REVISED
BOARD OF REGENTS
Video Conference
University System of Maryland

September 18, 2020

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

Call to Order — Chair Gooden

Recognition of Board of Regents Staff Awards Recipients — Chair Gooden

1. Exceptional Contribution: C. Monica Gellene, UMCES
2. Exceptional Contribution: Debra Phillips, TU
3. Outstanding Service: Megan Baker, SU
4. Outstanding Service: Amy Griffin, UMCES
5. Extraordinary Public Service: Antwaine Smith, TU
6. Extraordinary Public Service: Claire Williams, SU
7. Effectiveness and Efficiency: Judith Edelman, UMB
8. Inclusion, Multiculturalism and Social Justice: Mary Beth Gallico, UMB
9. Inclusion, Multiculturalism and Social Justice: Mishawn Smith, UMB

Educational Forum: *COVID-19 Research & Innovation Task Force* — Dr. Laurie Locascio, Vice President for Research, University of Maryland, College Park and University of Maryland, Baltimore

Chancellor's Report — Chancellor Perman

1. Report of Councils

   a. Council of University System Presidents — Dr. Breaux
   b. University System of Maryland Student Council — Ms. Rappeport
   c. Council of University System Faculty — Dr. Brunn
   d. Council of University System Staff — Dr. Shishineh

PUBLIC COMMENT

2. Consent Agenda — Chair Gooden

   a. Committee of the Whole
      i. Approval of meeting minutes from June 19, 2020 Public and Closed Sessions (action)
      ii. Approval of meeting minutes from Special Board Meetings – Public and Closed Sessions (action)

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1. July 22, 2020
2. August 26, 2020
3. September 10, 2020

iii. Resolution on Defense Security Service (action)

b. Committee on Education Policy and Student Life
   i. Approval of meeting minutes from September 8, 2020 Public Session (action)
   ii. New Academic Program Proposals (action)
      1. Coppin State University: Master of Science in Applied Molecular Biology and Biochemistry
      2. Coppin State University: Master of Science in Polymers and Materials Sciences
      3. University of Maryland Eastern Shore: Bachelor of Arts in Digital Media Studies
   iii. Voter Engagement Across the USM (information)
   iv. Education Policy and Student Life Tentative Agenda, 2020-2021 (information)

c. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from September 10, 2020 Public Session (action)

d. Committee on Governance and Compensation
   i. Review of Committee on Governance and Compensation Charter (action)

e. Committee on Finance
   i. Proposal to Temporarily Suspend the Self-Support Requirement for Intercollegiate Athletics Programs during the COVID-19 Pandemic (action)
   ii. University of Maryland, Baltimore: Increase in Project Authorization for School of Nursing Student Services Renovation and Window Replacement (action)
   iii. University of Maryland, College Park: Amendment to Sale and Ground Lease of Property to Gilbane Development Company to Develop Graduate Student Housing, Townhomes and Access Roadways (action)
   iv. Committee Charge (action)

f. Committee on Advancement
   i. Year-to-Date Fundraising Report – June FY20 (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Finance — Regent Attman

   i. USM Enrollment Projections: FY 2021-2030 (action)

b. Committee on Education Policy and Student Life — Regent Gourdine

i. Fall 2020: Preparation for Teaching, Learning, Campus Life, and Student Success (information)
ii. Cultural Diversity Progress Reports (action)

c. Committee of the Whole — Chair Gooden

i. UMCP Athletic Program Update (information)
ii. Approval of Chancellor's Authority to Issue Guidance Increasing the Annual Leave Carryover Limit under BOR VII – 7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees (action)
iii. Toward Racial Justice and Equity: Building our USM Community (information)
    1. President Chuck Wight, SU
    2. President Heidi Anderson, UMES
    3. President Darryll Pines, UMCP
    4. President Peter Goodwin, UMCES
    5. President Javier Miyares, UMGC
    6. President Freeman Hrabowski, UMBC

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

Board of Regents Staff Awards

University System of Maryland

Exceptional Contribution to the Institution

University System of Maryland

UNIVERSITY SYSTEM of MARYLAND

2020 BOARD OF REGENTS STAFF AWARD WINNER

EXCEPTIONAL CONTRIBUTION TO THE INSTITUTION

C. MONICA GELLENE

UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

EXCEPTIONAL CONTRIBUTION TO THE INSTITUTION

DEBRA PHILLIPS

TOWSON UNIVERSITY

Outstanding Service to Students in an Academic or Residential Environment

University System of Maryland

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

OUTSTANDING SERVICE TO STUDENTS IN AN ACADEMIC OR RESIDENTIAL ENVIRONMENT

MEGAN BAKER

SALISBURY UNIVERSITY

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

OUTSTANDING SERVICE TO STUDENTS IN AN ACADEMIC OR RESIDENTIAL ENVIRONMENT

AMY GRIFFIN

UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE

Extraordinary Public Service to the University or Greater Community

University System of Maryland

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

EXTRAORDINARY PUBLIC SERVICE
TO THE UNIVERSITY OR
TO THE GREATER COMMUNITY

ANTWAINE SMITH

TOWSON UNIVERSITY

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

EXTRAORDINARY PUBLIC SERVICE TO THE UNIVERSITY OR TO THE GREATER COMMUNITY

CLAIRE WILLIAMS

SALISBURY UNIVERSITY

Effectiveness and Efficiency

University System of Maryland

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

EFFECTIVENESS AND EFFICIENCY

JUDITH EDELMAN

UNIVERSITY OF MARYLAND, BALTIMORE

Inclusion, Multiculturalism, and Social Justice

University System of Maryland

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

INCLUSION, MULTICULTURALISM, & SOCIAL JUSTICE

MARY BETH GALLICO

UNIVERSITY OF MARYLAND, BALTIMORE

University System of Maryland

University System of Maryland

2020 BOARD OF REGENTS STAFF AWARD WINNER

INCLUSION, MULTICULTURALISM, & SOCIAL JUSTICE

MISHAWN SMITH

UNIVERSITY OF MARYLAND, BALTIMORE

University System of Maryland | COVID RESEARCH & INNOVATION TASK FORCE

Briefing for USM Board of Regents

Laurie Locascio, Ph.D., Vice President for Research UMB/UMCP

September 18, 2020

University System of Maryland

USM COVID Research & Innovation Task Force

Mission

Leverage and mobilize systemwide research and innovations that will engage policymakers, business leaders, and the entrepreneurial community in addressing the COVID-19 pandemic

Steering Committee

UMB, UMCP, UMBC, USM and UMD School of Medicine

Four Pillars of COVID Response Effort

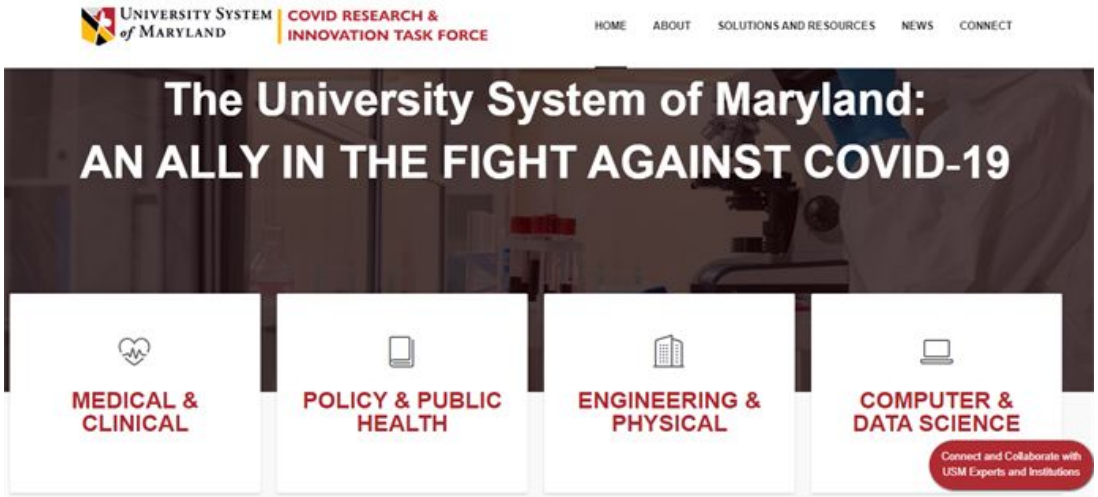
Convene and Connect
Coordinate
Identify Resources
Amplify

University System of Maryland

USM COVID Research & Innovation Task Force

A System Approach

Website https://www.usmd.edu/covid-taskforce/ shows projects to date and encourages collaboration.



Emphasizes opportunity to **connect** and **collaborate**

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University System of Maryland

USM COVID Research & Innovation Task Force

Showcasing USM Response

Watch

- Treatments, Trials, Testing
- PPE Innovation
- Data Science
- Social Science, Public Health, and Policy

SCIENCE & TECHNOLOGY
MAY 6, 2020

Katherine Seley-Radtke, professor of chemistry and biochemistry, has received a six-month Fast Grant to test

Read More

More from UMB School of Medicine: https://www.medschool.umaryland.edu/news/coronavirus/UMSOM-COVID-19-Media-Coverage/

More from UMCP School of Public Health: https://sph.umd.edu/news-item/umd-public-health-faculty-experts-inform-public-about-covid-19

More from UMCP School of Engineering: https://clark.covid.umd.edu/

University System of Maryland

USM COVID Research & Innovation Task Force

Institutional Support for COVID Response

USM institutions are seeding research and technology development. Researchers are able to answer federal calls. Technology is better primed for clinical development and use.

- **Research:** UMCP and UMB both launched COVID research seed grants. For example, UMCP awarded 9 projects across a variety of disciplines.

- **Technology Development:** UMCP and UMB partnered to pivot a medical device development fund to support medical devices related to COVID response.

University System of Maryland

USM COVID Research & Innovation Task Force

COVID Response App Challenge

Alex. Brown Center For ENTREPRENEURSHIP

- **Challenge**: develop apps and app concepts that helped bring Marylanders together to more effectively respond to COVID-19 and future pandemics

- **Partners**: Support and engagement with **AWS** and **IBM**. UMBC's Alex. Brown Center for Entrepreneurship contributed prizes

- **Winners**: Represented four different USM institutions https://www.usmd.edu/covid-taskforce/app-challenge-winners

COVID Response App Challenge …Winners

An-Tech; *UMCP, Andrew Karam, undergraduate.* Utilizes an infrared external sensor to pinpoint a person's facial structure from a distance to detect their overall temperature.

ContactClassroom; *Towson University; Jal Irani, lecturer.* Provides heatmap of campus traffic, risk ratings and bldg. occupancy. Provides safety suggestions using machine learning based on campus data.

Corey: COVID Buddy; *Towson University; Gregory Okhuereigbe, undergraduate. A* powerful mobile "assistant" application that helps users conduct coronavirus self-assessments based on information from the CDC, tracks symptom severity progression/regression and more.

Follow-up; *UMBC, Kirubel Tolosa, Pradeep Margasahayam Prakash, and Raghav Deivachilai, graduate students.* Tracks the health condition of COVID-19 patients in isolation.

Snuggrub; *UMBC, Emily Sullivan and Dominic Crofoot, undergraduates.* Snuggrub will search one's local area for COVID-related restaurant changes and instructions.

Team Breeze; *University of Baltimore, Stephanie Parey, graduate student; Michael Vandi, undergraduate; Olubukola Akanbi, doctoral student; Charles Chase, undergraduate.* Uses Bluetooth technology to track users' locations and give them important information/updates.

USM COVID Research & Innovation Task Force

Going forward

- **Acceleration Program:** Additional training for App Challenge winners and others addressing or responding to COVID
  - USM startup & innovators candidates identified
  - Engage additional Industry partner interest
  - Identifying Potential Community partners (State and Local government)

- **Maryland Pandemic Research Institute:** created/funded in partnership with Industry and Federal Government
  - Business Impact & Economic Recovery
  - Medicine & Life Science
  - Societal Impact, Community Health & Engagement
  - Predicting & Tracking

Report to the USM Board of Regents
USM Chancellor Jay Perman
Friday, September 18, 2020
AS DRAFTED

Thank you, Chair Gooden. As I've noted on many occasions over the past six months, you and your fellow regents, our institutional leaders, and professionals throughout the USM are doing an incredible job under the most difficult circumstances. I thank you.

Let me also thank Dr. Locascio for updating us on the COVID Research and Innovation Task Force. The fact that we're applying our collective assets and expertise—our partnerships—to finding solutions to our greatest challenge represents the power and the promise of our University System.

I also commend the winners of the Regents Staff Awards. These men and women represent the excellence, professionalism, and commitment found throughout the University System.

In addition to the Regents Staff Award winners, I also congratulate the USM's 2020–21 Elkins Professorship Awardees:

- Dr. Julius Davis, associate professor of mathematics education at Bowie State University, who won a partial award last year. Dr. Davis plans to expand and institutionalize the Center for Research and Mentoring of Black Male Students and Teachers, which recruits and supports Black men in education programs and the teaching profession.
- Dr. Mortimer Sellers, director of the University of Baltimore's (UB) Center for International and Comparative Law. Dr. Sellers will receive part 2 of the two-year award he won last year. The funding will support development of an expansive Law and Justice Program.
- Dr. Kesslyn Brade-Stennis, director of the Dorothy I. Height Center for the Advancement of Social Justice at Coppin State University (CSU). Dr. Brade-Stennis's award will support programmatic and outreach efforts promoting social justice and community empowerment.
- Dr. Don DeVoe, with the Department of Mechanical Engineering at the University of Maryland, College Park (UMCP). Dr. DeVoe will use his award to involve graduate, undergraduate, and high school students in groundbreaking cancer research.

I also join Chair Gooden in offering congratulations to our two new student regents, Nate Sansom and Aaliyah Edwards.

And, of course, my sincere congratulations go to the new University of Maryland, Baltimore (UMB) president, Dr. Bruce Jarrell. Bruce is the ideal leader for UMB. When I had the honor of serving as UMB president, no one was wiser in their counsel or more inspiring in their dedication. I'm confident he will be the kind of leader who brings out the best in the people who now surround him. Bruce's vison and leadership are exactly what UMB needs and deserves.

Along with these new additions, I have another leadership change to mention as well.

