit Hour				
In-State Tuition	**631.70**	**631.70**	**0.00**	**0.0%**
Out-of-State Tuition	**792.70**	**792.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)	25	25	0.00	0.0%
Pharmacy Graduate - ONLINE Masters PHARMACOMETRICS (per Cr Hr)				
In-State Tuition	**727.70**	**727.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,305.70**	**1,305.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
Pharmacy Graduate - Ph D per Credit Hour				
In-State Tuition	**595.70**	**595.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,043.70**	**1,043.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

			Recommended Change	
	FY 2020	**FY 2021**	**Amount**	**%**
Pharm D per Credit Hour				
In-State Tuition	**1,029.70**	**1,029.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,530.70**	**1,530.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	67	67	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
School of Pharmacy Shady Grove Campus				
MS IN CANNABIS PROGRAM				
In-State Tuition	**631.70**	**631.70**	**0.00**	**0.0%**
Out-of-State Tuition	**792.70**	**792.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	21.00	0.00	0.0%
Off Campus Student Services Fee - per credit hour (not to exceed $60/semes	25.00	25.00	0.00	0.0%
USG Auxiliary Fee -per credit hour	21.84	21.84	0.00	0.0%
PharmD				
In-State Tuition	**26,730.00**	**26,730.00**	**0.00**	**0.0%**
Out-of-State Tuition	**44,381.00**	**44,381.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	42.00	42.00	0.00	0.0%
Off Campus Student Services Fee	300.00	300.00	0.00	0.0%
USG Auxiliary Fee	392.00	392.00	0.00	0.0%
PharmD Per Credit Hour				
In-State Tuition	**1,029.70**	**1,029.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,531.00**	**1,531.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	21.00	0.00	0.0%
Off Campus Student Services Fee - per credit hour (not to exceed $60/semes	25.00	25.00	0.00	0.0%
USG Auxiliary Fee -per credit hour	21.84	21.84	0.00	0.0%
Per Credit Hour				
Graduate Master's Pharmaceutical Sciences				
In-State Tuition	**611.00**	**611.00**	**0.00**	**0.0%**
Out-of-State Tuition	**766.00**	**766.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	21.00	0.00	0.0%
Off Campus Student Services Fee - per credit hour (not to exceed $60/semes	25.00	25.00	0.00	0.0%
USG Auxiliary Fee -per credit hour	21.84	21.84	0.00	0.0%
SCHOOL OF SOCIAL WORK				
Masters of Social Work Program - Full time				
In-State Tuition	**15,132**	**15,132**	**0.00**	**0.0%**
Out-of-State Tuition	**32,971**	**32,971**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	63	63	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Pharm D Program	**17,038**	**17,038**	**0.00**	**0.0%**
Total Out-of-State School of Pharm D Program	**34,877**	**34,877**	**0.00**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Masters of Social Work - Per Credit Hour				
In-State Tuition	**728.70**	**728.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,306.70**	**1,306.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Social Work - Ph D per Credit Hour				
In-State Tuition	**595.70**	**595.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,043.70**	**1,043.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
School of Social Work Shady Grove Campus				
Masters of Social Work Program-Full Time				
In-State Tuition	**15,132**	**15,132**	**0.00**	**0.0%**
Out-of-State Tuition	**32,971**	**32,971**	**0.00**	**0.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	392	392	0.00	0.0%
USG Facilities fee	42	42	0.00	0.0%
Off Campus Student Services fee	300	300	0.00	0.0%
Total In-State School of Social Work	**16,008**	**16,008**	**0.00**	**0.0%**
Total Out-of-State School of Social Work	**33,847**	**33,847**	**0.00**	**0.0%**
Masters of Social Work - per Credit Hour				
In-State Tuition	**728.70**	**728.70**	**0.00**	**0.0%**
Out-of-State Tuition	**1,306.70**	**1,306.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
USG Auxiliary fee	21.84	21.84	0.00	0.0%
USG Facilities fee	21.00	21.00	0.00	0.0%
Off Campus Student Services fee	25	25	0.00	0.0%
GRADUATE SCHOOL				
GRADUATE - MASTERS				
In-State Tuition Per Credit Hour	**728.70**	**728.70**	**0.00**	**0.0%**
Out-of-State Tuition Per Credit Hour	**1,306.70**	**1,306.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	**0.00**	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
GRADUATE - PH D				
In-State Tuition Per Credit Hour	**595.70**	**595.70**	**0.00**	**0.0%**
Out-of-State Tuition Per Credit Hour	**1,043.70**	**1,043.70**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
Graduate - PH.D Health Professions Education***				
In-State Tuition Per Credit Hour		726.00	N/A	N/A
Out-of-State Tuition Per Credit Hour		971.00	N/A	N/A
Technology Fee - per credit hour		10	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association		22	N/A	N/A
UMB Shuttle Fee for Part Time		94.50	N/A	N/A
UMB Shuttle Fee for Full Time		189	N/A	N/A
Student Activities		51	N/A	N/A
Campus Center Infrastructure & Services - per credit hour		84	N/A	N/A
Graduate - Masters, Health Science Online				
In-State Tuition Per Credit Hour	710.70	710.70	0.00	0.0%
Out-of-State Tuition Per Credit Hour	970.70	970.70	0.00	0.0%
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)	25	25	0.00	0.0%
Graduate - Masters, Health & Social Innovation				
In-State Tuition Per Credit Hour	710.70	710.70	0.00	0.0%
Out-of-State Tuition Per Credit Hour	970.70	970.70	0.00	0.0%
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)	25	25	0.00	0.0%

*New School of Dentistry - Clinical Dental Hygiene Leadership Dual Degree at Shady Grove campus

**School of Law programs transitioned into a new rate

***New Online Nursing Undergraduate (BS) RN-BSN

****New Online Nursing Undergraduate (BS) RN-BSN

*****New Program - Graduate PhD Health Professions Education

UNIVERSITY OF MARYLAND, COLLEGE PARK

FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)

	FY 2020	FY 2021	Amount	%
In-State Tuition	8,824	8,824	0	0.0%
Out-of-State Tuition	34,936	34,936	0	0.0%
Technology Fee - flat rate	306	306	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	399	399	0	0.0%
Shuttle Bus	223	223	0	0.0%
Student Union	343	343	0	0.0%
Student Activities	80	80	0	0.0%
Recreation Services	398	398	0	0.0%
Performing Arts & Cultural Center	90	90	0	0.0%
Student Sustainability Fee	12	12	0	0.0%
Health Center Fee	86	86	0	0.0%
Student Facilities Fee	18	18	0	0.0%
Total Fees:	1,955	1,955	0	0.0%
Total In-State Cost	10,779	10,779	0	0.0%
Total Out-of-State Cost	36,891	36,891	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

		Recommended Change		
	FY 2020	**FY 2021**	**Amount**	**%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	**367**	**367**	**0**	**0.0%**
Out-of-State Tuition - per credit hour	**1,456**	**1,456**	**0**	**0.0%**
Technology Fee - flat rate	153	153	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133	133	0	0.0%
Shuttle Bus	111	111	0	0.0%
Student Union	171	171	0	0.0%
Student Activities	40	40	0	0.0%
Recreation Services	199	199	0	0.0%
Performing Arts & Cultural Center	45	45	0	0.0%
Student Sustainability Fee	6	6	0	0.0%
Health Center Fee	43	43	0	0.0%
Student Facilities Fee	9	9	0	0.0%
Total Fees:	**910**	**910**	**0**	**0.0%**

SPECIAL TUITION RATES FOR UNDERGRADUATES:
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE

These students pay the annual standard tuition and mandatory fees above **PLUS** the annual differential pricing rate.
In-State and Out-of-State undergraduate students pay the same differential pricing rate.

Full-time Undergraduate Jr./Sr. rate	**2,856**	**2,856**	**0**	**0.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**118**	**118**	**0**	**0.0%**

FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition	8,824	8,824	0	0.0%
Out-of-State Tuition	34,936	34,936	0	0.0%
Differential Pricing Rate Jr./Sr.	2,856	2,856	0	0.0%
Fees (Per Student)	1,955	1,955	0	0.0%
Total In-State Full-time	**13,635**	**13,635**	**0**	**0.0%**
Total Out-of-State Full-time	**39,747**	**39,747**	**0**	**0.0%**

PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	367	367	0	0.0%
Out-of-State Tuition (Per Credit Hour)	1,456	1,456	0	0.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	118	118	0	0.0%
Total In-State Part-time	**485**	**485**	**0**	**0.0%**
Total Out-of-State Part-time	**1,574**	**1,574**	**0**	**0.0%**
Part-time mandatory fee (flat rate per student)	910	910	0	0.0%

FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**731**	**731**	**0**	**0.0%**
Out-of-State Tuition - per credit hour	**1,625**	**1,625**	**0**	**0.0%**
PhD Candidacy In-State Tuition - per semester	**1,209**	**1,209**	**0**	**0.0%**
PhD Candidacy Out-of-State Tuition - per semester	**2,377**	**2,377**	**0**	**0.0%**
Technology Fee - flat rate	306	306	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133	133	0	0.0%
Shuttle Bus	223	223	0	0.0%
Student Union	343	343	0	0.0%
Student Activities	38	38	0	0.0%
Recreation Services	398	398	0	0.0%
Performing Arts & Cultural Center	90	90	0	0.0%
Health Center Fee	86	86	0	0.0%
Student Facilities Fee	18	18	0	0.0%
Total Fees:	**1,635**	**1,635**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Amount	%
			Recommended Change	
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	731	731	0	0.0%
Out-of-State Tuition - per credit hour	1,625	1,625	0	0.0%
PhD Candidacy In-State Tuition - per semester	1,209	1,209	0	0.0%
PhD Candidacy Out-of-State Tuition - per semester	2,377	2,377	0	0.0%
Technology Fee - flat rate	153	153	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133	133	0	0.0%
Shuttle Bus	111	111	0	0.0%
Student Union	171	171	0	0.0%
Student Activities	38	38	0	0.0%
Recreation Services	199	199	0	0.0%
Performing Arts & Cultural Center	45	45	0	0.0%
Health Center Fee	43	43	0	0.0%
Student Facilities Fee	9	9	0	0.0%
Total Fees:	902	902	0	0.0%

SPECIAL GRADUATE TUITION RATES:
PROFESSIONAL GRADUATE PROGRAMS:
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park.
Additional fees above the standard fees or exceptions to the standard fees are noted below.)