Earlier this week, Dr. Anne Khademian was named the new executive director of the Universities at Shady Grove (USG). Dr. Khademian—a nationally recognized scholar and author in the areas of inclusive management and organizational change—brings the right mix of expertise and leadership needed to build on USG's impressive record of growth and success. With this change in leadership, we'll have the opportunity to recognize Dr. Stewart Edelstein for his 18 years at USG's helm. The "Adieu to Stew" event on September 30 will begin with a car parade through the USG campus, then transition to an evening virtual event honoring Stew. The event also supports the Dr. Stewart Edelstein Student Success Scholarship, established to sustain Stew's legacy of providing educational opportunity at USG.

I'll note that, earlier this month, I appointed the search committee for the new president of the University of Maryland Global Campus (UMGC). As you know, after successfully leading UMGC for eight years, Javier Miyares recently announced his plans to retire as president upon the appointment of a successor. Regent Sam Malhotra will chair the presidential search committee. While we will formally recognize Javier for his service in the future, I take this opportunity to thank him for his visionary leadership of UMGC, one of the most dynamic institutions of higher education in the nation and the world.

In addition, the search continues for the first-ever executive director of the University System of Maryland at Southern Maryland (USMSM). I had the opportunity to vision USMSM this past July. I met with the Board of Advisors, toured the ongoing construction of the academic and research facility, and visited the UAS test site and Tech Port.

As is always the case with the start of an academic year—even one as challenging as this—university rankings come fast and furious. And again this year, USM institutions were well represented.

Six USM institutions—Towson University (TU), UMCP, Salisbury University (SU), the University of Maryland, Baltimore County (UMBC), Frostburg State University, and Bowie—were included in *MONEY Magazine's* 2020–21 Best Colleges in America list, which ranks the nation's colleges and universities that best combine educational quality with affordability.

In the *Washington Monthly's* 2020 Best College Guide rankings, UMCP and Towson were listed among the best National Universities; Frostburg, UB, and Salisbury were ranked among the best Master's Universities; and **every eligible USM institution**—10 in all—was included among "Best Bang for the Buck" in the Northeast. And of the Best Colleges for Student Voting, four USM universities—Towson, UMCP, UB, and Frostburg—were among the nation's top 20 institutions.

The Times Higher Education World University Rankings 2021 examined universities across 93 countries and regions, measuring performance across four areas: teaching, research, knowledge transfer, and international outlook. UMCP was ranked 90th in the world and 34th in the U.S., and UMBC was included among the world's top 800 universities.

UMCP also featured prominently in the *Center for World University Rankings* 2020–21, with UMB, UMBC, and Towson also listed.

The 2021 edition of *The Princeton Review* Best 386 Colleges included profiles of UMCP, Salisbury, and UMBC, with Towson also recognized as among the best colleges in the Northeast.

Just last month, affordable-colleges-online.com—which helps students and parents identify affordable, high-quality institutions—listed the 30 Historically Black Colleges and Universities with the Highest Return on Investment. Bowie, Coppin, and the University of Maryland Eastern Shore (UMES) all made the top half of that list.

And in the just-released *U.S. News & World Report* Best Colleges Rankings, the USM once again has three institutions ranked among the nation's top National Universities: UMCP was ranked the 58th best National University—an improvement of six spots over last year—and the 19th best Public National University. Towson was ranked 196th nationally and 100th among publics. And UMBC was ranked 160th nationally and 77th among publics. Continuing its impressive success in teaching and innovation, UMBC was listed as the 11th best institution for Undergraduate Teaching and 9th Most Innovative School. Among Regional Universities North / Top Public Schools, Salisbury was ranked 16th; UB, 36th; and Frostburg, 38th. And for Historically Black Colleges and Universities, all three of our HBCUs were ranked in the top 50, with UMES leading the way at 18th.

These rankings underscore our Systemwide emphasis on access, affordability, and quality. And even as we act cooperatively and thoughtfully to address the COVID crisis—which I will speak to shortly—our institutions continue to make progress on multiple other fronts.

These past months have seen significant growth on our campuses, both in terms of **academic offerings** and **physical infrastructure.**

Bowie has begun accepting applications for a teacher leadership degree program to help newly certified educators design lessons for culturally and linguistically diverse students.

Frostburg now offers online post-baccalaureate certificate programs in business analytics, management, and health care management.

UMBC researchers are collaborating with the Chicago-based MxD to develop a curriculum and online platform through which manufacturing professionals can enhance their cybersecurity skills and protect manufacturing plants from cyber breaches. The content of this program is completely new, as there are no existing platforms that focus on the intersection of cybersecurity and manufacturing.

A recent *Daily Record* article outlining nonprofit leadership as an emerging career path highlighted Coppin as the only USM institution that offers a bachelor's degree in the field.

UMGC has launched a certificate program to prepare students for jobs in digital marketing.

UMES has welcomed a charter class to its new graduate-level physician assistant program; these 17 students will spend the next three years pursuing credentials that will prepare them for the health care front lines at a critical time in our history.

USG's partner universities have added several new academic programs to the center's offerings, including: Translational Life Science Technology, Computer Science, Biotechnology, Cybersecurity, and Data Science from UMBC; the Clinical Dental Hygiene Leader program from the School of Dentistry at UMB; and Information Science, Embedded Systems, and Biocomputational Engineering from UMCP.

UMCP is participating in the Big Ten Academic Alliance Course Sharing Program, a new initiative offering undergraduate students of Big Ten institutions the opportunity to diversify their learning experience during the pandemic and take online courses from fellow Big Ten universities.

UMBC's national leadership portfolio has expanded, as alumnus Mark Doms was appointed chief economist of the nonpartisan Congressional Budget Office.

Earlier this summer, Professor Pat Glibert, a researcher at the University of Maryland Center for Environmental Sciences' (UMCES) Horn Point Laboratory, was elected president of the Association for the Sciences of Limnology and Oceanography. Also at UMCES, the Renewable Natural Resources Foundation—a consortium of scientific, professional, educational, design, and engineering organizations—awarded President Emeritus Don Boesch its 2020 Sustained Achievement Award for his long-term contribution to the conservation of natural resources.

A new Stormwater Management Research facility at UMES will improve Chesapeake Bay health as it evaluates nutrient-reduction strategies near poultry facilities.

Salisbury University's Patricia R. Guerrieri Academic Commons has been named one of the U.S.'s top 20 university libraries by *The Princeton Review*.

Late last month, Frostburg held two important events. First was a physically distanced ceremony held to dedicate the Brownsville/Park Avenue Monument, commemorating the largely Black community displaced as Frostburg's campus grew between the 1920s and 1960s. A few days later, Frostburg broke ground on its Education and Health Sciences Center. Once finished, this $80 million facility will be the new academic home for students studying to be educators, nurses, health professionals, and more. As President Nowaczyk noted, these two events reflect the challenges that so many of our universities face: The need to acknowledge and address a history of injustice and do the hard work that will start us on the path to healing. And the need to build modern facilities where *future* healers and *future* educators can prepare to meet complex and daunting challenges going forward.

I also want to commend President Darryll Pines, who's following through on his pledge to create a more inclusive environment at UMCP. Earlier this month, he announced several actions in this regard, including the university's first honorific naming of an academic department—the Harriet Tubman

Department of Women, Gender, and Sexuality Studies—and the hiring of a program coordinator for immigrant and undocumented student life in the Division of Student Affairs. President Pines is also teaching a course for new students focused on the grand challenges of our time, including COVID-19, Black Lives Matter, climate change, and voter access. I thank President Pines for his steadfast leadership.

USM institutions were tremendously successful in forging new **partnerships**, attracting **external funding** and **philanthropy**, and strengthening our **economic impact**.

Bowie State enjoyed a record year in grant funding, primarily aiding retention programs and research efforts, including research currently underway to better understand COVID-19's disproportionate impact on minority communities.

UB's Center for Drug Policy and Enforcement has received almost $2 million in federal funds to support national and regional addiction prevention and treatment efforts. I'm also gratified to report that one year after the untimely death our friend and colleague Katrina Dennis, a scholarship named for her at UB—where she was a 2004 graduate of the School of Law—is approaching its $100,000 goal.

Frostburg State University has been awarded an inaugural Resilient Maryland pilot grant of $100,000 from the Maryland Energy Administration to plan a campus-scale microgrid—a local energy grid that can disconnect from the traditional grid and operate autonomously.

The School of Medicine at UMB was awarded $900,000 for COVID research from the Centers for Disease Control and Prevention. The funding will be used to help identify the most effective measures for COVID-19 infection control in health care settings. The School of Medicine has also begun Phase 3 clinical trials of the COVID vaccine candidate developed by Moderna and the National Institute of Allergy and Infectious Diseases. The trial is part of a multi-agency collaboration to accelerate development and distribution of medical countermeasures for COVID-19.

Towson University surpassed its FY 2020 fundraising goal of $12 million by more than $400,000, with $100,000 raised specifically for student emergency relief. In addition, TU was one of only 24 institutions nationwide to receive a U.S. State Department grant to increase the diversity of students participating in study abroad experiences.

At UMBC, a five-year, $4.8 million National Science Foundation (NSF) grant will support researchers at nine institutions in a UMBC-led effort to conduct environmental research into urban ecosystems. A UMBC-led team has also received a $4 million U.S. Department of Energy grant to advance nuclear fusion energy research. A $3 million NSF grant will help lead collaborative research on transforming undergraduate math teacher preparation programs. And UMBC's HARP Satellite, which has been flying in low-Earth orbit since February, has been named the Small Satellite Mission of the Year by the American Institute of Aeronautics and Astronautics.

Salisbury University's TRIO Student Support Services Program celebrated its 10th anniversary with a five-year, $1.2 million grant renewal from the U.S. Department of Education. Also at SU, Bob Clarke

and Glenda Chatham—longtime supporters of Salisbury—announced a $1.5 million planned endowment to benefit the Honors College, now named the Glenda Chatham and Robert G. Clarke Honors College in recognition of their commitment.

The National Institutes of Health awarded the University of Maryland, College Park a five-year, $1.9 million grant to support the development of new methods to synthesize drugs. A multidisciplinary team led by UMCP engineers has received a $10 million grant from the U.S. Department of Agriculture to accelerate sustainable shellfish aquaculture. And the U.S. Department of Education has provided more than $2 million to fund counseling and academic services for low-income and first-generation students. In addition, UMCP's Quantum Technology Center has entered into a partnership with the U.S. Naval Research Lab to identify and pursue quantum technology research opportunities.

USG has partnered with business leader and philanthropist David Blair to launch the Lab for Entrepreneurship and Transformative Leadership, bringing together education and economic resources for students, entrepreneurs, and small business owners in Montgomery County.

And the USM Maryland Momentum Fund added two more investments: an additional $250,000 in NextStep Robotics, an early-stage medical device company affiliated with UMB that's developing robotic therapy to improve walking function, and $250,000 in miRecule, an early-stage biotech company affiliated with UMCP that's developing RNA-based therapeutics.

Finally, USM institutions distinguished themselves through **outreach** and **community service**.

At UMB, the CURE Scholars Program, which helps West Baltimore students explore and excel in STEM education, was honored with a "2020 Inspiring Programs in STEM Award" from *INSIGHT Into Diversity* magazine. Just a few weeks later, the UMB CURE Scholars Program hosted its annual and highly anticipated STEM Expo. At the event—held virtually this year—middle and high school CURE scholars present their STEM research posters to UMB faculty, scientists, medical professionals, and leadership.

As part of its Fall 2020 Return-to-Campus Plan, Bowie State University is providing free laptops to incoming freshmen, new transfer students, and returning sophomores in need—as well as internet hotspots for all students who need it—to help close the digital divide and promote academic success.

When Delegate Talmadge Branch reached out to Salisbury University and asked his alma mater to help Baltimore City public school students adapt to online learning, the university stepped up; Salisbury not only agreed to contribute 30 SU-branded laptops for Hazelwood Elementary/Middle School, it was inspired to adopt a local school as well, donating 30 laptops to Wicomico County's Pinehurst Elementary School.

Coppin's annual STEM Day Science Trivia competition had to go virtual this year, but that didn't stop students from around the globe—the U.S., Canada, Finland, England, India, Malaysia, Bangladesh, Japan, and others—from competing in online science trivia, winning prizes, and delivering oral presentations on renewable energy and nanotechnology.

Just yesterday evening, UB held its second annual "Pitch for a Million" real estate competition, which challenges UB students and alumni to envision the development of residential, commercial, and green space within the City of Baltimore. The winning proposal gets financing of up to $1 million from Baltimore Community Lending to undertake the project. I'm also pleased to note that the August cover story of *Baltimore Magazine*—A Moment of Reckoning: Listening to Black Voices in Baltimore—featured the perspective of poet and author Kondwani Fidel, a UB Master of Fine Arts graduate.

The University System of Maryland at Hagerstown (USMH) will host its second annual University Spirit Run *virtually* later this month. Three distance options are available, with all proceeds from the event benefiting the USMH Scholarship Fund.

And just last week, eight USM institutions got together to co-host the USM United Concert, a virtual benefit concert that raised money for the universities' student crisis funds—funds that help those who have been affected financially by the pandemic.

I commend all of our institutions for their tremendous commitment to community outreach and engagement.

Of course, as we all know, the COVID health pandemic remains front and center in so many of our actions, systemwide and at individual institutions. And make no mistake about it, we are rising to the COVID challenge.

Since we last met on August 26, every USM university has begun its fall semester.

I'm well aware how much effort this has taken. I know many employees are working six, seven days a week to keep students on track in the midst of a semester like no other; to establish policies and procedures protecting the safety of their communities; to chart a path forward that assures our fiscal health. I see their dedication, and I hope they're able to take advantage of some restorative time when the opportunity comes.

I mentioned the work we're doing to chart a fiscal path forward, and I do want to comment on our financial outlook. As you know, the University System has seen significant constriction in every one of our revenue sources: tuition and fees, auxiliary services, grants and contracts, our state appropriation. We've also spent a considerable amount of money readying our campuses for fall instruction: We've invested in technology infrastructure and in faculty training. We have costs associated with COVID testing and symptom monitoring. We've provided personal protective equipment, and modified residence halls, classrooms, and offices.

Taking these two things together—our drop in revenue and our increased costs—we're looking at a bottom line that's at least $500 million short of our original FY21 budget. And we know right now that that number will grow.

And yet as strange as it sounds, FY21 might be the least of our worries. By all accounts, the outlook for this fiscal year is far worse than last year. Beyond that, the outlook for next fiscal

year, FY22, is worse than this one. In fact, we're looking at a scenario where we don't begin our financial recovery until FY24.