SCHOOL OF ARCHITECTURE
PART-TIME GRADUATE STUDENTS - per credit hour
Master (and Certificate) of Real Estate Development

	FY 2020	FY 2021	Amount	%
In-State Tuition - per credit hour	871	871	0	0.0%
Out-of-State Tuition - per credit hour	1,163	1,163	0	0.0%
School of Architecture Technology Fee (per semester) - Full-Time	100	100	0	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50	50	0	0.0%

SCHOOL OF ENGINEERING
PART-TIME GRADUATE STUDENTS - per credit hour

	FY 2020	FY 2021	Amount	%
Professional Masters in Engineering[1]	1,028	1,028	0	0.0%
Distance Learning Engineering	1,272	1,272	0	0.0%
Masters in Telecommunications	1,143	1,143	0	0.0%

[1]For remote sites, students pay a Distance Education Technology Services fee of $150 per class. Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.

COLLEGE OF EDUCATION
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour

	FY 2020	FY 2021	Amount	%
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs[2]	753	753	0	0.0%

[2]Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.

COLLEGE OF BUSINESS AND MANAGEMENT
MBA PROGRAMS
PART-TIME and FULL-TIME MBA (Program in College Park)

	FY 2020	FY 2021	Amount	%
In-State Tuition - per credit hour	1,708	1,708	0	0.0%
Out-of-State Tuition - per credit hour	2,098	2,098	0	0.0%
MBA Association Fee (Fall only)	725	725	0	0.0%
PART-TIME MBA PROGRAM (Offsite programs)[3]				
Tuition - per credit hour	1,682	1,682	0	0.0%
PT MBA Association Fee (Fall and Spring - each semester)	100	100	0	0.0%

[3]Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.
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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)				
In-State Tuition - per credit hour	1,582	1,582	0	0.0%
Out-of-State Tuition - per credit hour	2,098	2,098	0	0.0%
MS Association Fee (Fall and Spring semester - each semester)	80	80	0	0.0%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)				
In-State Tuition - per credit hour	1,582	1,582	0	0.0%
Out-of-State Tuition - per credit hour	2,015	2,015	0	0.0%
MS Association Fee (Fall and Spring - each semester)	80	80	0	0.0%
ONLINE MASTER OF SCIENCE IN BUSINESS ANALYTICS				
Tuition - per credit hour	1,644	1,644	0	0.0%
ONLINE MBA PROGRAM				
Tuition - per credit hour	1,644	1,644	0	0.0%
EXECUTIVE MBA PROGRAM - College Park Weekends	129,900	129,900	0	0.0%
SCHOOL OF PUBLIC POLICY				
FULL-TIME & PART-TIME GRADUATE STUDENTS (including PhD)				
In-State Tuition - per credit hour	921	921	0	0.0%
Out-of-State Tuition - per credit hour	1,909	1,909	0	0.0%
EXEC MASTERS PUBLIC POLICY Weekends - total program cost	48,195	48,195	0	0.0%
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	877	877	0	0.0%
Out-of-State Tuition - per credit hour	1,909	1,909	0	0.0%
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA)	1,409	1,409	0	0.0%
(flat rate per credit hour regardless of residency status)				
COLLEGE OF COMPUTER, MATHEMATICAL, AND NATURAL SCIENCES				
PART-TIME GRADUATE STUDENTS - per credit hour				
Mathematics of Advanced Industrial Technology (MAIT)	758	758	0	0.0%
COLLEGE OF INFORMATION STUDIES - Online Program fee[4]				
Masters of Library Science & Masters of Information Mgmt- per credit hour	100	100	0	0.0%

[4]Students pay the standard graduate tuition rates listed above. Students in online programs pay the additional Information Studies on-line program fee and the standard technology fee. They do not pay the standard auxiliary fees. The per credit hour structure charges these students more equitably.

	FY 2020	FY 2021	Amount	%
SCHOOL OF PUBLIC HEALTH				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	878	878	0	0.0%
Out-of-State Tuition - per credit hour	1,609	1,609	0	0.0%
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES				
Masters Geospatial Information Sciences - per credit hour	779	779	0	0.0%
Masters Geospatial Intelligence (GEOINT) - per credit hour	819	819	0	0.0%
Joint Program in Survey Methodology (JPSM) - per credit hour[5]	1,071	1,071	0	0.0%

[5]Offsite program students pay the standard technology fee but do not pay the auxiliary fees

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
BOWIE STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,647**	**5,647**	**0**	**0.0%**
Out-of-State Tuition	**16,338**	**16,338**	**0**	**0.0%**
Technology Fee - flat rate	255	255	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	810	810	0	0.0%
Intramural and Recreation	40	40	0	0.0%
Health Service Fee	150	150	0	0.0%
University Construction	172	172	0	0.0%
Student Union Operating	1,170	1,170	0	0.0%
Student Activity	180	180	0	0.0%
Sustainability Fee	4	4	0	0.0%
Bowie Card Fee	17.20	17.20	0.00	0.0%
Total Fees:	**2,798.20**	**2,798.20**	**0**	**0.0%**
Total In-State Cost	**8,445.20**	**8,445.20**	**0**	**0.0%**
Total Out-of-State Cost	**19,136.20**	**19,136.20**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**248**	**248**	**0**	**0.0%**
Out-of-State Tuition	**687**	**687**	**0**	**0.0%**
Technology Fee - per credit hour	10.60	10.60	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	33.70	33.70	0.00	0.0%
Intramural and Recreation Fee	1.70	1.70	0.00	0.0%
Health Service Fee	6.20	6.20	0.00	0.0%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	48.75	48.75	0.00	0.0%
Student Activity	7.50	7.50	0.00	0.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	17.20	17.20	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**423**	**423**	**0**	**0.0%**
Out-of-State Tuition	**709**	**709**	**0**	**0.0%**
Technology Fee - per credit hour	10.60	10.60	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	33.70	33.70	0.00	0.0%
Intramural and Recreation Fee*	1.70	1.70	0.00	0.0%
Health Service Fee	6.20	6.20	0.00	0.0%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	48.75	48.75	0.00	0.0%
Student Activity	11.65	11.65	0.00	0.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	17.20	17.20	0.00	0.0%
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**6,962**	**6,962**	**0**	**0.0%**
Out-of-State Tuition	**21,098**	**21,098**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**10,444**	**10,444**	**0**	**0.0%**
Technology Fee - flat rate	212	212	0	0.0%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	998	998	0	0.0%
Auxiliary Services	648	648	0	0.0%
Auxiliary Services - Construction	1,280	1,280	0	0.0%
Student Services - SGA	98	98	0	0.0%
Total Fees	**3,236**	**3,236**	**0**	**0.0%**
Total In-State Cost	**10,198**	**10,198**	**0**	**0.0%**
Total Out-of-State Cost	**24,334**	**24,334**	**0**	**0.0%**
Total Out-of-State Regional Cost On-Site Hagerstown	**11,936**	**11,936**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

		Recommended Change		
	FY 2020	FY 2021	Amount	%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**299**	**299**	**0**	**0.0%**
Out-of-State Tuition	**888**	**888**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**452**	**452**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	45	45	0	0.0%
Auxiliary Services	30	30	0	0.0%
Auxiliary Services - Construction	58	58	0	0.0%
Student Services - SGA	5	5	0	0.0%
Total Fees:	**147**	**147**	**0**	**0.0%**

SPECIAL TUITION RATES FOR UNDERGRADUATES:
JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING, & COMPUTER SCIENCE

These students pay the annual standard tuition and mandatory fees above **PLUS** the annual differential pricing rate.
In-State and Out-of-State undergraduate students pay the same differential pricing rate.

	FY 2020	FY 2021	Amount	%
Full-time Undergraduate Jr./Sr. rate	**500**	**500**	**0**	**0.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**21**	**21**	**0**	**0.0%**

	FY 2020	FY 2021	Amount	%
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition	**6,962**	**6,962**	**0**	**0.0%**
Out-of-State Tuition	**21,098**	**21,098**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**10,444**	**10,444**	**0**	**0.0%**
Differential Pricing Rate Jr./Sr.	**500**	**500**	**0**	**0.0%**
Fees (Per Student)	**3,236**	**3,236**	**0**	**0.0%**
Total In-State Full-time	**10,698**	**10,698**	**0**	**0.0%**
Total Out-of-State Full-time	**24,834**	**24,834**	**0**	**0.0%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**14,180**	**14,180**	**0**	**0.0%**

	FY 2020	FY 2021	Amount	%
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	**299**	**299**	**0**	**0.0%**
Out-of-State Tuition (Per Credit Hour)	**888**	**888**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**452**	**452**	**0**	**0.0%**
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	**21**	**21**	**0**	**0.0%**
Total In-State Part-time	**320**	**320**	**0**	**0.0%**
Total Out-of-State Part-time	**909**	**909**	**0**	**0.0%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**473**	**473**	**0**	**0.0%**
Part-time mandatory fee (per credit hour)	147	147	0	0.0%

	FY 2020	FY 2021	Amount	%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**439**	**439**	**0**	**0.0%**
Out-of-State Tuition	**908**	**908**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**658**	**658**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	45	45	0	0.0%
Auxiliary Services	30	30	0	0.0%
Auxiliary Services - Construction	58	58	0	0.0%
Graduate SGA	4	4	0	0.0%
Total Fees:	**146**	**146**	**0**	**0.0%**

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (in person and Web instruction)	**809**	**809**	**0**	**0.0%**
Regional Tuition (in person and Web instruction)#	**809**	**809**	**0**	**0.0%**
Out-of-State Tuition (in person and Web instruction)	**1,117**	**1,117**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate	50	50	0	0.0%
PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	**1,653**	**1,653**	**0**	**0.0%**
Tuition - AIT 500 - per course	**2,067**	**2,067**	**0**	**0.0%**
Tuition - AIT 501 - per course	**1,792**	**1,792**	**0**	**0.0%**
Tuition - AIT 885 - per course	**551**	**551**	**0**	**0.0%**
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM	**685**	**685**	**0**	**0.0%**

**Joint degree with University of Baltimore (UB) for the MBA is charged and billed through UB
#Regional: VA - Arlington, Fairfax, Prince William counties, PA - Adam, York, Lancaster counties, DE - all counties, DC

	FY 2020	FY 2021	Amount	%
UNIVERSITY OF MARYLAND EASTERN SHORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,418**	**5,418**	**0**	**0.0%**
Out-of-State Tuition	**15,828**	**15,828**	**0**	**0.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**7,915**	**7,915**	**0**	**0.0%**
Technology Fee - flat rate	166	166	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,042	1,042	0	0.0%
Student Union	754	754	0	0.0%
Recreational Facilities	926	926	0	0.0%
Student Health Services	105	105	0	0.0%
Student Activities	147	147	0	0.0%
Total Fees:	**3,140**	**3,140**	**0**	**0.0%**
Total In-State Cost	**8,558**	**8,558**	**0**	**0.0%**
Total Out-of-State Cost	**18,968**	**18,968**	**0**	**0.0%**
Total Out-of-State Cost - Eastern Shore Regional Rate	**11,055**	**11,055**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**224**	**224**	**0**	**0.0%**
Out-of-State Tuition	**583**	**583**	**0**	**0.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**292**	**292**	**0**	**0.0%**
Technology Fee per credit hour	9	9	0	0.0%
Auxiliary Fees:				
Student Union Fee per credit hour	32	32	0	0.0%
Student Health Services per credit hour	6	6	0	0.0%
Athletic fee per credit hour	44	44	0	0.0%
OFF-SITE/SATELLITE SITES*				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,418**	**5,418**	**0**	**0.0%**
Out-of-State Tuition	**15,828**	**15,828**	**0**	**0.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**7,915**	**7,915**	**0**	**0.0%**
Technology Fee	169	169	0	0.0%
Auxiliary Operations & Facility Fee**	581	581	0	0.0%
Total In-State Cost	**5,587**	**5,587**	**0**	**0.0%**
Total Out-of-State Cost	**15,997**	**15,997**	**0**	**0.0%**
Total Eastern Shore Regional Cost	**8,084**	**8,084**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
PART-TIME UNDERGRADUATE STUDENT PER CREDIT HOUR				
In-State Tuition	**224**	**224**	**0**	**0.0%**
Out-of-State Tuition	**583**	**583**	**0**	**0.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**292**	**292**	**0**	**0.0%**
Technology Fee	10	10	0	0.0%
Auxiliary Operations & Facility Fee**	55	55	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**332**	**332**	**0**	**0.0%**
Out-of-State Tuition	**616**	**616**	**0**	**0.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**458**	**458**	**0**	**0.0%**
Technology Fee per credit hour	9	9	0	0.0%
Auxiliary Fees:				
Student Union Fee per credit hour	32	32	0	0.0%
Athletic fee per credit hour	44	44	0	0.0%
DOCTORATE in PHYSICAL THERAPY & PHYSICIAN ASSISTANT* PER CREDIT HOUR****				
In-State Tuition	**341**	**341**	**0**	**0.0%**
Out-of-State Tuition	**634**	**634**	**0**	**0.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**471**	**471**	**0**	**0.0%**
Technology Fee per credit hour	9	9	0	0.0%
Auxiliary Fees:				
Auxiliary Operations & Facility Fee**		76	76.0%	N/A
Student Union Fee per credit hour	32	0	-32	-100.0%
Athletic fee per credit hour	44	0	-44	-100.0%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**29,296**	**29,296**	**0**	**0.0%**
Out-of-State Tuition	**58,046**	**58,046**	**0**	**0.0%**
Out-of-State Pharm D program Regional Rate	**46,960**	**46,960**	**0**	**0.0%**
Technology Fee - flat rate	166	166	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations & Facility Fee**		2,028	2,028	N/A
Pharmacy Activity Fee	348	0	-348	-100.0%
Student Union	754	0	-754	-100.0%
Recreational Facilities	926	0	-926	-100.0%
Total Fees:	**2,194**	**2,194**	**0**	**0.0%**
Total In-State Pharm D program	**31,490**	**31,490**	**0**	**0.0%**
Total Out-of-State Pharm D program	**60,240**	**60,240**	**0**	**0.0%**
Total Out-of-State Pharm D program Regional Rate	**49,154**	**49,154**	**0**	**0.0%**
PHARMACY D PROGRAM PER CREDIT HOUR				
In-State Tuition	**862**	**862**	**0**	**0.0%**
Out -of-State Tuition	**1,707**	**1,707**	**0**	**0.0%**
Out -of-State Tuition Eastern Shore Regional Rate	**1,314**	**1,314**	**0**	**0.0%**
Technology Fee - flat rate	166	166	0	0.0%
Auxiliary Operations & Facility Fee**	348	348	0	0.0%

*Includes the Baltimore Museum of Institute and Hagerstown students. Previously no mandatory fees were charged to these students

**Renaming and/or collapsing auxiliary mandatory fees under one flat rate

***Physician Assistant Program

****Doctoral Physical Therapy students were previously included in with all other graduate students and charged the Part-time
   Graduate per credit hour rate.