And so, we have to plan accordingly. We have to plan across a multiyear horizon and commit to making some very difficult decisions. By that, I don't mean to imply that we haven't made difficult decisions already. Our universities have cut spending, deferred construction and maintenance, frozen hiring, and used their reserves.

But, of course, the most difficult action—by far—is the temporary pay cuts and furloughs we've announced. I commend our university leaders for upholding a principle we agreed to months ago: protecting, to the extent we can, those who can least afford a reduction in pay. All universities that are taking personnel actions, and taking a tiered approach to them, meaning employees at the highest salaries get the biggest share of the cut.

I'm proud that we've done this. I think tough times show your character—your dedication to keeping the promises you make. And I'm glad we're keeping ours.

I had the opportunity yesterday to update the Senate Education, Business, and Administration Subcommittee and the House Education and Economic Development Subcommittee on our path forward this fall; the painstaking preparations we've undertaken to protect our students, faculty, and staff; our plan to prevent, control, contain, and manage this disease; and our financial outlook in the years ahead. I was joined by three USM presidents—Darryll Pines, Heidi Anderson, and Ron Nowaczyk.

For my part, I shared why we chose to resume a limited amount of in-person instruction this fall, and how we've done so safely. At the same time, I recognize that this crisis—and the way it's affected higher education—is unprecedented; that conditions are changing constantly; that guidance is in flux as we learn more about the virus and how it spreads.

We've had to be extremely nimble, responding to data in real time and making a number of pivotal decisions based on it. And so, it makes sense that—even as we plan for next week, next month, next semester—we take time, as a System, to reflect on what we've learned and what lessons we can apply to our immediate and long-term efforts.

We'll prepare a full after-action report once the "action" is, in fact, over, In the meantime, we'll set up a process to continually evaluate what's working and what can be improved, so that we we're assured every day that we're doing everything we can for those we educate, employ, and serve.

In describing our fall plans to the House and Senate subcommittees yesterday, I said they're thoughtful, they're deliberative, they're guided by the safety of our students, faculty, and staff. But I also said that doesn't mean they'll work.

As you know, each university has an escalation path regarding the steps officials will take should COVID cases grow on their campus or in their community. You've seen these plans in action. Faced with a high county positivity rate, College Park kept classes online for the first two weeks of school. Confronting a number of positive cases among students that contact tracing couldn't

explain through a common gathering or source, Towson University pivoted to an online-only semester.

Just this week, Salisbury University has reported an escalation of cases. Officials there have been transparent in their communication, and they're managing the situation in coordination with the Wicomico County Health Department. I'll invite Salisbury President Chuck Wight to update us on the university's decision-making as it stands now—unless, of course, there are any questions for me from the regents.

Chair Gooden, this concludes my report. I'll ask President Wight to comment.

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UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
September 18, 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: June 24, June 29, July 1, July 13, July 20, July 24, July 27, August 3, August 5, August 7, August 12, August 14, August17, August 19, August 21, August 24, August 26, September 2, September 9, and September 14.

CUSP has continued to meet three times each week with the Chancellor, University System of Maryland Staff, and Regional Higher Education Center Directors. Since the Chair's June report, CUSP has been engaged in planning to prepare for the fall semester and manage the pandemic's impact on USM institutions.

Much of the summer was dedicated developing the USM's approach to testing, screening, and monitoring. As a System, we remained dedicated to a coordinated approach that allowed for campus-based flexibility. CUSP drew on expertise within the USM, namely UMB President Jarrell, UMCP President Pines, UMB Professor Tracy, and UMBC Professor Lucy Wilson, and many more across the USM. Some of the campuses participated in testing pilots and pilots of screening and monitoring tools. This work helped inform the decisions and protocols implemented throughout the USM. Prior to the start semester, we implemented the Chancellor's charge to require baseline testing of all students and employees returning to campus. Additionally, the campuses engaged their local health officials to understand and develop protocols for when there are positive cases. The presidents continue ongoing communication with their county health officials.

Other focal points of the summer meetings were development of safety protocols, de-densification on campuses—including residence halls— streamlining in-person course offerings, challenges presented by off-campus housing and social gatherings, behavior modification, enforcing the wearing of masks, and more.

CUSP also deliberated on the loss of revenue and increased costs associated with the pandemic. Working with USM staff and senior finance officials across the campuses, CUSP identified tools at its disposal for managing budget shortfalls. These tools included eliminating vacant positions, implementing hiring freezes, reducing operating expenses, dipping into reserves, using Federal CARES ACT funding, and personnel actions. The financial impact to each university is different, and therefore management of this challenge differs from institution-to-institution. In any case, the universities implementing personnel actions are doing so using a tiered model so that those earning the higher salaries will bear the largest burden.

In these ongoing meetings, CUSP also addressed several non-COVID-related matters that would normally be discussed in monthly meetings. The Council provided the USM with feedback on proposed revisions to USM policies on Sexual Harassment (VI-1.6) and the Naming of Buildings and Academic Programs (VI-4.0). In July, the Presidents worked with the Chancellor and the Maryland Office of the Attorney General to fight, along with over two dozen other states, the decision by Immigration and Customs Enforcement to disrupt the ability of thousands of international students to continue to take online courses. Most recently, CUSP held discussions on increasing student involvement in civic engagement with respect to the fall election in response to requests from Secretary Fielder, Governor Hogan, and the Maryland Congressional Delegation.

USM Student Council Report for the USM Board of Regents

September 14, 2020

The USM Student Council Executive Board has met summer goals to have both a breadth and depth of representation across the University System of Maryland. This term we have two voting reps for each of our 13 active institutions. We have seen the positive impacts of outreach efforts which have been primarily on virtual platforms as we received around 50 nominations for our Director Roles and 19 nominations for our one VP vacancy. We are equally delighted to see this heightened knowledge about the USMSC alongside concrete demonstrations of students seeking ways to be actively engaged in public service. The leadership team has a "listening first" servant leadership philosophy and makes it a priority to meet with individual members of the council and offer to join student government meetings throughout the term. Thus far these meetings have included six institutions and the goal is to have all institutions virtually met with or visited before the next official meeting in October.

We have convened two Special Meetings of the USMSC in addition to our first official meeting of the term on Sunday, September 13th. The first special meeting took place on August 16th and was primarily geared towards orienting all members of the council to our shared role in shared governance as well as a robust discussion on one of the USMSC's top priorities to promote education and outreach towards student civic engagement and voting. We were very fortunate to have Dr. Nancy Shapiro, Associate Vice Chancellor, present on USM efforts related to civic education and engagement and the NSLVE assessment findings and plans for this year. Since this meeting several members of USMSC have joined to serve on the USM Civic Engagement Student Leadership Committee to share and coordinate across the USM. This group had its first meeting on Friday, September 11th.

The second Special USMSC meeting was convened on September 8th and welcomed Vice Chancellor Leonard Raley and Associate Vice Chancellor and Chief of Staff Marianne Horrigan to discuss and solicit student feedback on the proposed amendments to the USM Naming Policy. Students were by and large favorable and grateful to see the proposed policy changes and expressed hopes that timelines will be given to better guide the implementation of the new policy. In addition, students hope similar requests for their collective feedback and feedback from their constituents will be sought in the future.

Our official September meeting included a substantial amount of time for graduate and undergraduate student conversations surrounding the top four priorities identified by USMSC members. These topics had some overlap and included COVID-19 related issues of concern, sharing best practices and student government efforts related to diversity, equity and inclusion, continued efforts to promote civic education and engagement this fall and the continued concern of student mental health, which has been a recurring top issue for USMSC for years but one that is unfortunately amplified by the precarity of individual and familial situations during the pandemic.

Of note, the USMSC as a whole expressed an appreciation of all the tremendous work being done day in and day out by leaders at the institutional and system level as well as by faculty, staff and fellow students during this time. Many students expressed a desire to

USM Student Council Report for the USM Board of Regents

September 14, 2020

work with the appropriate groups and individuals to more holistically approach expectations of students to incorporate the added challenges that continue during COVID-19. Examples would be less rigid expectations that are dependent upon one's access to technology to engage with virtual learning, considerations for many students, who, like faculty and staff, may now be absorbing care-giving responsibilities for loved ones, the overall anxiety produced by current events (pandemic, structural racism, natural disasters) and the need for communications, resources and flexibility related to grief and bereavement needs. Additionally, there were COVID-19 concerns related to financial strain and students seeking the reduction of student fees for services that will not be used during this semester and a concern of housing decisions and not knowing the plans for the Spring 2021 semester.

Many student governments have identified their top efforts to be related to addressing structural racism and additional initiatives to improve diversity, equity and inclusion across various populations including disability. Student government leaders are interested in better understanding the bigger DEI picture across the system and we are working to help provide reports to all of the student leaders. The discussions surrounding COVID-19 and DEI had significant overlap with concerns for mental health. We discussed how students may learn about resources and best spread the word about them to their constituents, an acknowledgement that tele-counseling is a wanted option, but not one feasible for everyone given a wide variety of possible limitations caused by lack of private space and not being available during the times when most services are offered and/or stable Internet connectivity.

With Respect and Appreciation,

Annie Rappeport
2020-2021 USMSC President

COUNCIL of UNIVERSITY SYSTEM FACULTY

Board of Regents Report

September 18, 2020

Academic year 2020- 2021 has CUSF focused on several major initiatives. While the pandemic is taking center stage in the day-to-day activities of faculty, it is the goal of the Executive Committee to have CUSF concentrate on work started in previous years, namely academic integrity; interprofessional, interinstitutional and interdisciplinary education (IPE); Online Electronic Resources; and faculty performance evaluations. In addition, the Executive Committee wants CUSF to begin examinations of two new areas of concern: existing USM technology policies and civic engagement and civility. Finally, the Executive Committee plans to have CUSF work actively with its sister councils on matters that are of common interest to bring a new and unique perspective to our Board counsel.

The Executive Committee endorsed the following workplan for approval by CUSF membership at the September 25th meeting:

1. **Education Policy Committee**
    - IPE will be the major focus this year for the committee. Members will begin the investigation with a white paper that discusses the ways USM institutions and faculty can benefit from IPE both in terms of shared resources and faculty development.
    - One subcommittee will be established to focus on completing the review process of the proposed new and revised Academic Integrity Policies and Guidelines, which will culminate in a presentation to the Board for approval by the year's close.
    - A second subcommittee will review the creation of Open Education Resources and its acceptance for tenure and promotion purposes, and report on potential action for consideration.

2. **Board of Regents Faculty Awards & Recognition Committee**
   The committee will review nominations of faculty by USM constituent institutions for determination of those most worthy of this honor and make recommendations to the Board for their consideration.

3. **Faculty Concerns Committee**
   This committee deals with all matters related to faculty that are not academic in nature but do bear a relationship to the success of faculty and/or student performance. Under examination for possible CUSF action by subcommittees this academic year are:
    - Conduct a feasibility study of possible renumeration, course release, or time compensation for CUSF participation.
    - Research and report on the ways that USM faculty engage with their respective communities for the purpose of unmasking projects on which faculty could

collaborate across the institutions; and
- Begin an investigation for a white paper on the needs, types, and ways that the existing USM policies on technology can be updated or replaced, in particular privacy and liability concern that faculty have raised with CUSF.

4. **Rule and Membership Committee**
   This committee oversees all matters related to the Constitution, by-laws, and rules of operation for CUSF. This year its focus will be to:
   - Update the Constitution to correct typographical and factual errors.
   - Revise and codify existing policies in the By-Laws to include modernizing voting methods and the terms of ExCom members; and
   - Review ways to improve the participation of CUSF representatives under the Constitution.

5. **Legislative Affairs & Policy Committee**
   This committee monitors the Maryland Legislative Session to identify USM- faculty related bills, issues/concerns, for the purpose of proposed CUSF action responses to issues/concerns when appropriate.
   - This year the committee will concentrate on creating a consistent method for monitoring important legislation, working with Vice Chancellors Boughman and Hogan, to create monthly reports for CUSF representatives to give on their campus, and to Senate faculty chairs; and
   - Participate in Advocacy Day each February in Annapolis (likely in partnership with Council of University System Staff and the University System of Maryland Student Council).

6. **Ad Hoc Committee on Covid-19 Faculty Issues**
   This committee will focus on the feedback and issues that are being experienced by faculty because of the pandemic. Its focus will be to monitor the concerns of faculty as reported by CUSF representatives or their constituents, and to recommend to the general council those that may require action by CUSF and/or attention by the system.

In the past three years CUSF, CUSS, and USMSC began steps to find ways that the groups can work together on issues that have mutual impact to its constituents. The November Tri-Council meeting and Advocacy Day are examples of that initiative. In furtherance of this sisterhood, Chair Shishineh of CUSS, President Rappaport of USMSC and I as the chair of CUSF have begun collaboration efforts to bring the groups together in a more tangible way. Our purpose is to create a new holistic approach to the work we do, thereby enhancing the counsel we all give to the Board of Regents. We are starting this venture in October when we will visit each other's membership meetings to begin discussions that will define projects of common concern. The innovative spirit behind this collaboration is exciting and it is our believe that it will a fruitful endeavor for us all.

The academic year holds much promise and I look forward to coming back with regular reports of the work CUSF is doing.

Respectfully submitted,
Elizabeth K. Brunn, Ms.Ed, J.D.
CUSF Chair

COUNCIL OF UNIVERSITY SYSTEM STAFF

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Council of University System Staff (CUSS) Report

Board of Regents Meeting
September 18, 2020

The first CUSS meeting of the current academic year was held virtually on Tuesday, August 18th. In order to properly welcome new members to the Council, a new member orientation was held online before the start of the full Council meeting. As of this meeting, the new Executive Committee has officially started their one-year terms, and two Member-At-Large positions were elected to finalize the Executive Committee roster (see below). For the first time in the history of CUSS, the entire Executive Committee is identical to last year.