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

			Recommended Change	
	FY 2020	FY 2021	Amount	%
FROSTBURG STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**6,700**	**6,700**	**0**	**0.0%**
Out-of-State Undergraduate Tuition	**20,800**	**20,800**	**0**	**0.0%**
Out-of-State Undergraduate Tuition - Regional Rate	**15,400**	**15,400**	**0**	**0.0%**
Technology Fee - flat rate	196	196	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,058	1,058	0	0.0%
Student Union Operating	390	390	0	0.0%
Auxiliary Facilities	650	650	0	0.0%
Student Activity	350	350	0	0.0%
Sustainability Fee	30	30	0	0.0%
Transportation Fee	36	36	0	0.0%
Total Fees:	**2,710**	**2,710**	**0**	**0.0%**
Total In-State Cost	**9,410**	**9,410**	**0**	**0.0%**
Total Out-of-State Cost	**23,510**	**23,510**	**0**	**0.0%**
Total Out-of-State Regional Cost	**18,110**	**18,110**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**276**	**276**	**0**	**0.0%**
Out-of-State Tuition	**584**	**584**	**0**	**0.0%**
Out-of-State Tuition - Regional Rate	**442**	**442**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	60	60	0	0.0%
Student Union Operating	24	24	0	0.0%
Auxiliary Facilities	32	32	0	0.0%
Student Activity - flat rate	25	25	0	0.0%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**437**	**437**	**0**	**0.0%**
Out-of-State Tuition	**560**	**560**	**0**	**0.0%**
Nurse Practitioner In-State Tuition	**490**	**490**	**0**	**0.0%**
Nurse Practitioner Out-of-State Tuition	**670**	**670**	**0**	**0.0%**
Nurse Practitioner Out-of-State Tuition - Regional Rate	**553**	**553**	**0**	**0.0%**
Physician's Assistant In-State Tuition	**516**	**516**	**0**	**0.0%**
Physician's Assistant Out-of-State Tuition	**750**	**750**	**0**	**0.0%**
Physician's Assistant Out-of-State Tuition - Regional Rate	**616**	**616**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	60	60	0	0.0%
Student Union Operating	24	24	0	0.0%
Auxiliary Facilities	32	32	0	0.0%
Student Activity - flat rate	25	25	0	0.0%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	**612**	**612**	**0**	**0.0%**
Out-of-State Tuition	**766**	**766**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	60	60	0	0.0%
Student Union Operating	24	24	0	0.0%
Auxiliary Facilities	32	32	0	0.0%
Student Activity - flat rate	25	25	0	0.0%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
COPPIN STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**4,648**	**4,648**	**0**	**0.0%**
Out-of-State Undergraduate Tuition	**11,045**	**11,045**	**0**	**0.0%**
Technology Fee - flat rate	200	200	**0**	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletic	800	800	0	0.0%
College Center	482	482	0	0.0%
Auxiliary Construction	386	386	0	0.0%
Student Activity	200	200	0	0.0%
Total Fees:	**2,068**	**2,068**	**0**	**0.0%**
Total In-State Cost	**6,716**	**6,716**	**0**	**0.0%**
Total Out-of-State Cost	**13,113**	**13,113**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**197**	**197**	**0**	**0.0%**
Out-of-State Tuition	**615**	**615**	**0**	**0.0%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	**8,685**	**8,685**	**0**	**0.0%**
Out-of-State Tuition - Part-Time (per credit hour)	**460**	**460**	**0**	**0.0%**
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**344**	**344**	**0**	**0.0%**
Out-of-State Tuition	**633**	**633**	**0**	**0.0%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	**524**	**524**	**0**	**0.0%**
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	**685**	**685**	**0**	**0.0%**
Out-of-State Tuition	**1,053**	**1,053**	**0**	**0.0%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
UNIVERSITY OF BALTIMORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**7,014**	**7,014**	**0**	**0.0%**
Out-of-State Undergraduate Tuition	**19,374**	**19,374**	**0**	**0.0%**
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Government Association*	50	50	0	0.0%
Total Fees:	**2,082**	**2,082**	**0**	**0.0%**
Total In-State Cost	**9,096**	**9,096**	**0**	**0.0%**
Total Out-of-State Cost	**21,456**	**21,456**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**320**	**320**	**0**	**0.0%**
In-State Tuition - Web Instruction	**361**	**361**	**0**	**0.0%**
Out-of-State Tuition	**1,012**	**1,012**	**0**	**0.0%**
Out-of-State Tuition - Web Instruction	**1,076**	**1,076**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
High School Dual Enrollment	**160**	**160**	**0**	**0.0%**
Technology Fee - per credit hour	4.50	4.50	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	1.50	1.50	0	0.0%
Auxiliary Operation	11.50	11.50	0	0.0%
Student Center Fee	17.00	17.00	0	0.0%
Student Services Fee	8.00	8.00	0	0.0%
Student Government Association - flat rate*	25.00	25.00	0	0.0%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	**30,744**	**30,744**	**0**	**0.0%**
Regional FT Law Tuition - J.D.#**	**30,744**	**30,744**	**0**	**0.0%**
Out-of-State FT Law Tuition - J.D.	**45,852**	**45,852**	**0**	**0.0%**
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Bar Association*	74	74	0	0.0%
Total Fees:	**2,106**	**2,106**	**0**	**0.0%**
Total In-State FT Law - J.D.	**32,850**	**32,850**	**0**	**0.0%**
Regional FT Law Tuition - J.D.**	**32,850**	**32,850**	**0**	**0.0%**
Total Out-of-State FT Law - J.D.	**47,958**	**47,958**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	**20,390**	**20,390**	**0**	**0.0%**
Out-of-State FT Law Tuition - LL.M. - US	**20,390**	**20,390**	**0**	**0.0%**
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Bar Association*	74	74	0	0.0%
Total Fees:	**2,106**	**2,106**	**0**	**0.0%**
Total In-State FT Law - LL.M. - US	**22,496**	**22,496**	**0**	**0.0%**
Total Out-of-State FT Law - LL.M. - US	**22,496**	**22,496**	**0**	**0.0%**
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	**1,273**	**1,273**	**0**	**0.0%**
J.D. Regional Tuition**	**1,273**	**1,273**	**0**	**0.0%**
J.D. Out-of-State Tuition	**1,793**	**1,793**	**0**	**0.0%**
LL.M. US In-State Tuition	**686**	**686**	**0**	**0.0%**
LL.M. US Out-of-State Tuition	**686**	**686**	**0**	**0.0%**
LL.M. Tax In-State/Masters Tax In-State Tuition	**999**	**999**	**0**	**0.0%**
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	**999**	**999**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Bar Association - flat rate (LL.M. students only)*	74	74	0	0.0%
Student Government Association - flat rate (Masters Tax only)*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (MBA - in person and on-line instruction)	**848**	**848**	**0**	**0.0%**
Regional Tuition (MBA - in person and on-line instruction)	**848**	**848**	**0**	**0.0%**
Out-of-State Tuition (MBA - on-line instruction)	**848**	**848**	**0**	**0.0%**
Out-of-State Tuition (MBA - in person instruction	**1,184**	**1,184**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition (in person and Web instruction)	**809**	**809**	**0**	**0.0%**
Regional Tuition (in person and Web instruction)**	**809**	**809**	**0**	**0.0%**
Out-of-State Tuition - Online MS Accounting#	**809**	**809**	**0**	**0.0%**
Out-of-State Tuition (in person and Web instruction except on-line MS Acctg.)	**1,117**	**1,117**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

		Recommended Change		
	FY 2020	FY 2021	Amount	%
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition (in person and Web instruction)	**758**	**758**	**0**	**0.0%**
Out-of-State Tuition: MS Interaction Design & Information Architecture - on-line	**758**	**758**	**0**	**0.0%**
Regional Tuition (in person and Web instruction)**	**758**	**758**	**0**	**0.0%**
Out-of-State Tuition (Other than IDIA on-line) (in person and Web instruction)	**1,111**	**1,111**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	**768**	**768**	**0**	**0.0%**
In-State Tuition - Web Instruction	**878**	**878**	**0**	**0.0%**
Out-of-State Tuition: Masters Public Administration - on-line	**878**	**878**	**0**	**0.0%**
Regional Tuition**	**768**	**768**	**0**	**0.0%**
Regional Tuition - Web Instruction**	**878**	**878**	**0**	**0.0%**
Out-of-State Tuition (Other than MPA on-line)	**1,113**	**1,113**	**0**	**0.0%**
Out-of-State Tuition - Web Instruction (Other than MPA on-line)	**1,216**	**1,216**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	**961**	**961**	**0**	**0.0%**
Out-of-State Tuition (Arts & Sciences)	**1,630**	**1,630**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	**989**	**989**	**0**	**0.0%**
Out-of-State Tuition (Public Affairs)	**1,630**	**1,630**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

*Full year rate is shown. Half of the amount will be charged per semester.
**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
SALISBURY UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	7,264	7,264	0	0.0%
Out-of-State Undergraduate Tuition	17,330	17,330	0	0.0%
Out-of-State Regional Tuition On-Site Hagerstown	11,330	11,330	0	0.0%
Technology Fee - flat rate	258	258	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	810	810	0	0.0%
Student Recreation Fee	72	72	0	0.0%
Facilities Fee	1,160	1,160	0	0.0%
Student Union Operation	326	326	0	0.0%
Student Activity Fee	130	130	0	0.0%
Sustainability Fee	24	24	0	0.0%
Total Fees:	2,780	2,780	0	0.0%
Total In-State Cost	10,044	10,044	0	0.0%
Total Out-of-State Cost	20,110	20,110	0	0.0%
Total Out-of-State Regional Cost On-Site Hagerstown	14,110	14,110	0	0.0%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	297	297	0	0.0%
Out-of-State Tuition	716	716	0	0.0%
Out-of-State Regional Tuition On-Site Hagerstown	466	466	0	0.0%
Technology Fee - per credit hour	11	11	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	30	30	0	0.0%
Student Recreation Fee	4	4	0	0.0%
Facilities Fee	43	43	0	0.0%
Student Union Operation	13	13	0	0.0%
Student Activity Fee	6	6	0	0.0%
Sustainability Fee	1	1	0	0.0%
PART-TIME GRADUATE (excluding Nursing, EdD & GIS) PER CREDIT HOUR				
In-State Tuition	412	412	0	0.0%
Out-of-State Tuition	746	746	0	0.0%
Out-of-State Regional Tuition On-Site Hagerstown	496	496	0	0.0%
Technology Fee - per credit hour	11	11	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Fee	44	44	0	0.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	10	10	0	0.0%
Sustainability Fee	1	1	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

	FY 2020	FY 2021	Recommended Change Amount	%
DNP AND GRADUATE NURSING PER CREDIT HOUR				
In-State Tuition	**655**	**655**	**0**	**0.0%**
Out-of-State Tuition	**825**	**825**	**0**	**0.0%**
Technology Fee - per credit hour	11	11	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Fee	44	44	0	0.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	10	10	0	0.0%
Sustainability Fee	1	1	0	0.0%
ATHLETIC TRAINING GRADUATE PER CREDIT HOUR				
In-State Tuition	**615**	**615**	**0**	**0.0%**
Out-of-State Tuition	**765**	**765**	**0**	**0.0%**
Technology Fee - per credit hour	11	11	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Fee	44	44	0	0.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	10	10	0	0.0%
Sustainability Fee	1	1	0	0.0%
EdD PER CREDIT HOUR				
In-State Tuition	**550**	**550**	**0**	**0.0%**
Out-of-State Tuition	**960**	**960**	**0**	**0.0%**
Technology Fee - per credit hour	11	11	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Fee	44	44	0	0.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	10	10	0	0.0%
Sustainability Fee	1	1	0	0.0%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	**665**	**665**	**0**	**0.0%**
MBA	**765**	**765**	**0**	**0.0%**
MSW	**765**	**765**	**0**	**0.0%**
UNIVERSITY OF MARYLAND GLOBAL CAMPUS				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**300**	**300**	**0**	**0.0%**
Out-of-State Tuition	**499**	**499**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**418**	**418**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR	**250**	**250**	**0**	**0.0%**
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**480**	**480**	**0**	**0.0%**
Out-of-State Tuition	**659**	**659**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
MBA	**694**	**694**	**0**	**0.0%**
M.S. CYBERSECURITY	**694**	**694**	**0**	**0.0%**
M.S. CYBERSECURITY POLICY	**694**	**694**	**0**	**0.0%**
M.S. DATA ANALYTICS	**694**	**694**	**0**	**0.0%**
DOCTOR OF MANAGEMENT (DM)	**1,087**	**1,087**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2021