2020-2021 CUSS Executive Committee

- Chair: **Dr. Laila M. Shishineh** – University of Maryland, Baltimore County
- Vice Chair: **Kalia Patricio** – University of Maryland, College Park
- Co-Secretary: **Carol Green-Willis** – Towson University
- Co-Secretary: **Susan Holt –** University of Maryland, Baltimore
- Ex-Officio Past Chair: **Lisa Gray** – Salisbury University
- Member-At-Large: **Antoinne Beidleman** – University of Maryland Global Campus
- Member-At-Large: **Trish Johnson** – Bowie State University

CUSS was excited to be greeted at our August meeting, virtually, by President Schmoke, as this meeting would have been held at UB if it was in person. CUSS looks forward to continuing to hear from leadership at each campus as part of our fall virtual meetings. Including the Executive Committee, CUSS has five standing committees (Benefits & Compensation, Board of Regents Staff Awards & Recognition, Communications & Marketing, and Legislative Affairs & Policy). The Council selected co-chairs for each of these standing committees during our August meeting as well. Committee co-chairs include:

- Benefits & Compensation: Colette Beaulieu (UMB) & LaVel Jones (BSU)
- BoR Staff Awards & Recognition: Deniz Erman (TU) & Michelle Prentice (UMES)
- Communications & Marketing: Dawn Stoute (UMBC) & Mary Phelan (UMB)
- Legislative Affairs & Policy: Vanessa Collins (SU) & Lori Stepp (UMES)

While we are still waiting to solidify representatives and alternates from a few campuses, CUSS currently has a very robust roster of staff from the 12 institutions this year. There are currently 52 members serving on the Council. Ideally by our September meeting we will have our roster finalized and our priorities for the academic year set for each committee.

The next meeting of the Council will take place virtually on Tuesday, September 22nd. This meeting would have been at Bowie State University and we look forward to hearing an update from campus leadership about how the fall semester is going at BSU. The 2020-2021 CUSS meeting schedule can be found below – while a location is listed for each date, CUSS intends to host meetings virtually for the foreseeable future:

2020 - 2021	Location	Notes
Tuesday, August 18, 2020	University of Baltimore	New Member Orientation
Tuesday, September 22, 2020	Bowie State University	
Tuesday, October 20, 2020	Frostburg State University	
Thursday, November 19, 2020	University of Maryland College Park	USM Joint Councils Annual Meeting
Tuesday, December 8, 2020	USM Office	Advocacy Day Prep with Tim/Paul (Video/Handouts) and Patrick/Andy (Agenda)
Tuesday, January 19, 2021	University of Maryland Global Campus	
Date TBD	Annapolis	USM Joint Councils Advocacy Day
Tuesday, March 23, 2021	Coppin State University	
Tuesday, April 20, 2021	Towson University	
Tuesday, May 11, 2021	University of Maryland Baltimore County	Nominations
Tuesday, June 22, 2021	University of Maryland Eastern Shore	Nominations / Elections
Tuesday, July 20, 2021	University of Maryland Center for Environmental Science	
Off Rotation for Current AY	Salisbury University	University of Maryland Baltimore

Lastly, the Communications & Marketing Committee was able to publish the Summer 2020 edition of our CUSS Newsletter. A copy of this edition is attached to this report.

I am greatly looking forward to continuing on in my role as the Chair of the Council for the upcoming academic year. While I know it will be a challenging year, we have a wonderful group of staff serving on the Council and I am honored to work with them on behalf of the USM. Please do not hesitate to contact me directly (lailams@umbc.edu) if you have any questions, suggestions, or concerns.

Respectfully submitted,

Dr. Laila M Shishineh

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

Attachments: Summer 2020 CUSS Newsletter

Council of University System Staff

Quarterly Newsletter | Summer 2020 Edition

University System of Maryland

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Frostburg State University (FSU)
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Salisbury University (SU)
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Towson University (TU)
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University of Baltimore (UB)
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University of Maryland, Baltimore (UMB)
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Find us on the web:
Website: http://bit.ly/1yc1prc
Facebook: @CussMaryland
Twitter: @CUSS_USM

Update from the Chair

As we get ready to start the academic year, I want to take this opportunity to share an update on behalf of the Council of University System Staff (CUSS). We all know this year has been nothing short of challenging, and we face a new start to the fall semester across the University System of Maryland (USM). While things may look completely different, and we face a lot of uncertainty about what the future holds, I want to remind staff across all of our institutions that the representatives and alternates who sit on the Council are here to support staff through these difficult times. Please do not hesitate to reach out to the staff representing your campus with questions, concerns, or thoughts on how we can best support staff.

The Council recently wrapped up the 2019-2020 academic year and I want to thank the outgoing council members from the past year! We had a very productive year and a truly great group to work with for my first year as the Chair of CUSS. I am happy to share that the Executive Committee will experience great continuity for the 2020-2021 academic year as several of our members are returning from the previous year. Members of the Executive Committee include:

Chair: Laila M. Shishineh (UMBC)
Vice-Chair: Kalia Patricio (UMCP)
Past-Chair: Lisa Gray (Salisbury)
Co-Secretaries: Carol Green-Willis (Towson) & Susan Holt (UMB)
Members-At-Large: Antoinne Beidleman (UMGC) and Trish Johnson (BSU)

In addition to the Executive Committee, we look forward to continuing our work in the additional standing committees that include: Benefits & Compensation, Board of Regents Staff Awards & Recognition, Communications & Marketing, and Legislative Affairs & Policy. During our August meeting, each of these standing committees will select Chairs and determine their goals and priorities to focus on throughout the upcoming academic year. We look forward to sharing those goals and priorities in a future newsletter.

Lastly, please stay connected to the Council! As we kick-off the academic year, we will be making updates to our website periodically with new information. Visit our website at https://www.usmd.edu/usm/workgroups/SystemStaff/index.html at your convenience.

Despite the challenging times we are currently facing, I am greatly looking forward to working with the Council throughout the upcoming year and doing the best we can to support staff across the USM. Thank you in advance to all of our Council representatives and alternates for their service to CUSS. And good luck to all for a successful start to the fall semester!

Take good care,

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

2019-2020 CUSS COMMITTEE SPOTLIGHTS:

We would like to take a moment to highlight a few of the accomplishments of the Council of University System Staff from the 2019-2020 academic year. This was a year unlike any other where we switched from conducting the work of the Council in-person to virtual in March due to the COVID-19 pandemic. However, this shift did not stop us from working on several critical initiatives. Details about several of these accomplishments can be found below:

State of Shared Governance Survey:
For the third year in a row, the Executive Committee of CUSS sent out our annual "State of Shared Governance Survey" to staff senates at each of the 12 institutions in the USM. We would like to thank these staff senate groups for their active participation in the survey and the results that were shared. Despite this survey overlapping with the start of the COVID-19 crisis, we still had comparable response rates to the previous year. A summary of the findings from the survey were shared with the Chancellor and an individual report from each campus was shared with each of the 12 Presidents for their respective institution. We look forward to continuing this tradition for the fourth cycle in the 2020-2021 academic year.

Board of Regents Staff Awards:
Each year, staff award nominations are collected and reviewed for 10 possible categories as part of the Board of Regents Staff Awards process. Categories include (for both Exempt and Non-Exempt staff): Exceptional Contribution to the Institution and/or Unit to Which the Person Belongs, Outstanding Service to Students in an Academic or Residential Environment, Extraordinary Public Service to the University or the Greater Community, Effectiveness and Efficiency, and Inclusion, Multiculturalism, and Social Justice. For the 2019-2020 cycle, the Council put forward 9 out of the 10 awards and all were accepted by the Board of Regents. Congratulations to the winners and to everyone who was nominated! Kudos to the Board of Regents Staff Awards & Recognition Committee for their hard work on this effort.

Advocacy Day:
On February 19, 2020, in partnership with the Council of University System Faculty (CUSF) and the USM Student Council (USMSC), CUSS hosted Advocacy Day in Annapolis, MD. Across the three Councils and the USM Office 45 people attended the event including: 6 faculty members, 6 students, 28 staff, and 5 USM Office staff. These representatives had the chance to advocate for the USM budget to continue to fund the amazing campuses that make up the University System of Maryland. Many thanks to the Legislative Affairs & Policy Committee for coordinating all of the logistics to make Advocacy Day a great success.

Additional kudos go out to our Communications & Marketing Committee for successful producing a quarterly newsletter to keep staff across the USM informed about all of the great work the Council is doing and to the Benefits & Compensation Committee for their work on the campus closures, Ombudsmen, and tuition remission policies. All in all we had a very successful year!

USM INSTITUTIONAL UPDATES

Bowie State University

Bowie State University's first-of-its-kind teacher leadership degree program in Maryland will begin accepting applications for spring 2021 to prepare newly certified educators to design culturally relevant lessons and find strategies to improve student success. The 12-month, accelerated Master of Culturally Responsive Teacher Leadership degree program is designed to produce problem-solving teachers who tailor their curriculum to the needs of their students. The program's goal is to increase the number of Maryland educators who are effective in teaching the state's most culturally and linguistically diverse students. A growing body of research shows that culturally responsive educators help to improve student outcomes by incorporating different learning styles. This innovative degree program will prepare educators to use data to improve student learning and encourage them to become change agents in their schools, advocating for a culturally responsive approach to curriculum design and professional development for all teachers. Successful candidates may be top recent graduates from an accredited bachelor's degree in education program or career changers with real-world experience in their profession. With this degree program, Bowie State also seeks to recruit diverse new teachers to combat the nation's historic shortages in the teacher workforce. Research suggests that diverse students benefit from having diverse educators, impacting their overall learning outcomes and experience in schools.

Coppin State University

Tenyo Pearl, Director of Coppin State University's Non-Profit Leadership Alliance, has been named to the Daily Record's 2020 listing of Maryland's Top 100 Women Circle of Excellence. Published Friday, July 24th, 2020. Pearl was selected based upon leadership achievement demonstrated through professional accomplishments, community involvement and mentoring. She will be one of 16 outstanding women to be honored as Circle of Excellence winners, having won the award for the third and final time. In the 25-year history of the award, 337 women have joined the Circle of Excellence. "Working as an educator and preparing the next generation of non-profit leaders is something that I am extremely passionate about. Having an opportunity to teach, mentor and coach 900-plus emerging leaders to work in the independent sector is the most significant accomplishment I have achieved thus far in my professional career," Pearl said. "Being recognized as one of Maryland's Top 100 Women and inducted into this years Circle of Excellence is truly an honor. Mentorship, community service and having an opportunity to pay it forward is something that brings me great joy," Pearl added.

Frostburg State University

Most of the work being completed at Frostburg over the last few months has been concentrated on getting ready for the return of students for the fall semester that started on August 17th and preparing for a 2 week earlier start date and moving all courses to blended and (hybrid) online classes. Frostburg is also preparing for the construction of the new Education and Health Sciences building which will began shortly. The new residence hall is ready and will be housing students this fall 2020.

Salisbury University

Congratulations to Megan Baker and Claire Williams for winning USM BOR awards! USDE recently awarded SU with a 5-year $1.2M grant renewal. "For the past 10 years, [TRiO] has been incredibly successful at ensuring the retention, academic excellence, and graduation of first-generation, low-income students, and students with disabilities," said Dr. Wallace Southerland III, AVP of student affairs and principal investigator. The SU Police Dept recently donated 40 unclaimed bicycles left behind by students to the Wicomico Cty Public Schools SHOP program. The program teaches students to repair and refurbish bikes in exchange for academic credits. The bikes are then donated to community organizations. The Sea Gull Century, one of the nation's largest bicycling events, will be going virtual for its 32nd year. Participants will choose between a 100-mile (traditional century) or 100-kilometer (63-mile metric century) route. SU's Delmarva Public Radio and UMES's WESM have partnered together to create Delmarva Public Media to share resources and compete in an increasingly competitive market. DPR was recently awarded eight 2020 CAPBA awards in the non-metro radio category.

Towson University

TU Basketball Coach Diane Richardson was honored during an online ceremony July 27 by the Maryland Daily Record as one of the state's top 100 women. Richardson, who guided the 2018-2019 basketball team to a Colonial Athletic Association title and a berth in the NCAA tournament, is also a celebrated business leader. She was president and CEO of RCI Financial.

TU is ready for a return to campus, and Housing and Residence Life (HRL) is taking every precaution to make sure students feel safe during this time of uncertainty. Kelly Hoover, associate vice president of Student Affairs and her team at HRL are working to welcome students back via a new process. Instead of a single weekend, move-in will now take place over 10 days and numerous safety measures are in place to include front desk plexiglass, specific entry/exit points, revised visitor protocols, and modified number of residents in a room. Read more at https://www.towson.edu/news

University of Baltimore

Team Breeze, a team of four students from the University of Baltimore, were announced as winners of the University System of Maryland's COVID App Challenge competition, led by the USM COVID Research & Innovation Task Force. Participating teams were challenged to develop a mobile application solution that could help bring Marylanders together to more effectively respond to COVID-19 and future pandemics. Team Breeze developed a COVID-19 Information and Tracker application that uses Bluetooth technology to track users' locations in order to limit the spread of COVID-19 and to give them important information and updates regarding their specific location. The UB School of Law continues to provide insight and expertise where it is needed, even now, when in-person consultations and packed lectures aren't possible. The UB Law in Focus series, a series of live, paneled talks, was started as a way of providing accurate information on a variety of important subjects that currently face the legal community. More of a dialogue than a lecture, each session invites a speaker or small panel to share their insights on a relevant topic, followed by Q&A with virtual attendees. Subjects of past talks have ranged from police culture to pending COVID related litigation, with future talks on misinformation and structural racism planned.

University of Maryland, Baltimore (UMB)

For the past five years, the Staff Senate and Human Resources have partnered to plan and host a Professional Development Day. The in-person conference was scheduled for June 2020. When the campus moved to telework in March, the decision was made to switch everything to a virtual format. The event was shortened to a half-day recognizing that people were already suffering from online meeting fatigue. The theme of this year's event was "Living the Core Values." Three of the university's core values were selected as topic areas: Leadership, Collaboration, Excellence. A fourth topic area entitled Technology & Telework was added to meet the current needs of employees who are learning new technologies to support telework. Two breakout sessions were offered for each topic area. The event started with a keynote address from University System of Maryland Chancellor, Dr. Jay A. Perman. Participants were then able to select two different breakout sessions to attend. The day concluded with a Mindfulness Activity and Reflection. Over 250 people participated.