		Recommended Change		
	FY 2020	FY 2021	Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**8,704**	**8,704**	**0**	**0.0%**
Out-of-State Undergraduate Tuition	**24,338**	**24,338**	**0**	**0.0%**
Technology Fee - flat rate	326	326	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,182	1,182	0	0.0%
Transportation	468	468	0	0.0%
Auxiliary Facilities	568	568	0	0.0%
University Commons	676	676	0	0.0%
Student Activities	104	104	0	0.0%
Total Fees:	**3,324**	**3,324**	**0**	**0.0%**
Total In-State Cost	**12,028**	**12,028**	**0**	**0.0%**
Total Out-of-State Cost	**27,662**	**27,662**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**361**	**361**	**0**	**0.0%**
Out-of-State Tuition	**1,010**	**1,010**	**0**	**0.0%**
Technology Fee - per credit hour	17	17	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	42	42	0	0.0%
Transportation	24	24	0	0.0%
Auxiliary Facilities	24	24	0	0.0%
University Commons	30	30	0	0.0%
Student Activity	7	7	0	0.0%
Total Fees:	**144**	**144**	**0**	**0.0%**
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**659**	**659**	**0**	**0.0%**
Out-of-State Tuition	**1,132**	**1,132**	**0**	**0.0%**
Technology Fee - per credit hour	16	16	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	30	30	0	0.0%
Graduate Program	17	17	0	0.0%
Transportation	24	24	0	0.0%
Auxiliary Facilities	24	24	0	0.0%
University Commons	29	29	0	0.0%
Total Fees:	**140**	**140**	**0**	**0.0%**
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT	**907**	**907**	**0**	**0.0%**
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	**863**	**863**	**0**	**0.0%**
Out-of-State Tuition	**1,523**	**1,523**	**0**	**0.0%**
USM THE UNIVERSITIES AT SHADY GROVE				
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	696.00	696.00	0.00	0.0%
Part-Time Student - per credit hour	29.13	29.13	0.00	0.0%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	392.00	392.00	0.00	0.0%
Part-Time Student - per credit hour	21.84	21.84	0.00	0.0%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	42.00	42.00	0.00	0.0%
Part-Time Student - flat rate	21.00	21.00	0.00	0.0%

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UNIVERSITY SYSTEM
of **MARYLAND**

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: On March 26, 2020 the Finance Committee recommended an initial schedule of Self-Support Charges and Fees. Increases in rates varied among institutions based on a number of factors. However, deliberation and action by the Board was postponed to a later date.

As stated in the preceding Tuition and Fees item, the USM continues to work to help mitigate the financial impact of the COVID-19 pandemic. And correspondingly, in consideration of the present situation, the attached proposal freezes the existing self-support charges and fees at the FY 2020 level. As detailed in the schedule, all current room, board, and parking rates will remain flat.

The attached schedule does contain proposed rates for new offerings as follows:

- University of Maryland, College Park proposed a new traditional residence hall rate to include a flex triple/quad option.
- Frostburg State University has a new residence hall slated to come online in the Fall 2020.
- Towson University has enhanced its board offering by adding another option.
- Salisbury University has streamlined its board plan offerings.

ALTERNATIVE(S): The Committee may elect to approve rates that differ from those in the attached schedule.

FISCAL IMPACT: The proposed freezing of charges and fees will require reductions in campus expenditures.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed self-support charges and fees for FY 2021 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 6/10/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

"NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents."

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2021

	FY 2020	FY 2021	Change $	%
UMB				
<u>ROOM AND BOARD</u>				
HOUSING PER APARTMENT*				
PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	32.22	32.22	0.00	0.0%
1 BEDROOM	38.52	38.52	0.00	0.0%
2 BEDROOM-TOTAL	54.69	54.69	0.00	0.0%
2 BEDROOM-per person	27.34	27.34	0.00	0.0%
NEW RENOVATED PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	33.80	33.80	0.00	0.0%
1 BEDROOM	40.10	40.10	0.00	0.0%
2 BEDROOM-TOTAL	56.27	56.27	0.00	0.0%
2 BEDROOM-per person	28.92	28.92	0.00	0.0%
SPOUSE/DOMESTIC PARTNER (Flat Monthly Rate - includes utilities & fully furnished)				
EFFICIENCY	200.00	200.00	0.00	0.0%
1 BEDROOM	200.00	200.00	0.00	0.0%
2 BEDROOM-TOTAL	200.00	200.00	0.00	0.0%
2 BEDROOM-per person	200.00	200.00	0.00	0.0%
DAILY STORAGE RATE	9.20	9.20	0.00	0.0%
<u>PARKING</u>				
STUDENTS				
DAILY LEXINGTON GARAGE	6.00	6.00	0.00	0.0%
LEXINGTON MARKET ROOF-MONTHLY	45.00	45.00	0.00	0.0%
MARKET CENTER PER SEMESTER	180.00	180.00	0.00	0.0%
MARKET CENTER - YEARLY	360.00	360.00	0.00	0.0%

*A daily-only rate is to accommodate the variation in the beginning dates of the academic programs.
 Resident contracts are still for the semester or the year.

	FY 2020	FY 2021	Change $	%
UMCP				
<u>ROOM AND BOARD</u>				
ROOM*	7,755	7,755	0	0.0%
BOARD (POINT PLAN)	4,760	4,760	0	0.0%
<u>PARKING FEE</u>				
STUDENT - RESIDENT	649	649	0	0.0%
STUDENT - COMMUTER	336	336	0	0.0%

*The rate for a standard double room is $7,755. A surcharge may be applied for such items as a single room, a room with air conditioning, room with a private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail.

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2021

	FY 2020	FY 2021	Change $	%
Bowie				
ROOM AND BOARD				
ROOM				
TOWERS				
DOUBLE	5,758	5,758	0	0.0%
SINGLE	6,195	6,195	0	0.0%
ALEX HALEY				
DOUBLE	6,775	6,775	0	0.0%
SINGLE	7,617	7,617	0	0.0%
QUAD	6,034	6,034	0	0.0%
TUBMAN & HOLMES				
DOUBLE	5,510	5,510	0	0.0%
SINGLE	5,981	5,981	0	0.0%
TRIPLE	4,945	4,945	0	0.0%
KENNARD				
DOUBLE	5,595	5,595	0	0.0%
SINGLE	6,065	6,065	0	0.0%
TRIPLE	5,016	5,016	0	0.0%
GOODLOE				
DOUBLE	6,535	6,535	0	0.0%
SINGLE	7,049	7,049	0	0.0%
*ENCLAVE Apartments (Temporary)	11,445	11,445	0	0.0%
BOARD				
GOLD 19 MEAL PLAN W/$200 FLEX	4,700	4,700	0	0.0%
GOLD 14 MEAL PLAN W/$225 FLEX	4,700	4,700	0	0.0%
GOLD 10 MEAL PLAN W/$275 FLEX	3,850	3,850	0	0.0%
CMRC 5 MEAL PLAN W/NO FLEX (CMRC & Enclave Only)	1,680	1,680	0	0.0%
CMRC 5 MEAL PLAN W/$100 FLEX (CMRC & Enclave Only)	1,880	1,880	0	0.0%
CMRC 7 MEAL PLAN W/NO FLEX (CMRC & Enclave Only)	2,300	2,300	0	0.0%
CMRC 7 MEAL PLAN W/$150 FLEX (CMRC & Enclave Only)	2,600	2,600	0	0.0%
COMMUTER 100 PLAN W/$200 FLEX	2,380	2,380	0	0.0%
COMMUTER 50 PLAN W/$175 FLEX	1,360	1,360	0	0.0%
COMMUTER 25 PLAN W/$140 FLEX	790	790	0	0.0%
SUMMER BLOCK 60 W/NO FLEX	535	535	0	0.0%
SUMMER BLOCK 30 W/NO FLEX	283	283	0	0.0%
PARKING FEE				
RESIDENT STUDENT	80	80	0	0.0%
COMMUTER	73	73	0	0.0%
COMMUTER SEMESTER ONLY	50	50	0	0.0%
MONTHLY	35	35	0	0.0%

*Rate includes transportation from/to College Park and Bowie State University
 Note: CMRC stands for the Christa McAuliffe Residential Community

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2021

	FY 2020	FY 2021	Change $	%
Towson				
ROOM AND BOARD				
ROOM				
DOUBLE	7,446	7,446	0	0.0%
SINGLE	8,756	8,756	0	0.0%
TOWER C 3 person room	5,956	5,956	0	0.0%
9 month HOUSING MULTIPLE	7,910	7,910	0	0.0%
9 month HOUSING SINGLE	9,302	9,302	0	0.0%
PREMIUM HOUSING - BARTON & DOUGLASS	8,652	8,652	0	0.0%
TOWSON RUN				
EFFICIENCIES - 1 BEDROOM	9,212	9,212	0	0.0%
EFFICIENCIES - 2 BEDROOM	8,708	8,708	0	0.0%
EFFICIENCIES - 4 BEDROOM	7,336	7,336	0	0.0%
APARTMENT - CARROLL & MARSHALL				
2 BEDROOM	10,610	10,610	0	0.0%
4 BEDROOM	10,402	10,402	0	0.0%
APARTMENT - MARRIOTT CONVERSION to 10 WEST				
Tier One, Floors 2 - 5, convenience kitchen, meal plan required	8,708	8,708	0	0.0%
Tier Two, Floors 6 - 15 with full kitchen	9,706	9,706	0	0.0%
Tier Three (apartments 1409 & 1509)	9,886	9,886	0	0.0%
BOARD				
FLEXIBLE 5 MEAL PLAN WITH $400 ANNUAL FOOD POINTS	2,650	2,650	0	0.0%
FLEXIBLE 10 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	4,900	4,900	0	0.0%
FLEXIBLE 14 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	5,400	5,400	0	0.0%
FLEXIBLE 19 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	6,000	6,000	0	0.0%
FLEXIBLE 21 MEAL PLAN WITH $100 ANNUAL FOOD POINTS*	0	6,500	N/A	N/A
FLEXIBLE UNLIMITED MEAL PLAN WITH $100 ANNUAL FOOD POINTS	6,400	6,400	0	0.0%
BOARD				
BLOCK 25 MEAL PACKAGE WITH $75 IN FOOD POINTS	395	395	0	0.0%
BLOCK 50 MEAL PACKAGE WITH $75 IN FOOD POINTS	650	650	0	0.0%
BLOCK 75 MEAL PACKAGE WITH $75 IN FOOD POINTS	885	885	0	0.0%
BLOCK 100 MEAL PACKAGE WITH $75 IN FOOD POINTS	1,100	1,100	0	0.0%
PARKING FEE				
STUDENTS	370	370	0	0.0%
SEMESTER/STUDENT	212	212	0	0.0%

*New meal plan

	FY 2020	FY 2021	Change $	%
UMES				
ROOM AND BOARD				
ROOM				
TRADITIONAL DOUBLE	5,514	5,514	0	0.0%
TRADITIONAL SINGLE	6,422	6,422	0	0.0%
APARTMENT SINGLE (Non-Efficiency)	6,482	6,482	0	0.0%
TRADITIONAL DOUBLE (Semi-Private Bath)	5,670	5,670	0	0.0%
APARTMENT SINGLE (Efficiency)	6,695	6,695	0	0.0%
APARTMENT SINGLE PRIVATE BATH (Efficiency)	6,883	6,883	0	0.0%
APARTMENT SINGLE LEASE (Efficiency & Laundry)	7,071	7,071	0	0.0%
HAWK PLAZA - APARTMENT EFFICIENCY SINGLE	7,260	7,260	0	0.0%
BOARD				
19 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,571	4,571	0	0.0%
14 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,341	4,341	0	0.0%
10 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	3,542	3,542	0	0.0%
5 MEAL PLAN (COMMUTERS ONLY)	1,805	1,805	0	0.0%
PARKING FEE				
STUDENTS	60	60	0	0.0%

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2021

	FY 2020	FY 2021	Change $	%
Frostburg				
ROOM AND BOARD				
ROOM				
DOUBLE				
PLAN 1 (Allen, Diehl, Gray, Simpson, Sowers)	5,274	5,274	0	0.0%
PLAN 2 (Frederick, Westminster, Annapolis)	5,404	5,404	0	0.0%
SINGLE				
PLAN 1 (OLDER DORMS)	6,978	6,978	0	0.0%
PLAN 3 (Cumberland, Frost)	7,574	7,574	0	0.0%
NEW RESIDENCE HALL				
Suite with 2 single occupancy rooms*	0	9,350	N/A	N/A
Suite with 4 single occupancy rooms*	0	8,650	N/A	N/A
Suite with 1 single occupancy room + 1 double occupancy room - Single room rate*	0	8,350	N/A	N/A
Suite with 1 single occupancy room + 1 double occupancy room - Double room rate*	0	6,400	N/A	N/A
BOARD				
15 MEALS WITH $50 FLEX	5,384	5,384	0	0.0%
GOLD PLAN UNLIMITED WITH $200 BONUS BUCKS	5,018	5,018	0	0.0%
SILVER 19 PLAN WITH $100 BONUS BUCKS	4,676	4,676	0	0.0%
14 MEALS WITH $125 FLEX	5,384	5,384	0	0.0%
14 MEALS PER WEEK, $100 BONUS BUCKS	4,482	4,482	0	0.0%
12 MEALS PER WEEK, $250 BONUS BUCKS	4,652	4,652	0	0.0%
PARKING FEE				
STUDENTS - COMMUTER	40	40	0	0.0%

* New Resident Hall to come on line in Fall 2020

	FY 2020	FY 2021	Change $	%
Coppin				
ROOM AND BOARD				
ROOM				
TRIPLE	4,596	4,596	0	0.0%
DOUBLE	5,985	5,985	0	0.0%
SINGLE	6,274	6,274	0	0.0%
BOARD				
BRONZE ANYTIME DINING PLAN ($75 DINING $s)	4,364	4,364	0	0.0%
SILVER ANYTIME DINING PLAN ($150 DINING $s)	4,546	4,546	0	0.0%
GOLD ANYTIME DINING PLAN ($200 DINING $s)	4,670	4,670	0	0.0%
PARKING FEE				
STUDENTS	68	68	0	0.0%
University of Baltimore				
PARKING FEE				
STUDENTS - semester - unlimited parking	299	299	0	0.0%

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2021

	FY 2020	FY 2021	Change $	%
Salisbury				
ROOM AND BOARD				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (DV, CP)	7,420	7,420	0	0.0%
APARTMENT STYLE (SG 4x2)	8,100	8,100	0	0.0%
SUITE (NA, MK, PO, WI, Cr, CK, SV)	8,020	8,020	0	0.0%
SUITE (St. Martin)	7,200	7,200	0	0.0%
APARTMENT STYLE (GV) 3 bedroom x bath	6,800	6,800	0	0.0%
DOUBLE				
APARTMENT STYLE (CP)	6,950	6,950	0	0.0%
SUITE (NA, MK, PO, WI, CR, CK. SV)	7,160	7,160	0	0.0%
SUITE (St. Martin)	6,500	6,500	0	0.0%
ROOM (9 month)				
TRIPLE				
SUITE (CR, CK, SV)	5,800	5,800	0	0.0%
ROOM (12 month)				
1 BEDROOMS & 1 BATHROOMS	9,020	9,020	0	0.0%
2 BEDROOMS & 2 BATHROOMS	8,970	8,970	0	0.0%
4 BEDROOMS & 4 BATHROOMS	8,910	8,910	0	0.0%
4 BEDROOMS & 2 BATHROOMS	8,530	8,530	0	0.0%
2 BEDROOMS & 1 BATHROOMS	8,580	8,580	0	0.0%
BOARD				
ALL ACCESS (Unlimited meals in the Commons, $400 dining dollars, 4 guest passes/semester)*	0	5,100	N/A	N/A
EVERYTHING (includes $250 dining dollars per semester)**	5,200	0	N/A	N/A
200 MEALS Block (200 meals+$400 dining dollars per semester)**	4,800	0	N/A	N/A
125 MEALS Block (125 meals+$350 dining dollars per semester)	3,400	3,400	0	0.0%
75 MEALS Block (75 meals+$300 dining dollars per semester)	2,300	2,300	0	0.0%
45 MEALS Block (45 meals+$100 dining dollars per semester)	1,250	1,250	0	0.0%
PARKING FEE				
STUDENTS	75-110	75-110	0	0.0%

*Re-named ALL ACCESS from EVERYTHING
**EVERYTHING option and 200 MEALS PLUS $400 dining dollars meal plans to be eliminated

	FY 2020	FY 2021	Change $	%
UMBC				
ROOM AND BOARD				
ROOM				
RESIDENCE HALLS	7,234	7,234	0	0.0%
RESIDENCE APARTMENTS AND SUITES (9 MONTH)	7,500	7,500	0	0.0%
RESIDENCE HALLS (9 MONTH)	7,500	7,500	0	0.0%
RESIDENCE HALLS TRIPLE/QUAD	5,092	5,092	0	0.0%
BOARD				
UNLIMITED MEAL PLAN	4,766	4,766	0	0.0%
SAVVY 16	4,766	4,766	0	0.0%
TERRIFIC 12	4,116	4,116	0	0.0%
SUPER 225	4,310	4,310	0	0.0%
FLEXIBLE 14 MEAL PLAN	5,208	5,208	0	0.0%
FLEXIBLE 10 MEAL PLAN	4,370	4,370	0	0.0%
OTHER AUXILIARY FEES				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	350	350	0	0.0%
USM THE UNIVERSITIES AT SHADY GROVE				
PARKING FEE				
STUDENTS:				
Annual student rate	240.00	240.00	0.00	0.0%
Winter only	60.50	60.50	0.00	0.0%
Spring/Summer	120.00	120.00	0.00	0.0%
Summer only	60.50	60.50	0.00	0.0%

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Appendix A

University of Maryland, College Park
Room Fee Structure Detail
(in $ unless noted)

	Traditional w/out AC		Traditional with AC		New Traditional		Semi-Suite		Suite		Apartment	
	FY 20	FY 21	FY 20	FY 21	FY 20	FY 21	FY 20	FY 21	FY 20	FY 21	FY 20	FY 21
Singe w/Bath			10,055	10,055	10,404	10,404			10,520	10,520	11,063	11,063
Double As Single	8,653	8,653										
Single	8,653	8,653	8,905	8,905	9,254	9,254			9,370	9,370	9,913	9,913
Double w/Bath			8,905	8,905	9,254	9,254	8,337	8,337	9,370	9,370	9,913	9,913
Double	7,503	7,503	7,755	7,755	8,104	8,104			8,220	8,220	8,763	8,763
Double requires Bunked Beds	6,565	6,565	6,786	6,786					7,193	7,193	7,668	7,668
Structural Triple/Quad w/Bath	7,903	7,903	8,130	8,130								
Structural Triple/Quad	6,753	6,753	6,980	6,980					7,398	7,398	7,887	7,887
Flex Triple/Quad	6,378	6,378	6,592	6,592		7,163			6,987	6,987	7,449	7,449

Notes:
Standard Room Rate = $ 7,755
AC = air conditioning

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UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2021 System Funded Construction Program Request

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 10, 2020

SUMMARY: This is a request for approval of the FY 2021 System Funded Construction Program in the amount of $77,913,000 that is the first year of the proposed FY 2021-2025 System Funded Construction Program of $457,269,000, as indicated in the attachment. The USM Auxiliary Bond portion of the total is $72,493,000 for FY2021 and a five-year total of $362,949,000. Other than those already approved by the Board, are no requests recommended for private financing this cycle, though that decision will be revisited if circumstances change.