University of Maryland, Baltimore County (UMBC)

UMBC was one of six winning teams of the USM COVID App Challenge, a competition launched to develop an innovative app to solve a Maryland COVID-19-related problem. UMBC won in the Community and Student Categories. Each winning team is receiving a cash prize of $3,000, made possible with support from the Alex Brown Center for Entrepreneurship at UMBC. The Annual Fall Opening meeting was offered virtually on August 20th to welcome faculty and staff "back" to campus as most faculty and staff will continue to work remotely. The 2020 Fall Convocation will also be hosted online on Wednesday August 26th. Classes begin on August 27th. UMBC staff and faculty, led by UMBC's Faculty Development Center (FDC), Division of Information Technology (DoIT), and the colleges and academic departments, have made exceptional efforts in preparing high quality courses for online delivery for Fall 2020. This fall, most UMBC courses will be offered online with enhanced teaching techniques. A limited number of classes will include in-person elements. Campus student residency will be at less than 50% capacity.

UMBC is excited to return all of its members to CUSS for the upcoming year: Laila Shishineh (Rep.), Kevin Joseph (Alt.), Michael Walsh (Rep.), Thomas Penniston (Alt.), Sheryl Gibbs (Rep), and Dawn Stoute (Alt.). Visit news.umbc.edu for UMBC in the news.

University of Maryland Center for Environmental Science (UMCES)

Two University of Maryland Center for Environmental Science staff members--Monica Gellene, Associate Director of Administration at the Institute of Marine and Environmental Technology, and Amy Griffin, Assistant to the Vice President for Education--have received the University System of Maryland's prestigious 2019-2020 USM Board of Regents Staff Award. "This year, there were nine winners selected from only four USM institutions, and we are proud that two of them are from UMCES, proving that we are small but mighty and our staff is unparalleled in their commitment to UMCES' collegial environment, expertise, and service," said University of Maryland Center for Environmental Science Pres. Peter Goodwin.

University of Maryland College Park (UMCP)

The new University of Maryland President, Darryll Pines, began his position on July 1 battling, "two pandemics, one associated with the virus and the other with injustice". The former Dean of the School of Engineering is excited to take on the new duties despite trying to navigate the institution in uncharted territories. He immediately laid out twelve institutional goals focused on improving the student experience; creating an inclusive environment; and advancing the university. Pines is stressing the need for a commitment by all to serve humanity for the public good and to remember that the things we do matter. Although we enter the academic year with trepidation, there is also excitement and a sense of hope that the dual pandemics will be mitigated and that moving forward, our society will be better for everyone.

University of Maryland Eastern Shore (UMES)

A "Capacity Building Grant" from the U.S. Department of Agriculture's National Institute of Food and Agriculture worth nearly $600,000 was awarded to Dr. Simon Zebelo, a University of Maryland Eastern Shore researcher, to help expand sustainable sweet corn production on Delmarva. Zebelo, an associate professor and entomologist with UMES' Department of Natural Sciences, will spend the next three years on the research project, which aims to develop organically based, integrated pest management of corn earworm, a major insect pest for sweet corn. "We plan to design and educate growers about integrated pest management programs that simultaneously manipulate insect herbivores, weeds and beneficial arthropods that affect sweet corn," Zebelo said. Aaliyah Edwards, a junior exercise science major from Parkville, Md., will be the first student to serve a two-year term representing peers on the governing board of the University System of Maryland. A 2019 state law change doubled the number of student appointees to two that Maryland's governor starting this year can make to the panel responsible for oversight of all but two of the state's public, four-year colleges. Edwards initially will be a non-voting member of the system's Board of Regents for the 2020-21 academic year, then transition next year to being a voting member. Salisbury University senior Nathaniel Sansom is this year's USM student regent with voting privileges. "I take this position very seriously," said Edwards, a Dean's List student. "I wanted to show people you have to take chances. You have to step out of your comfort zone."

University of Maryland Global Campus (UMGC)

University of Maryland Global Campus (UMGC) announced today it has teamed up with Papa John's International. Inc., in a new education alliance with the company's best-in-class "Dough & Degrees" tuition assistance program. UMGC will offer Papa John's corporate and franchisee team members—as well as their immediate family members—reduced tuition options. Papa John's team members can choose from any of the university's undergraduate and graduate programs. Educational costs are reduced further as UMGC uses digital course materials that are provided free to students. Of special note today, UMGC's online format makes it a great choice for continuing education, especially when many brick-and-mortar colleges and universities are facing the challenge of holding classes during the COVID-19 pandemic. In addition to expanding "Dough & Degrees," Papa John's International recently has hired 20,000 displaced team members during the COVID-19 pandemic and is stepping up efforts to hire additional team members over the next few months to meet the high demand for quality meals and safe delivery for people remaining at home. "We want to make it quick and simple for team members to join Papa John's and immediately begin earning an income. An added benefit is access to long-term pathways toward sustained personal and professional growth," said Marvin Boakye, Papa John's chief people and diversity officer. "COVID-19 has changed how we live, work, and grow in a safe environment. With this significant expansion to our first-of-its-kind college tuition program, our team members will have the opportunity to earn not only a paycheck, but also a college degree."

CONGRATULATIONS TO THE BOR AWARD WINNERS!

Exceptional Contribution to the Institution:

Exempt Staff - C. Monica Gellene, Institute of Marine and Environmental Technology, University of Maryland Center for Environmental Science
Non-Exempt Staff - Debra Phillips, Center for STEM Excellence, Towson University

Effectiveness and Efficiency:

Exempt Staff - Judith Edelman, Department Administrator, Anatomy & Neurobiology–School of Medicine, University of Maryland, Baltimore

Inclusion, Multiculturalism & Social Justice:

Exempt Staff - Mary Beth Gallico, Department of Psychiatry–School of Medicine, University of Maryland, Baltimore
Non-Exempt Staff - Mishawn Smith, Office of the Dean, School of Nursing, University of Maryland, Baltimore

Outstanding Service to Students in an Academic6 or Residential Environment:

Exempt Staff - Amy Griffin, Graduate Program Office, University of Maryland Center for Environmental Science
Non-Exempt Staff - Megan Baker, Public Relations Specialist, Salisbury University (SU)

Extraordinary Public Service to the University or the Greater Community:

Exempt Staff - Antwaine Smith, Senior Assistant Athletic Director for the Total Tiger Program, Towson University
Non-Exempt Staff - Claire Williams, Department of Secondary and Physical Education & Education Leadership, Salisbury University

Visit https://www.usmd.edu/newsroom/news/2071 for more information

2019 - 2020 CUSS REPRESENTATIVES

Thank you to our 2019-2020 CUSS Representatives. 2020-2021 Representatives will be posted in the next newsletter.

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
Francesca Kerby
Chantelle Smith
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 System of Maryland Office (USMO)
Chevonie Oyegoke

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

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.

DRAFT

University System of Maryland Board of Regents
Via Zoom
June 19, 2020

Public Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:34 a.m. on Friday, June 19, 2020 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Presidents Anderson, Breaux, Goodwin, Hrabowski, Jarrell (Interim), Jenkins, 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.

As Chair Gooden opened the Annual Meeting of the Board of Regents, she recognized the significance of the day by reflecting on the historic implications of Juneteenth—a day born of racial injustice and a day that is considered to be the actual end of slavery in this nation. She made mention of the fact that as a board, a system and as a state, we must ensure that all appropriate steps are taken to ensure diversity and inclusion as are a part of our culture—not just words. To this end, the System is dedicated to reinforcing the tenets of diversity and inclusion through its words and actions to include unconscious bias training as a part of the annual retreat in the fall.

Chair Gooden expressed gratitude to all in the University System of Maryland and the Board of Regents for their hard work and dedication to move forward the vision of the System.

In closing, Chair Gooden recognized the fact that this has been an abnormal year in that we dealt with COVID-19 and the cancer of systemic racism and injustice, particularly toward African American people. Lastly, she acknowledged the service of Student Regent Drew Needham, University of Maryland, College Park President Wallace Loh, and Don Spicer, CIO and Associate Vice Chancellor for Information Technology for the USM.

Chancellor's Report. Chancellor Perman presented the report. The June Chancellor's Report serves as his annual report, so the report covered the "year-in-review". He said that the USM has seen the best of times and the worst of times in the last year. He highlighted the COVID-19 pandemic and the crisis of racial injustice as the worst of times. But he also noted that the USM and its institutions are doing important work to address both crises.

In addition to these acute challenges the system is facing, our institutions have made great progress in other areas including physical and academic growth and in receipt of grants, awards,

and gifts. He also highlighted the many accolades our institutions and our people have received in the last year.

He ended by noting the transitions that the USM went through in the past year, including his appointment as Chancellor, the addition of Regents Schulz, Gonella, Malhotra, Mears, and Needham, as well as interim President Jarrell and Presidents Jenkins and Pines. He thanked President Loh for his service to UMCP and the system.

1. Report of Councils
    a. Council of University System Staff (CUSS). Dr. Shishineh presented the report, relating that 128 nominations were reviewed, and nine finalists were submitted to the Board for approval; an Annual Shared Governance Survey was conducted, and the results were compiled and distributed. They 126 responses, including responses from representatives at all 12 institutions. Additionally, Dr. Shishineh was appointed to represent CUSS on the USM Return to Campus Advisory Group.

    b. Council of University System Presidents (CUSP). Dr. Breaux presented the report, stating that the council's focus was responding to and mitigating any threat of outbreak on the campuses. She also indicated that 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.

    c. University System of Maryland Student Council (USMSC). Mr. Forrest presented the report, indicating that 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. They also held their elections for next year and the new USMSC President will be Annie Rappeport, a graduate student at UMCP; and Bernetta Reese, an undergraduate student at UMGC, will serve as the next Vice President of Undergraduate Affairs for the USMSC.

    d. Council of University System Faculty (CUSF). Dr. Kauffman presented the report, stating that they held a meeting in May where they discussed one of several scenarios for students returning to fall semester. Their June meeting focused on updating faculty on the reentry plans for fall semester. Additionally, they elected a new chair, Elizabeth Brunn from the University of Maryland Global Campus and Jay Zimmerman from Towson University as vice chair. The Educational Policy Committee of CUSF worked diligently on BOR policy recommendations to the BOR regarding BOR Policy III-1.00 and 1.02. Lastly, two surveys were conducted—Survey of Institutional Support for Senate Chairs and Survey of Institutional Support for CUSF Council Members.

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 Attman 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 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
        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)
    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). Regent Attman moved and Regent Mears seconded the approval of the proposed dates for 2021-2022 Full Board meetings. The motion was unanimously approved.
    ii. Resolutions and Certificate of Appreciation (action). Chair Gooden moved for the approval of three resolutions. (Regent Attman seconded; and the motion was unanimously approved.)
        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). Vice Chancellor Herbst presented information concerning Authorizing Furloughs and Temporary Salary Reductions of Employees for FY 2021. Chair Gooden moved for the adoption of the 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. (Regent Gossett seconded the motion; the motivation was unanimously approved.)

iv. University of Baltimore Task Force (information). Regent Gossett presented information about the University of Baltimore Task Force, which has been convened to study UB's operation and teaching, research, and service missions.

b. Committee on Finance — Regent Attman

i. University System of Maryland: University System of Maryland: FY 2021 Operating Budget (action). Regent Attman moved for the approval of the FY 2021 operating budget that was originally 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 Gossett seconded the motion; the motivation was unanimously approved.)

ii. University System of Maryland: FY 2021 Schedule of Tuition and Mandatory Fees (action). Regent Attman moved for the approval of the FY 2021 Schedule of Tuition and Mandatory Fees. (Regent Gossett seconded the motion; the motivation was unanimously approved.)

iii. University System of Maryland: Self-Support Charges and Fees for FY 2021 (action). Regent Attman moved for the approval of the Self-Support Charges and Fees for FY 2021. (Regent Gossett seconded the motion; the motivation was unanimously approved.)

iv. FY 2021 System Funded Construction Program Request (action). Regent Attman moved the approval of the FY 2021 System Funded Construction Program request with the conditions and authorized the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance. (Chair Gooden seconded the motion; the motivation was unanimously approved.)

c. Committee on Governance and Compensation — Regent Rauch

i. Policy VII-5.01: Board of Regents Policy on Multi-Year Review of Presidents (action). Regent Gossett moved for the approval of Policy VII-5.01 – Board of Regents Policy on Multi-Year Review of Presidents. (Regent Wood seconded the motion; the motivation was unanimously approved.)

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

   Meeting adjourned at 10:14 a.m.

DRAFT

University System of Maryland Board of Regents
Via Zoom
June 19, 2020

Closed Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 10:30 a.m. on Friday, June 19, 2020 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Johnson, Leggett, Malhotra, Mears, Neall, Needham, Pope, Rauch, Schulz, and Wood; Chancellor Perman, Vice Chancellors Herbst; Ms. Wilkerson, and AAGs Bainbridge and Langrill.

1. **Meeting with the Presidents**
   As part of the presidents' performance review process, the Board met individually with Towson University President Kim Schatzel. (§3-305(b)(1))

2. **Consent Agenda**
   Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda (moved by Regent Gossett; seconded by Regent Pope; unanimously approved), which included the following items:
   a. Board of Regents Staff Awards Recommendations (§3-305(b)(1) and (2));
   b. University of Maryland, College Park: Lease Request for the Department of Geographical Sciences (§3-305(b)(3));
   c. Salisbury University: Real Property Acquisition at 108 Pine Bluff Road (§3-305(b)(3));
   d. Ratification of the Coppin State University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers (§3-305(b)(9));
   e. Towson University: Honorary Naming Request – Dr. Julius Chapman Quadrangle (§3-305(b)(1) and (2)); and
   f. University of Maryland, College Park: Joel and Kim Feller BSOS Advising and Career Center Naming Request (§3-305(b)(1) and (2)).

3. **FY 2022 Capital Budget Request; and FY 2022-2026 Five-Year Capital Improvement Program**
   The Regents considered a request for the approval of the FY 2022 Capital Budget and the proposed five-year Capital Improvement Plan. The Board voted to not request new capital funding this cycle. (moved by Chair Gooden; seconded by Regent Fish; unanimously approved.) Vice Chancellor Herbst will come back to the Board with a revised CIP.

4. **Discussion about the Development of a Forecast to Estimate the Financial Impact of COVID-19**
   Vice Chancellor Herbst discussed the development of a forecast to estimate the financial impact of the pandemic on the USM.