The request includes projects proposed for planning, construction and/or equipment funding in FY2021. Board approval is for the single, asking-year budget, but a full five-year plan is required by Board policy. The plan outlines the intended progression of each project over time and puts the current year's allocation, for the Board's information, in context with any remaining phases of funding. Some recommendations in the SFCP may be conditional upon satisfactory completion of other projects or activities. These are noted in the attachment or will be part of concurrent discussion with the Board.

As noted above, most projects are recommended for funding through external borrowing in whole or in part. Approval is being requested concurrently and/or at a later date for borrowing authority for those specific projects. There may be changes at that time as a result of timing, cost, fee change implications, or other considerations. Each project is a part of an institutional program that will produce the revenue required for repaying the debt.

ALTERNATIVE(S): Each project can be reviewed separately and accepted, modified, or rejected. The institutional requirement and financial viability for each project were evaluated separately.

FISCAL IMPACT: The impact of the program focuses on the effect of each project on the institution's operating budget and varies with the plan for setting the charges required to repay the debt.

CHANCELLOR'S RECOMMENDATION: That the Committee on Finance recommend that the Board of Regents approve the FY 2021 System Funded Construction Program request with the conditions listed herein (and within the attached materials) and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 6/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

fy 2021 sfcp

SFCP: FOR BOARD APPROVAL

BOARD OF REGENTS FY2021-2025 SYSTEM FUNDED CONSTRUCTION PROGRAM (SFCP) -- $'000'S

Revised 5-18-20
Changes made in response to presidents letters shown in red

INST'N	PROJECTS	Prior		FY2021		FY2022		FY2023		FY2024		FY2025		Total Project Cost '000s
USM Auxiliary Bonds														
UMB	New Garage							20,000	PC	10,000	PCE			30,000
UMCP	New Residence Halls (See Cash Below)	93,000	PCE	4,000	CE									97,000
UMCP	Replacement Dining Hall (See Cash Below)	16,000	PC	9,780	CE	*FY21 Bonds for High Rise Halls transferred to this project per UMCP 5/15/20*								25,780
UMCP	High Rise Residence Halls Renovation: Phased	86,580	PCE	0		8,780	PC	50,440	PC	54,930	PC	50,460	PC	568,985
UMCP	South Campus Recreation Center					9,000	PC	16,000	C					25,000
UMCP	New Dining Hall (in support of 1,500 bed/PPP dorm)					*(Will be re-evaluated for FY2022)*				10,600	PC	19,400	CE	10,600
TU	Union Addition/Renovation	83,670		25,100	CE									108,770
TU	Glen Tower/Plaza Renovation (See Cash Below)	4,201		20,513	CE	20,000	CE	9,046	CE					53,760
UMES	Nuttle Hall Residence Renovation (pending housing study)					800	P	9,200	C	800	E			10,800
FSU	New Residence Hall (431 beds) (See Cash Below)	36,250	C											36,250
FSU	Five Dorm Renovation	13,400	PC			1,000	C							14,400
UMBC	Retriever Activities Center Renewal (See Cash Below)	9,900	PC	13,100	CE									23,000
	Subtotal: USM Bonds/Direct Debt RECOMMENDED			72,493		39,580		104,686		76,330		69,860		
	FIVE YEAR SUBTOTAL BONDS (USM DEBT)											362,949		
Cash or Institutional Funding														
UMB	MSTF Emergency Generator and Distribution System	7,000	PC											7,000
UMCP	New Residence Halls (See Bonds Above)	18,400		3,900	CE									22,300
UMCP	Replacement Dining Hall (See Bonds Above)	30,350	PCE	620	CE	*FY21 Cash request reduced by$8.78M per UMCP 5/15/20*								30,970
UMCP	Campus Farm Upgrades (formerly Animal Sciences Pavilion)					3,700	PC	3,600	PC	8,600	PC			15,900
TU	Union Addition/Renovation (See Bonds Above)	4,000												4,000
TU	Glen Tower/Plaza Renovation (See Bonds Above)							4,400	PCE					4,400
UMES	Natural Gas Conversion and Last Mile Piping*	6,200												6,200
FSU	New Residence Hall (431 beds) (See Bonds Above)	6,645	P											6,645
SU	Student Recreation Center	2,500		0		1,500	P	2,000	PC	30,000	C	30,000	CE	66,000
UMBC	Retriever Activities Center Renewal (See Bonds Above)	5,200	PC											5,200
UMBC	The Commons Renovation			900	PC	5,100	C							6,000
	Subtotal: USM Cash/Institutional Funds RECOMMENDED			5,420		10,300		10,000		38,600		30,000		
	FIVE YEAR SUBTOTAL (CASH)											94,320		
	TOTAL SFCP PROGRAM (BONDS, CASH)			77,913		49,880		114,686		114,930		99,860		
	FIVE YEAR TOTAL BONDS, CASH											457,269		

FUNDING CALENDAR

Note regarding related actions: The Board of Regents approved the following projects in separate actions during the twelve months since the approval of the last SFCP in June of 2019. Though not shown in these tables (above), the costs of these projects are already part of the cash affordability and debt calculations used in evaluating this year's SFCP recommendation: a new housing project at Salisbury University (Nov 2019) and a new Health and Counseling Facility, our pilot "modular construction" project (Sept 2019). A Public/Private Partnership housing project was also approved at Bowie State University (Dec 2019).

In separate actions earlier this fiscal year: The Board also approved increases to the UMCP New Residence Halls project and the associated Replacement Dining Hall project (Nov 2019); as well as adding Towson's Glen Plaza Renovation work to the scope of the Glen Towers Renovation (Feb 2020). All of these are reflected in the budget costs listed in these tables (above).

KEY: A = Acquisition; P = Planning: C = Construction;   CS = Construction Supplemental; E = Equipment

*3.24.20 - Chancellor gave emergency approval for funding to include MD Energy Admin. Grant, USM/UMES Plant Funds, and capital Facilities Renewal, (ARBs).

END OF SFCP RECOMMENDATIONS

INST'N	PROJECTS		Prior	FY2021	FY2022	FY2023	FY2024	FY2025	Total Project Cost '000s
						FUNDING CALENDAR			

HOUSING REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION)*

INST'N	PROJECTS		Prior	FY2021	FY2022	FY2023	FY2024	FY2025	Total Project Cost '000s
UMCP	New Residence Hall (450 beds) Est. $68M	PPP		145,000 PCE					145,000
UMCP	New Residence Hall (1,500 beds) Est. $180M	PPP		210,000 PCE					210,000
UMCP	New Residence Hall (350 beds)	NEW						15,800 PC	15,800
BSU	New Residence Hall #2 (450 beds)	Bonds				0	3,000 P	33,000 C	37,000
TU	Phase V Housing (700 Beds and 400 parking spaces)	Bonds			7,000 P	13,500 PC	50,000 C	24,615 CE	95,115
TU	Phase VI Housing Lot 6 (380 beds)	NEW							46,830
CSU	New Residence Hall	NEW			3,500 P	35,450 C	6,050 E		45,000
UMBC	New Residence Hall	Cash &			0	4,000 P			4,000
UMBC	New Residence Hall	Bonds		0	6,000 P	0	40,000 C	43,000 CE	89,000
	Subtotal: Requests for Housing Projects (still under review)			**355,000**	**16,500 P**	**52,950 P**	**99,050 PC**	**116,415**	

BOND REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):

INST'N	PROJECTS		Prior	FY2021	FY2022	FY2023	FY2024	FY2025	Total Project Cost '000s
UMCP	Parking Garage (3,000 spaces)				33,000 PC		33,000 PC		99,000
UMCP	Renovate and Expand Annapolis Hall					1,695 P	9,590 C		11,285
UMCP	Cecil Residence Hall Renovation	NEW					1,375 P	7,800 C	9,175
BSU	Convocation Center	.		0	4,000 P	30,000 C	11,000 CE		45,000
UMBC	Natatorium Renovations	NEW				760 P	8,240 C		9,000
CSU	New Student Center				5,349 P	30,487 C	30,488 C	12,950 E	79,274
SU	New Parking Garage	NEW						2,000 P	2,000
SU	Guerrieri Student Union Renovation	NEW						2,500 P	2,500
	Subtotal: Bond Requests Still Under Review			**0 C**	**42,349 PC**	**62,942 CE**	**93,693 PCE**	**25,250**	

CASH REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):

INST'N	PROJECTS		Prior	FY2021	FY2022	FY2023	FY2024	FY2025	Total Project Cost '000s
None									
				0 P	0 PE	0 C	0 CE	0	

ENERGY PERFORMANCE CONTRACTS (For Information Only)

INST'N	PROJECTS		Prior	FY2021	FY2022	FY2023	FY2024	FY2025	Total Project Cost '000s
UMCP	Energy Upgrades in Multiple Buildings						22,000		22,000
	Subtotal								

Public/Private Partnership PPP Requests
Carried over from FY2020-2024 SFCP
New to FY2021-2025 SFCP

KEY: A = Acquisition; P = Planning: C = Construction; CS = Construction Supplemental; E = Equipment

*Note: Potential Public/Private Partnership projects are typically brought to the Board individually for consideration. Other housing requests will be evaluated for the potential to leverage private funding.

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: BOR Policy VII-5.01: Board of Regents Policy on Multi-Year Review of Presidents

COMMITTEE: Governance and Compensation

DATE OF MEETING: May 13, 2020

SUMMARY: Currently, Policy VII-5.01 sets the timeframe for an in-depth review of new USM presidents at five years, identifies the committee conducting the review, and outlines the review process. Given that the average tenure for a university president is five to six years, conducting a multi-year review at the third year of a president's tenure is a more effective time in which to provide feedback on leadership. The attached draft proposes changes to the current policy.

ALTERNATIVE(S): The Regents could vote against approval of the proposed amendments.

FISCAL IMPACT: There are costs associated with conducting multi-year reviews.

CHANCELLOR'S RECOMMENDATION: That the Regents approve the proposed amendments to Policy VII-5.01 Board of Regents Policy on Multi-Year Review of Presidents.

COMMITTEE ACTION: Recommend approval   DATE: May 13, 2020

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

USM Bylaws, Policies and Procedures of the Board of Regents

VII-5.01 – BOARD OF REGENTS POLICY ON THE ~~FIVE~~MULTI-YEAR REVIEW OF USM
——PRESIDENTS

(Approved by the Board of Regents, April 16, 2004; Amended June 19, 2015; Amended October 9, 2015; Amended April 21, 2017; Amended _____)

I.   PURPOSE OF REVIEWS

A. Initial ~~Five~~Multi-Year Reviews

Nationally, the average tenure for a university president is ~~The normal expectation is that presidents will serve for periods of at least~~ five (5) to six (6) years following their initial appointments. It is appropriate, therefore, for the Chancellor and Board of Regents to conduct an in-depth review of presidents and the impact of their leadership after ~~a period of roughly~~ three (3) years of service, with the option of extending to five (5) years of service with Board approval.~~to five (5) years of service.~~ ~~This~~ Such review will enable the Board ~~of Regents~~ and the Chancellor to assess presidential performances over a more extended period of time than is possible with ~~the ongoing~~ annual performance reviews. The ~~five~~multi-year review is expected to highlight major accomplishments, offer constructive suggestions as to areas where improvement in performance could occur, and provide guidance about the continuation of a president's service.

B. It is also important to occasionally conduct in-depth reviews of presidents who serve extended periods of time in order to insure that their leadership continues to move their institutions forward with vitality and vigor. At the request of the Chancellor and/or the Board of Regents, a President shall be scheduled for an in-depth review at no less than ~~5~~three-year intervals following the initial multi~~5~~-year review. When possible and practical, these reviews should be coordinated with the cycle of Middle States Commission on Higher Education (MSCHE) and/or other accrediting body reviews.

II.   AREAS FOR REVIEW/ASSESSMENT

Presidential performance will be assessed in a number of areas including:

A. Institutional leadership

1. establishing a vision and mission for the institution

2. developing a strategic plan and direction

3. aligning the vision, mission, and planning with resource allocation;

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USM Bylaws, Policies and Procedures of the Board of Regents

B. Progress toward academic excellence as measured by student and faculty quality and accomplishments;

C. Soundness of fiscal management;

D. Success in non-state resource development, including external grants and contracts, and ~~private gifts~~ a robust development and advancement program;

E. For those campuses with a major research mission, success of the research enterprise and its impact on economic development;

F. Strength of external relations efforts (including public relations, marketing efforts, and government and private sector relations);

G. Ability to develop strategic partnerships with other System institutions, higher education institutions outside the System, federal laboratories, state and local agencies, and the private sector;

H. Commitment to serving the public good through well articulated state and community outreach and engagement efforts;

I. Quality of student services, including the student experience ~~(if appropriate)~~ and student health and welfare;

J. Commitment to shared governance;

K. Ability to contribute as a constructive and collaborative member of the USM leadership; and

L. Attention to the development of a high quality administrative and managerial infrastructure and an attractive, well maintained physical plant.

III.   REVIEW COMMITTEE

A. The Chancellor shall appoint a~~n~~ external review ~~committee~~ team and charge it with evaluating the President's overall performance in the areas mentioned above.

1. The ~~committee~~ team ~~will consist of no more than five (5) members, who~~ will be knowledgeable and experienced leaders or consultants ~~leaders~~, such as individuals that have experience ~~presidents of~~ with institutions with missions similar to that of the president under review.

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2. The President may suggest suitable members for the committee and will be asked to review the proposed ~~committee~~team; however, the final selection will be made by the Chancellor.

B. Review Schedule

The deliberations and recommendations of the ~~committee~~ team are strictly confidential and will proceed according to the ~~following~~ schedule outlined below.~~:~~ In the event of extreme weather, public health, or similar emergencies, meetings and the on-site visit may be conducted by telephone or video conferencing, with the consent of the Chancellor.

1. A president under review completes a self-assessment, which includes the major accomplishments and the challenges faced during the period under review.

2. The self-assessment is shared with the ~~committee~~ team members several weeks in advance of their site visit.

3. Before ~~making~~ conducting a site visit, the ~~committee~~ team members review the self-assessment and other key institutional documents, such as Middle States review documents, recent accreditation reports, strategic plans, as well as representative information shared with alumni, donors, and other external groups.

4. ~~At~~ In advance or at the beginning of the site visit, the ~~committee~~ team meets with the Chancellor to receive its formal charge and then meets with ~~the~~ USMO Vice Chancellors.

~~4.~~5. The ~~Committee~~ team visits the campus and meets with the institution's provost, vice presidents, academic deans and the officers of constituent groups such as faculty, staff and student governance bodies, alumni, and affiliated foundation boards (this will differ from institution to institution). These meetings are expected to be strictly confidential and will take place in a conference room setting. The campus visit should be completed in a concentrated time frame of no more than three days.

~~5.~~6. The ~~Committee~~ team will also solicit written input from the institution's community. Anonymous comments will not be accepted.

~~6.~~7. The ~~committee~~ team has an exit interview with the Chancellor.

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7.8.   The ~~Committee~~ team prepares and submits its formal report to the Chancellor within two weeks of the exit interview.

8.9.   The ~~Committee~~ teamChancellor shares the report with the President, who is invited to respond in writing within ten days of receiving the report.

9.10.   The Chancellor makes the review ~~committee~~ team report and the President's response available to the Committee on ~~Organization~~ Governance & Compensation, discusses the report with the Committee and then the entire Board of Regents. The report remains confidential and becomes part of the president's personnel file.

10.11.   The Chancellor meets with the President to discuss the review ~~committee's~~ teams's reports, the Board's reaction to it, and the steps that need to be taken in a response to the report.

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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: June 19, 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: June 19, 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

    [X]   (ii)   Any other personnel matter that affects one or more specific individuals.

(2)   [X]   To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3)   [X]   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)   [X]   To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING   PAGE TWO

(10)   [ ]   To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

    (i)   the deployment of fire and police services and staff; and

    (ii)   the development and implementation of emergency plans.

(11)   [ ]   To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12)   [ ]   To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13)   [X]   To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14)   [ ]   Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15)   [ ]   To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

    (i)   security assessments or deployments relating to information resources technology;

    (ii)   network security information, including information that is:

        1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

        2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

        3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

    (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

    [X]   Administrative Matters

TOPICS TO BE DISCUSSED:
1. Meeting with President Schatzel as part of her performance review;
2. Approval of USM Board of Regents Staff Awards recommendations;
3. Real property acquisitions in Salisbury and the City of College Park;
4. Ratification of collective bargaining MOU at USM institution;
5. Consideration of naming requests at two USM institutions;
6. The proposed FY 2022 Capital Budget submission and potential adjustments to the submission;
7. Discussion about the development of a forecast to estimate the financial impact of COVID-19;
8. Discussion regarding contract of outgoing USM president;
9. Annual review of USM presidents;
10. Presidential and chancellor compensation;
11. Annual review of Chancellor's direct reports; and
12. Annual review of USM Chancellor.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel and personal information regarding specific employees' performance evaluations (§3-305(b)(1));
2. To maintain confidentiality of discussions regarding individuals nominated for staff awards (§ 3-305(b)(1) and (2));
3. To maintain confidentiality of discussions of potential property acquisitions prior to BOR approval (§3-305(b)(3));
4. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9));
5. To maintain confidentiality of personnel and personal information concerning individuals who are proposed to have a building or program named after them at USM institutions (§3-305(b)(1) and (2));
6. To maintain the confidentiality (pursuant to executive privilege) of proposed capital budget prior to Governor's submission to legislature (§3-305(b)(13));
7. To handle an administrative matter concerning the development of a forecast to estimate the financial impact of COVID-19(§3-103(a)(1)(i)); and
8. To maintain confidentiality of discussions regarding specific employee contracts and compensation (§3-305(b)(1)).