5. **Transition of a University President**
   The Regents discussed transition letter for USM President Loh. (§3-103(a)(1)(i), §3-305(b)(1) and (2))

6. **Annual Review of USM Presidents**
   The Regents and Chancellor discussed the performance reviews of USM Presidents. (§3-305(b)(1))

7. **USM Presidents and Chancellor Compensation**
   The Regents reviewed the compensation of USM Presidents and the Chancellor. (§3-305(b)(1))

8. **Annual Review of the Chancellor's Direct Reports**
   The Regents and Chancellor discussed the performance reviews of the Chancellor's direct reports. (§3-305(b)(1))

9. **Annual Review of the Director of Internal Audit**
   Regent Fish discussed the annual review of the Director of Internal Audit with the Board. (§3-305(b)(1))

10. **Annual Review of the USM Chancellor**
    Chair Gooden discussed the annual review of the Chancellor with the Board. (§3-305(b)(1))

The meeting adjourned at 1:48 p.m.

DRAFT
USM Board of Regents
Special Board Meeting
Minutes from Public Session
July 22, 2020
Zoom

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 3:01 p.m. on Wednesday July 22, 2020.

Those in attendance included Chair Gooden; Regents Attman, Edwards, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Pope, Sansom, Schulz, and Wood; Mock (for President Anderson), Presidents Breaux, Goodwin, Hrabowski, Jarrell (Interim), Jenkins, Miyares, Pines, Delia (for President Nowaczyk), Perrault (for President Schatzel), Schmoke, and Wight; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; AAG Bainbridge and Langrill; and Ms. Wilkerson.

Chair Gooden opened the meeting by welcoming the two new student Regents, Aaliyah Edwards and Nathaniel Sansom, and the new University of Maryland, College Park President Darryll Pines. She congratulated on Coppin State University President Anthony Jenkins for his first two months as president. She also held a moment of silence to honor Representative John Lewis and the Rev. C.T. Vivian, two civil rights icons who died recently.

1. **Chancellor's Updates.** Chancellor Perman began his remarks by honoring the life of David Ramsey, the Chancellor's predecessor at the University of Maryland, Baltimore. He echoed Chair Gooden's congratulations to President Jenkins and welcomed President Pines. He noted that President Pines addressed the twin pandemics of COVID-19 and racism on his very first day in office.

   Chancellor Perman also provided an update on returning to campus reiterating that institutions will resume *some* in-person instruction with remote and hybrid learning still making up a large part of this fall's classes. Limited in-person learning will resume for many reasons including that some classes simply can't be effectively taught remotely, and some students need in-person interaction. He did note that the institutions will pivot to remote instruction again if the situation warrants it.

   He closed by outlining the work USM institutions are doing to ensure robust testing and tracing programs to manage COVID-19 as we move forward.

2. **Return to Campus Planning.** Vice Chancellor Boughman discussed the measures being taken in advance of students, faculty, and staff returning to campuses including contract

tracing, cleaning, reduced campus density, physical distancing, testing, etc. She also spoke about academic scheduling. Vice Chancellor Herbst discussed financial planning and state funding, citing a projected budget reduction.

3. **USM BOR Diversity and Inclusion Symposium.** Chair Gooden discussed the Diversity and Inclusion Symposium being developed by the Board. She noted that the symposium will focus on three things: equity and climate, education and research, and the USM service mission. Presidents will share information within this framework at the August 26th meeting and the BOR Retreat will explore issues in more depth.

4. **Revisions to VI-1.60 - University System of Maryland Policy on Sexual Misconduct.** Vice Chancellor Boughman presented proposed revisions to the USM Policy on Sexual Misconduct to address new regulations that go into effect on August 14, 2020. The Board of Regents approved proposed amendments to the USM Policy on Sexual Misconduct (Moved by Regent Gooden, seconded by Regent Attman; unanimously approved.)

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 Gooden, seconded by Regent Wood; unanimously approved.)

The meeting reconvened in closed session at 4:16 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
July 22, 2020
Zoom

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 4:30 p.m. on Wednesday July 22, 2020.

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

1. **2020-2021 BOR Committee Assignments.** The Regents discussed committee assignments for the 2020-2021 board year. ((§3-103(a)(1)(i)).

2. **Discussion Regarding Development of FY2022 Operating Budget.** The Regents discussed the development of the FY 2022 operating budget. ((§3-305(b)(13)).

3. **USM Strategic Communication to Internal and External Stakeholders Related to COVID-19.** The Regents received information about strategic communications to internal and external stakeholders related to COVID-19. (§3-103(a)(1)(i)).

4. **USM President Succession Planning.** The Regents discussed succession planning with respect to specific USM presidents. (§3-103(a)(1)(i) and §3-305(b)(1)).

5. **Discussion Regarding Leadership Profile for UMB President Search.** The Regents discussed the leadership profile for the UMB president search. (§3-305(b)(1)) and §3-103(a)(1)(i).

The meeting adjourned at 5:54 p.m.

DRAFT

DRAFT
USM Board of Regents
Special Board Meeting
Minutes from Public Session
August 26, 2020
Zoom

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 3:05 p.m. on Wednesday August 26, 2020.

Those in attendance for all or part of the meeting included Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Pope, Rauch, Sansom, and Wood; Presidents Anderson, Breaux, Goodwin, Hrabowski, Jarrell (Interim), Jenkins, Miyares, Nowaczyk, Pines, Schatzel, Schmoke, and Wight; Chancellor Perman; Vice Chancellors Boughman, Herbst, McDonough, Raley, and Sadowski; AAG Bainbridge and Langrill; and Ms. Wilkerson.

Chair Gooden opened the meeting by highlighting two critical issues – social justice and the ongoing pandemic. She noted that this summer has been like no other having to navigate these crucial issues. She extended her appreciation for everyone on the campuses for keeping them operating and being flexible in a time of such uncertainty.

1. **Chancellor's Updates.** Chancellor Perman started his remarks by noting that this week is pivotal for the USM – four universities have begun their fall semester and several more have started the move-in process. He showed a video that highlighted move-in at Bowie State University and thanked President Breaux for her safe and thoughtful approach.

   He shared that President Schatzel made the decision to move Towson University online for the semester after receiving results from a recent campus COVID testing event. He noted that the baseline testing process had worked.

   Chancellor Perman reiterated that campuses are following USM guidance to conduct baseline testing and that they must work closely with local health officials. He noted that campuses will not be COVID-free and conditions can change quickly. Institutions should be ready to pivot, when needed. The USM and its campuses aim to accomplish their missions and serve their students while keeping everyone safe.

2. **Toward Racial Equity and Justice: Building our USM Community Update.** At the July 22nd Board meeting, the Board endorsed a framework to assess equity and structural racism in the USM. The framework outlines three areas of inquiry: equity and climate, education and research, and service mission. Several USM presidents shared information

about their campus' marquee programs related to social justice, race, or structural racism in the areas of education, research, and service. The presidents who did not share information at this meeting will share at the September 18th Board meeting.

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

The meeting reconvened in closed session at 4:31 p.m.

DRAFT

USM Board of Regents
Special Board Meeting
Minutes from Closed Session
August 26, 2020
Zoom

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 4:34 p.m. on Wednesday August 26, 2020.

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

1. **Approval of University of Maryland Global Campus Search Committee.** The Regents approved the search committee for the University of Maryland Global Campus Search Committee (moved by Regent Attman; seconded by Regent Gossett; unanimously approved). (§3-103(a)(1)(i) and §3-305(b)(1)).

2. **Discussion about Potential COVID-Related Litigation.** The Regents discussed potential litigation relate to COVID-19. (§3-305(b)(7) and §3-305(b)(8)).

3. **Discussion of COVID-19 Financial Impact** The Regents discussed the financial impact of COVID-19 and efforts to address it. (§3-103(a)(1)(i)).

The meeting adjourned at 6:03 p.m.

USM Board of Regents
Special Board Meeting
Minutes from Public Session
September 10, 2020
Zoom

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 10:05 a.m. on Thursday September 10, 2020.

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Fish, Gossett, Gonella, Gourdine, Johnson, Malhotra, Mears, Pope, Rauch, Sansom, and Wood; Vice Chancellors Boughman, Herbst, and McDonough. AAG Bainbridge and Langrill; and Ms. Wilkerson.

1. **Update on a President Search.** Chair Gooden started by recognizing the search committee for the University of Maryland, Baltimore president search. She also recognized the search firm Isaacson, Miller. She provided an overview of the search process and thanked everyone for their hard work.

   She asked the Board to affirm the selection of Dr. Bruce Jarrell as the president of University of Maryland, Baltimore (moved by Regent Gourdine, seconded by Regent Attamn; unanimously approved).

The meeting adjourned at 10:13 a.m.

DRAFT

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Board Resolution on Defense Security Service

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: September 18, 2020

SUMMARY: Institutions of the USM enter into agreements with the United States Department of Defense (DOD), which involve classified work. While the Chancellor and BOR Chair are required to meet the personnel clearance requirements, DOD regulations permit exclusions for the members of the Board of Regents. The Defense Security Service (DSS) requires the attached resolution to be approved annually to provide the exemption for BOR members from obtaining a security clearance.

ALTERNATIVES(S): The Board can decide that each board member needs to receive a security clearance, which would take approximately 6-9 months. In that case, it is recommended that this resolution be approved for the interim so that the processing of current contracts can proceed. The Board could decide not to contract with DOD for matters that could involve classified material.

FISCAL IMPACT: Negligible

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Board support this resolution.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE: September 18, 2020

SUBMITTED BY: Denise Wilkerson, (301) 445-1906 or (410) 576-5734 or dwilkerson@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND

I, Michelle Gourdine, do hereby certify that I am the Secretary of the Board of Regents of the University System of Maryland, an instrumentality of the State of Maryland and a public corporation, and that the following is a true and correct copy of a resolution adopted by the University System of Maryland Board of Regents at a meeting held via Zoom on September 18, 2020 at which time a quorum was present.

WHEREAS, the Board of Regents, a body having seventeen members, is the governing body of the University System of Maryland ("USM") and the Chancellor is the Chief Executive Officer of USM and the Chief of Staff for the Board of Regents; and

WHEREAS, institutions of the USM seek to enter into agreements with the United States Department of Defense ("DOD") which involve classified work; and

WHEREAS, current DOD Regulations require that the Chancellor and USM Facility Security Officer meet the personnel clearance requirements for the System's facility clearance; and

WHEREAS, said DOD Regulations permit the exclusions from the personnel clearance requirements of members of the Board of Regents, provided that this action is taken in accordance with law and recorded in the Board's minutes; and

WHEREAS, the Board of Regents is authorized to delegate aspects of its authority to the Chancellor,

NOW, THEREFORE BE IT RESOLVED that the Chancellor and the USM Facility Security Officer at the present time do possess, or will be processed for, the required security clearance; and

BE IT RESOLVED FURTHER that in the future, when any individual enters upon the duties of Chancellor or USM Facility Security Officer, such individual shall immediately make application for the required security clearance; and

BE IT RESOLVED FURTHER that the following members of the Board of Regents shall not require, shall not have, and can be effectively excluded from access to CLASSIFIED information in the possession of the USM.

NAME	**TITLE**
Aaliyah Edwards	Student Regent
Nathaniel Sansom	Student Regent

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of the University System of Maryland this day of September 18, 2020.

Michelle Gourdine, MD

Michelle Gourdine, M.D.
Secretary
Board of Regents of the
University System of Maryland

Board of Regents ~ Committee on Education Policy and Student Life

Minutes
Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Tuesday, September 8, 2020. The meeting was convened at 10:00 a.m. Committee members present were: Regents Gourdine (chair), Edwards, Gooden, Johnson, Leggett, Malhotra, Sansom, Schulz, and Wood. Chancellor Perman was also present.

The following were also in attendance on Zoom: Dr. Alvarez, Dr. Andersen, Ms. Bainbridge, Dr. Beise, Dr. Bishop, Dr. Boughman, Dr. Coleman, Dr. Cooledge, Dr. Foust, Dr. Goodman, Dr. Hurte, Dr. Jiru, Dr. Kelley, Dr. Lee, Dr. Lewis, Dr. Lilly, Dr. Mathias, Mr. McDonough, Mr. Muntz, Dr. R. Murray, Dr. Niemi, Dr. Olmstead, Dr. Perillo, Dr. Perrault, Ms. Pomietto, Dr. Rous, Dr. Shapiro, Dr. Travis, Dr. Ward, Ms. Wilkerson, Dr. Young, Dr. Zimmerman. Guests also participated via the public, listen-only line.

Action Items

New Academic Program Proposals

Coppin State University: Master of Science in Applied Molecular Biology and Biochemistry

Dr. Leontye Lewis, Provost and Vice President for Academic Affairs, and Dr. Mintesinot Jiru, Chairperson, Department of Natural Sciences, presented the proposal to create a Master of Science (M.S.) program in Applied Molecular Biology and Biochemistry (AMBB). The M.S. in AMBB is designed to provide an opportunity for science majors in Maryland and elsewhere to pursue graduate education, enable career advancement with specialized knowledge, increase earning potential, life-long learning, and enhance professional networking. This program will facilitate understanding of advanced concepts in biochemistry and molecular biology and help in developing interdisciplinary and integrative abilities required to solve real-world problems in the field of applied biochemistry and molecular biology. The program will also prepare students to work in teaching and/or research positions in both public and private sectors. The AMBB program will prepare students to either pursue PhD programs or seek employment opportunities in the biomedicine, biotechnology, healthcare, and pharmaceutical industries. Introduction of the graduate and certificate program in Applied Molecular Biology and Biochemistry is proposed with the intent to attract more minority students to pursue advanced science degrees, that are required for what has been projected, by the Bureau of Labor Statistics, as some of the most rapidly growing job markets.

In response to questions from Regents Malhotra and Wood, the presenters noted that the program design process included a thorough review of programs within the state that are similar and could cause concern for duplication. Coppin feels comfortable that the proposed program is unique in its interdisciplinary nature and does not compete with similar programs in the state, which are focused on one discipline. Dr. Antoinette Coleman reinforced that Coppin has done its due diligence by conducting a state-wide examination of programs to try to ensure there is no duplication. Dr. Boughman noted that this proposal has gone through the standard review and approval process with USM institutions having time to submit objections. Via the USM process, there were no objections and no concerns about duplication. However, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. Chancellor Perman added his support for this program, especially with it being established at Coppin and with the potential for it to help increase the number of African Americans in STEM.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Coppin State University to establish a Master of Science in Applied Molecular Biology and Biochemistry. The motion was moved by Regent Johnson, seconded by Regent Wood, and passed unanimously.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Coppin State University: Master of Science in Polymers and Materials Sciences
Dr. Leontye Lewis, Provost and Vice President for Academic Affairs, and Dr. Mintesinot Jiru, Chairperson, Department of Natural Sciences, presented the proposal to create a Master of Science (M.S.) in Polymers and Materials Sciences (PMS) program. The PMS program meets social needs including expanding educational opportunities and choices for minority and educationally disadvantaged students at CSU and the city of Baltimore. The proposed program is designed to give students an understanding of design, synthesis, characterization, and function in a large number of materials. Students will receive an in-depth understanding of the relationships between the structure and properties of materials. This program will address the need for students in the inner city of Baltimore to have greater access to obtaining graduate degrees. The program will ensure equal opportunity for Maryland's diverse citizenry through education and by creating a pipeline to graduate degrees that will increase the number of minorities in the field. The proposed PMS graduate program will address the local and state-wide workforce demand, which, according to the Maryland Department of Labor, will be over 6,000 workers by 2024. Graduates of this program will fill the critical need for trained labor by government agencies and manufacturing companies. Additionally, surveys indicate that current undergraduates within existing biology and chemistry programs would be interested in obtaining the new degree and that Coppin's graduates within the natural sciences desired to remain at the university and pursue relevant graduate degrees if they were available.

In response to an inquiry from Regent Malhotra, the presenters noted that there is important work with polymers and complex materials being done with the Department of Defense and partnerships and agreements are being explored. Chancellor Perman recommended the Coppin team also explore a partnership with the University of Maryland, Baltimore's School of Dentistry, which also works with materials and materials sciences. This proposal has gone through the standard review and approval process with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Coppin State University to establish a Master of Science in Polymers and Materials Sciences. The motion was moved by Regent Johnson, seconded by Regent Malhotra, and passed unanimously.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Eastern Shore: Bachelor of Arts in Digital Media Studies
Dr. Nancy Niemi, Provost and Vice President for Academic Affairs, and Dr. Dean Cooledge, Associate Professor and Chair, Department of English and Modern Languages, presented the proposal to create a Bachelor of Arts (B.A.) in Digital Media Studies. The program, proposed to begin in the fall semester of 2021, is designed to provide students with the critical knowledge and skills necessary to gain employment and to advance to leadership positions in an industry that is in the midst of a complete upheaval of traditional business models, production methods, and distribution platforms as a result of society's rapid transition to digital, multi-screen, mobile media delivery systems. The curriculum includes foundational coursework including an immersion in the industry's unique style of writing, hands-on video and audio production in both the studio and the field, the basics of computer-generated graphics, and an understanding of media law and ethics. Because digital media is a global industry, students will also be required to complete courses in one of the foreign languages offered by the university's Department of English and Modern Languages including Arabic, Chinese, French, Hindi, Japanese, Portuguese, and Spanish. This is a logical culmination of what was originally called the "telecommunications" curriculum, which has been offered within the department for several decades and currently is offered as a Digital Media minor, and those students have shown interested in this new degree. The program will produce graduates who will be viable candidates for entry-level media positions across a broad cross-section of industry segments such as a production assistant in a broadcast newsroom, an account assistant in a public relations firm, a videographer in a commercial production house, or a social media coordinator. UMES hopes to afford underrepresented students an opportunity to pursue a structured yet dynamic educational program that focuses on the media and entertainment industry while also supporting the industry with a well-qualified, diverse pool of

applicants who can participate at the highest level of decision making within global media companies. The program will directly target new and emerging media technologies. Students will explore the digital integration of information and entertainment as traditional media business models are rendered obsolete and the industry adapts to a global marketplace.

In response to questions from Regent Sansom, the presenters clarified that UMES is working with WorWic Community College to create transfer pathway possibilities with a related certificate program at the community college. Additionally, while it's possible that this program will have a negative impact on the number of English majors, the creation of this and similar programs is part of a movement to offer creative and more relevant major options, as, nationally, the number of English majors has been declining for a while. This proposal has gone through the standard review and approval process with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to establish a Bachelor of Arts in Digital Media Studies. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Cultural Diversity Progress Reports
Dr. Zakiya Lee, Assistant Vice for Academic and Student Affairs, presented this report to the committee. Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institutions' implementation or improvement of their plans. Dr. Lee summarized the USM summary, which highlights the following sections of institutions' submissions:

Section 1: Institutions' summary statements include major goals, areas of emphasis, strategies for implementation, challenges, successes, and an explanation of how progress is being evaluated. They were also asked to indicate where continued improvement is needed.

Section 2: Examples of how institutions are working to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

The two themes seen across USM institutions include: (1) targeting underrepresented students via a variety of recruitment and retention efforts including partnerships with high schools, community colleges, minority-focused organizations and college access groups and (2) focusing on the recruitment, hiring, onboarding, retention, and advancement of underrepresented faculty and staff

Section 3: Examples of how institutions are encouraging inclusive interactions and cultural awareness

Efforts include institution-sponsored diversity and inclusion courses, training, and workshops; the creation or elevation of senior-level diversity officers, councils, and workgroups; as well as programming and other efforts led by student organizations

Section 4: Examples of strategies that have proven most successful in increasing the diversity of faculty and staff

Strategies focus on all aspects of the recruitment, hiring, onboarding, retention, and advancement of underrepresented faculty and staff being done at the institutional level and within colleges and departments and administrative units. Dr. Lee shared details of Maryland's AGEP PROMISE Academy

Alliance, which was generated to develop, implement, self-study, evaluate, and disseminate a state-level model to increase the number of historically underrepresented minority tenure-track faculty in the biomedical sciences. UMBC, UMB, UMCP, Salisbury, and Towson are members of the alliance whose model includes recruiting and onboarding postdoctoral scholars, supporting them through professional development and mentoring, and converting these scholars into tenure track positions within the University System of Maryland. Beyond the five partner institutions, other USM institutions have been privy to lessons learned from the Alliance. Despite consistent focus, this is where continued much progress is still needed.

Section 5: Campus statements regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act

All institutions are in compliance with their reporting to the federal government and have processes in place that offer a number of methods by which individuals can report hate crimes and hate bias incidents. Campuses have MOUs with local law enforcement to help ensure that any crimes can be reported and responded to quickly by both internal and external police or security forces. Additionally, several institutions provide education about hate-bias incidents to members of the campus community.

Regents and Chancellor Perman noted/asked/discussed:

- USM's recent initiation of the framework, Toward Racial Equity and Social Justice, that will guide our examination of and work to combat structural racism, should be described in the opening of the report
- Data on staff should be disaggregated by level (i.e., entry-level staff, administration, etc.) and tracked for progression
- Appears that faculty/staff diversification and degree completion progress is being made at a slow rate
- The extent to which current faculty are engaged in and dedicated to faculty diversification efforts
- We must deal with all levels of the pipelines and grow the pool from which USM could welcome diverse students, faculty, staff into our communities
- Accrediting bodies are paying more and more attention to diversity and inclusion indicators. The challenges USM faces are not unique; they are national issues. Although USM institutions have not been cited for diversity and inclusion-related violations, scrutiny may be increasing, and we can get ahead of it
- Campus climate assessments, surveys, and data gathering tools from the Education Advisory Board and the National Survey of Student Engagement help provide indicators to be examined to understand the extent to which campuses are welcoming and inclusive

Where possible, insight was offered by USM staff and campus provosts and vice presidents for student affairs. USM staff will explore the issues and questions that were posed. Additional information can be found in the meeting materials.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2020 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Information Items

Fall 2020: Preparation for Teaching, Learning, Campus Life, and Student Success

Months of work, planning, collaboration, and strategizing have gone into planning the Fall 2020 semester. The regents have consistently been engaged in the process with USM officials who have led a number of stakeholder groups to establish critical decision points and plans. Today, Dr. Joann Boughman led a panel including vice presidents for student affairs, Dr. Dane Foust (Salisbury University) and Dr. Patty Perillo (University of Maryland, College Park); provosts, Dr. Melanie Perreault (Towson University) and Dr. Nancy Niemi (University of Maryland Eastern Shore); and Drs. Antoinette Coleman and MJ Bishop from USM's Office of Academic and Student Affairs and the Kirwan Center for Academic Innovation, respectively. Panelists provided additional perspectives on Fall

2020, as each institution and the USM strive to ensure quality teaching, learning, and campus life in the safest manner possible. Highlights include:

- USM OnTrack partnership fueled by UMGC's donation of their CARES Act money to ramp up online instruction and learning, which is happening via expanded professional development, support for new technologies, and increasing capabilities of campus teaching and learning centers for instructional design support
- Significant work done by and partnerships established among and between enrollment management, registrars, financial aid, admissions, and transfer executives who have put in thousands of hours to bring in and help retain the students who we need to do our work
- Thousands of hours of faculty work over the summer (off-contract and unpaid) to be prepare for fall including being directly responsive to feedback from students regarding ideal teaching and learning dynamics; hopeful that lessons learned will extend beyond the pandemic to ensure permanent improvements in teaching and learning
- Monumental work by many offices on campus along with partners across the state to help slow the spread of COVID by engaging in massive testing efforts including tracking and following up on required prearrival tests and implementing continued testing protocols once community members arrived on campus
- Serious concerns about the mental health of all with special focus on students, many of whom are part of a generation tied to electronic devices with compromised social and coping skills
- Some survey results show cause for concern as students express the degree to which the pandemic is affecting their mental health and, quite possibly, their ability to stay in school and complete their degree
- The challenge of major social and health disparities that stem from the pandemic. For example, (1) faculty can telework while many the staff members who keep our institutions running cannot and (2) technology issues and living situations make it difficult for some students and faculty to teach or learn from home.
- Most students are complying with campus, local, and state masking and social distancing guidelines.
    - Many institutions have asked students, faculty, and staff to sign pledges expressing their dedication to following such guidance;
    - For students, institutions have tied following such guidelines to student conduct processes, and students are being removed and receiving other consequences if guidelines are violated
- Student leadership is also engaged in developing plans and communicating with the campus community, as student government associations and student athletes have provided videos and social media posts to remind their peers to follow safety guidelines
- The goal is to create an environment that supports and keeps everyone safe with hopes that the institutions can keep as many people on campuses as possible, because these professionals have found that there are a number of barriers that make it hard for some students to do their best work remotely
- All hope to stay the current course as much as is safely possible

Report on Academic Program Actions Delegated to the Chancellor, 2019-2020

This item was postponed until the November 3, 2020 EPSL meeting.

Voter Engagement Across the USM

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, briefly shared highlights of a variety of efforts in which the USM is engaged around voter engagement:

- Each institution has outreach to the students and staff to encourage voter registration, and every institutional website includes a link on the home page directing students how to register to vote
- Student organizations are working on voter registration and get out the vote activities
- Sharing of election judge recruitment and information sharing via a special request from the state officials
- Engagement with the USM Student Council to share information and encourage student leaders to further encourage their campus peers
- Creation of a Civic Engagement Student Leadership Committee, with student representatives nominated from each institution

Education Policy and Student Life Tentative Agenda, 2020-2021

The Tentative Agenda for 2020-2021 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. enrollment projections, campus crime reporting, financial aid), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

In the interest of time, Chair Gourdine asked committee members to review the proposed agenda and to share feedback and ideas with herself, Dr. Joann Boughman, or Dr. Zakiya Lee.

Action Item

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Malhotra, and unanimously approved. Regent Gourdine adjourned the meeting at 12:15pm.

Respectfully Submitted,
Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Coppin State University: Master of Science in Applied Molecular Biology and Biochemistry

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Coppin State University (CSU) proposes to offer a Master of Science (M.S.) program in Applied Molecular Biology and Biochemistry (AMBB) recognizing the growing need for competent professionals specialized in these fields. Currently, there are approximately 150 students majoring in the sciences under the guidance of well-qualified and experienced faculty all holding terminal degrees in their specialties such as biochemistry, molecular biology, cell biology, and developmental biology. The M.S. in AMBB is designed to provide an opportunity to Biology majors in Maryland and elsewhere to pursue graduate education, enable career advancement with specialized knowledge, increase earning potential, life-long learning, and enhance professional networking. The program will also prepare students to work in teaching and/or research positions in both public and private sectors. This program will facilitate understanding of advanced concepts in biochemistry and molecular biology and help in developing interdisciplinary and integrative abilities required to solve real-world problems in the field of applied biochemistry and molecular biology.

The proposed program will produce qualified graduates who will live and work in the communities they serve, contributing significantly to the economic well-being and vitality of the state and Baltimore area. In addition to advancing research capabilities and scholarship at CSU, this program will be a stepping-stone toward the introduction of doctoral programs in the future.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Master of Science in Applied Molecular Biology and Biochemistry.

COMMITTEE RECOMMENDATION: Approval	DATE: September 8, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

COPPIN STATE UNIVERSITY
EST. 1900

Office of the President
2500 West North Ave ., Balti more, MD 21216
Phone (410) 951-3838 | Fa x (410) 333-5369

July 28, 2020

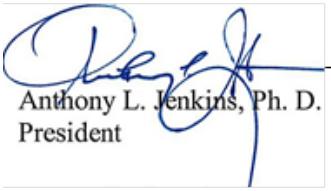
Dr. Jay A. Perman
Chancellor
University System of Maryland
Chancellor's Headquarters/Baltimore Office
701 E. Pratt Street
Baltimore, MD 21202

Dr. Chancellor Perman:

I am seeking your approval to offer a Master's of Science in Applied Molecular Biology and Biochemistry at Coppin State University (CSU). The new degree will be a total of 34 credits and its proposed codes are CIP 26.0210 and program code 0414-00. The program will contribute to STEM, workforce and innovation, and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye Lewis, Provost and Vice President for Academic Affairs.

Sincerely,



Anthony L. Jenkins, Ph. D.
President

cc: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs

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

Coppin State University
Institution Submitting Proposal

Master of Science in Applied Molecular Biology and Biochemistry
Title of Proposed Program

Master of Science	**Spring 2021**
Award to be Offered	Projected Implementation Date
0414-00	**26.0210**
Proposed HEGIS Code	Proposed CIP Code
Natural Sciences	Dr. Mintesinot Jiru
Department in which program will be located	Department Contact
410-951-4139	mjiru@coppin.edu
Contact Phone Number	Contact E-Mail Address
Leontyne Lewis	7.28.20
Signature of President or Designee	Date

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

1. Mission of CSU: CSU is a historically black university located in Baltimore, Maryland. CSU is accredited by the Middle States Commission on Higher Education. The proposed MS program builds on the strength of the existing undergraduate program in Biology and Life Sciences to offer students an opportunity to pursue postgraduate education. The mission of CSU is to educate a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. The major academic programs of the institution that impact the communities are in Education, Health Care, and in STEM areas. CSU primarily focuses in these disciplines to prepare students to be competitive in the state, region, nation, and world employment markets.

2. Strategic Plan of CSU: The strategic plan of CSU states that "Coppin will continue to identify and offer academic programs designed to alleviate key workforce shortages such as those in STEM and cyber security. The University aims to continue promoting graduate and professional education among its students to enable them to be more competitive in the workforce. This goal includes promoting a culture of innovation and entrepreneurship in a variety of disciplines that can lead to collaborative initiatives among faculty and academic units for partnerships external to the university".

3. Alignment of New Post Graduate Program with CSU's Mission and Strategic Plan Priorities: As stated above, the mission of CSU is to educate its students and cultivate their capacity for life-long learning so that they are prepared for the constantly evolving demands at the workplace. While designing this program, the Department of Natural Sciences made sure that the post graduate program aligns with the mission and strategic goals of CSU. As indicated in the strategic plan of the University and the recent blackboard study, STEM has been identified as one of the priority areas for growth. The proposed program will expose students to an advanced level of learning in molecular biology and biological chemistry and prepare them to either pursue PhD programs or seek employment opportunities in the biotechnology and pharmaceutical industry. We believe graduates from this program will be important contributors to research in molecular diagnostics of various human diseases. Coppin's newly built Science and Technology Center (STC) has the capability to provide high quality molecular biology and biochemistry programs. Also, with its cutting-edge technology for instruction and research, the STC will also provide opportunities for the professional development of faculty and students and assist the University to advance the State's agenda of increasing the numbers of health care professionals and STEM graduates.

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) Need for advancement and evolution of knowledge:

Maryland is a biotech hub, with~ 150-200 biotech companies, hence there is a high demand for well-trained molecular biologists and biochemists. Moreover, Coppin State University is strategically situated in the heart of Baltimore city serving primarily citizens of Baltimore city, Baltimore county, and neighboring regions. Introduction of graduate and certificate program in Applied Molecular Biology & Biochemistry is proposed with the intent to attract more minority students to pursue advanced science degrees, which have been projected by the Bureau of Labor Statistics as some of the most rapidly growing job markets. Increasing the number of graduates prepared to pursue these professions will help in filling these positions and increase their employment rate.

Regional need: Baltimore City Public Schools need more highly qualified teachers to teach and train high school students in biology. We anticipate that some graduates of AMBB will plan to be teachers and opt to teach biology to high school students to prepare them for college education. This in turn

will strengthen and expand the capacity of HBCUs to provide high quality education in biology for the next generation.

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

The proposed Master's program has applications in various fields of biomedicine, pharmaceuticals, and health care. The coursework of this program is designed to equip students with multiple skills enabling not only employment in various sectors but also prepares them for doctoral programs. The strategic location of CSU is crucial for attracting minority populations who may find it very difficult to access such programs elsewhere due to social and financial constraints.

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

The proposed program directly addresses this issue. This kind of program does not exist in any of the HBCUs in Maryland. This will be the first of its kind to provide applied knowledge in molecular biology and biochemistry at the postgraduate level. The program will attract graduates from HBCUs in Maryland as well as other states. The need for such a program, therefore, justifies its implementation.

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

1. Describe the potential industries, employment opportunities, and expected level of entry:

It is understood that in today's competitive employment market, students are looking for a degree that provides a high likelihood of return on their time and financial investment. Molecular biology and Biochemistry are areas of study that involve an in-depth and detailed study of biological and biochemical processes at the molecular level. Because MS in AMBB degree is highly specialized, graduates will come into the job market with a skill-set that is highly sought after. The federal government, currently the main provider of jobs for molecular biologists in Maryland, has made it clear in recent years that the need is considerable in this area of specialization. The Bureau of Labor Statistics (BLS) estimates that many new job opportunities in the biomedical and molecular biology field will always be opened with constant and continuing growth. This is mainly due to the many new discoveries and technologies being brought to light and the need for researchers to take over labs or handle new equipment. A shortage of well-prepared professionals is expected, which means recent graduates should have no difficulty finding a position, even with little to no experience under their belt. This program will contribute well trained graduates to fulfill the work force demand in Maryland-DC-Virginia biotech corridor.

2. Employment data for candidates with MS degree:

Labor Statistics (2019)

Occupation	Employment with bachelor's degree	Percent with bachelor's degree	Employment with master's degree	Percent with master's degree	Median annual wage for bachelor's degree	Median annual wage for master's degree	Wage premium amount	Wage premium percent
Environmental scientists and geoscientists	30,737	47	25,079	38	62,000	80,000	18,000	29
Biological scientists	26,993	43	21,414	34	50,000	60,000	10,000	20

Labor Statistics (2019)								
Occupation	Employment with bachelor's degree	Percent with bachelor's degree	Employment with master's degree	Percent with master's degree	Median annual wage for bachelor's degree	Median annual wage for master's degree	Wage premium amount	Wage premium percent
Footnotes: Source: U.S. Census Bureau, American Community Survey. The wage premium represents the wage increase for workers with a master's degree over that for workers with a bachelor's degree in the occupation.								

3. Evidence of Market Surveys

The Department of Natural Sciences conducted a survey that was conducted internally and externally to determine demand for the new program. The initial survey administered throughout its department determined that current undergraduates within existing biology and chemistry programs would be interested in obtaining the new degree. Also, exit surveys revealed that Coppin's graduates within the natural sciences desired to remain at the university and pursue relevant graduate degrees if they were available as offerings.

4. Current and Projected Supply for Prospective Graduates

Survey results indicated that there would be 15 or more undergraduate students who would enroll in the first year of the program and by year 5, more than 50 undergraduate students are expected to be enrolled and on a path to graduation, contingent upon full approval to offer the program. This information is supplied in the resources and expenditure section of the proposal. The U.S. Bureau of labor also indicates that 18% of jobs will require a master's degree in 2022. A master's degree can make it easier to transition into more senior management and leadership positions. Also, those with a master's degree earn 35% more than an employee with a bachelor's degree. Interestingly, enhanced professional networking of master's degree holders is also recorded. Therefore, career advancement, specialized knowledge, increased earning potential, life-long learning and enhanced professional networking opportunities are possible. The U.S. Census Bureau, American Community Survey published wages earned by various groups of employees with selected STEM occupations in which workers with a master's degree earned a premium over workers with a bachelor's degree in STEM.

Also, as an institution, enhanced visibility of CSU among academicians, researchers, and program managers as a result of the new program activities will be able to attract new undergraduate students and master's degree applicants. Moreover, this will be a steppingstone to bring PhD. Programs, and research capabilities, scholarships and Fellowships to CSU.

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.

Currently, several institutions in Maryland offer MS programs in Biology, Molecular Biology, Biochemistry and molecular biology, cellular and molecular biology and applied molecular biology. The proposed MS program in AMBB is significantly different from other MS programs such as MS in applied molecular biology (UMBC), Biochemistry and molecular biology (UMB and UMBC) and cellular and molecular biology (UMD) offered at our sister institutions in Maryland. This is because the course content designed for the proposed MS in AMBB includes a combination of advanced molecular biology and biochemistry courses with emphasis on bench- to- bedside applications. For example, courses such as Biomarkers and molecular diagnostics is purely applied towards the clinical manifestations of human and animal diseases diagnostics at the molecular level. The applied aspects of the program make it highly novel and unique, compared to current programs (mentioned above) offered at other institutions. Course schedules will be devised taking into consideration students who may have full time employment.

List of MS programs offered in our sister institutions related to the proposed CSU MS in AMBB:
1). UMBC's MS in Applied Molecular Biology: The M.S. program in Applied Molecular Biology (APMB) is an intensive, **two semester graduate program** that combines state-of-the-art training in the laboratory methods of molecular biology with a set of **four lecture courses** that provide the theoretical background for the field. Founded in 1981, the program was the first of its kind in the U.S.

2). UMD's Graduate Program in Biochemistry and Molecular Biology: It is an **intercampus** program that consists of faculty and departments on two University of Maryland campuses including the University Of Maryland School Of Medicine on the University of Maryland, Baltimore (UMB) campus and the University Of Maryland Baltimore County (UMBC). Together, they offer courses of study leading to the Master of Science and Doctor of Philosophy degrees. Graduate Program provides top-tier training in Biochemistry & Molecular Biology and boasts nationally renowned faculty members. The quality of mentoring afforded to each of our graduate students is of the highest caliber. The Graduate Program in Biochemistry & Molecular Biology's research foci include, Structural Biology (crystallography and NMR spectroscopy), Gene Expression & Regulation, Cardiac Muscle Biology, DNA Repair & Cancer Cell Biology, Fluorescence Spectroscopy and Viral DNA Packaging

3). The Cellular and Molecular Biomedical Science (CMBS) MS Program at the University of Maryland emphasizes **medically relevant scientific research and education**, utilizing state-of-the-art resources. The program is designed as a 2-year curriculum for full-time students, but may be completed over 5 years for part-time, working students. Students will become fluent in the study and implementation of biomedical research and will be well prepared as skilled researchers for careers in academic research centers, government, and industry, including biotechnology firms and pharmaceutical companies. The CMBS MS Program combines traditional areas of biomedical study, including molecular and cell biology, neuroscience, pharmacology, physiology, cancer biology, and genomics into a unique interdisciplinary graduate training program. Specifically designed to develop scientists for the post-genomic era, CMBS students will gain knowledge, research skills, and familiarity with the state-of-the-art biomedical tools and methodologies to solve important and timely questions in biomedical science.

2. Justification for the proposed program
All the MS programs offered by our sister institutions are the following:

1. Two-semester programs focused on laboratory methods;
2. Intercampus programs focused on structural biology; and
3. Medically relevant scientific research and education.

Therefore, MS in AMBB is unique in both structural and contextual aspects with emphasis on advanced laboratory techniques and research opportunities in various areas including but not limited to infectious diseases, vision research, molecular biomarkers and developmental biology. It is imperative to note that CSU is an HBCU located in the heart of Baltimore surrounded by populations woefully underrepresented in the sciences and where baccalaureates do not even get the opportunities for post graduate education in other institutions for various reasons. The proposed program offers a unique opportunity for these students to pursue higher education, which will have a highly significant impact on reducing the achievement gap, increase employment potential, and will be a step forward in uplifting the socioeconomic status.

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

CSU is an HBCU and the mission and strategic goals of the institution are always programmed towards educating African American and minority student populations. CSU is proposing this high demand program to provide opportunities, mainly for minority students, who have the desire to pursuing academic careers in research and development in health care industries, biotech and pharmaceutical industries. Coppin is uniquely situated to be able to operate this program.

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

This Master's program in Applied Molecular Biology and Biochemistry is unique to the HBIs and will have a significant impact on CSU in fulfilling its mission. HBIs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as one of the HBIs, is proposing this new program as there is a critical need, especially of African Americans (and minorities, at large), in the workforce, mainly in the field of Molecular Biology and Biochemistry.

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

1. **Description of the program's establishment and faculty overseeing instruction of the program**

The program was established using new and existing courses within the department to establish the proposed program. The Department of Natural Sciences (NS) at CSU offers undergraduate programs in Biology and Life Sciences and Chemistry with concentrations and tracks in various professional disciplines (Pre-medicine, Pre-physician assistant, and Pre-pharmacy programs). These programs provide instruction in the fundamental concepts and theories, principles, and techniques in biological sciences (such as animal and plant sciences, human anatomy & physiology, microbiology, cell biology and molecular biology, and environmental science) and Chemistry (Organic, physical, advanced, and Biochemistry). The courses in the undergraduate programs are especially designed for students who are interested in acquiring knowledge and understanding of the basic concepts of biology, and its applications to biomedicine, allied health professions, and environmental sciences. Students also get experience in biology lab instrumentation, biotechnology methods, study of anatomical models, and physiology experiments.

The new MS program in Applied Molecular Biology and Biochemistry (AMBB) is being established to provide a unique and ideal framework for studying and understanding advanced concepts of biochemistry and molecular biology, develop interdisciplinary and integrative abilities in order to prepare competent professionals to solve problems in the field of applied biochemistry and molecular biology. This program envisions educating and training in applied molecular biology and biochemistry; such advanced learning will eventually help in developing molecular diagnostics. In addition, students will acquire hands-on experimental skills, which are required to test the principles governing AMBB by using advanced methods and techniques and instrumentation in biochemistry and molecular biology and biotechnology laboratories. The programs also provide opportunities for students to develop research skills (including critical thinking and analysis) as graduate students will be required to undertake thesis work in infectious diseases, vision research, metabolic studies in various tissues, chemistry of biomolecules, protein engineering, and cell culture methodologies. Students in this program are required to take a total of 34 Credits; 25 credits must be earned from core courses such as Advanced Biostatistics, Advanced Biochemistry, Advanced Molecular Biology, Protein Engineering, Bio-Omics and Seminars, 4 credits should be earned from elective courses-either Biological membranes or Biomarkers and Molecular diagnostics, and 6 credits must be earned from a successful execution and completion of thesis research. The research thesis will require an independent, original, and scholarly investigation of suitable research work guided by a faculty member from the Department of Natural Sciences. Students who complete a minimum of 15 credits of the program will receive a Post Baccalaureate Certificate in in AMBB.

2. **The educational objectives and intended student learning outcomes.**

General educational objectives of the program:
The Master of Science in AMBB program is designed to provide an ideal framework for studying and understanding the advanced concepts of biochemistry and molecular biology, develop interdisciplinary and integrative abilities in order to prepare competent professionals to solve problems in the field of applied biochemistry and molecular biology. This program, in addition, is designed to provide hands-on experimental skills, which are required to test the principles governing AMBB by using advanced methods and techniques of biochemistry and molecular biology in laboratories. The program also

provides ample opportunities for students to develop research skills, including critical thinking and analysis. Students will also be required to undertake thesis\ work in infectious diseases, molecular aspects of ophthalmology, metabolic studies in various tissues, chemistry of biomolecules, protein engineering, biopolymers, and cell culture methodologies.

3. Explain how the institution will:

Provide assessment of student achievement of learning outcomes in the program:

a) Specific objectives of the program and student learning outcomes

1. Students will acquire hands on laboratory experiences in biochemistry, molecular biology, and computation biology used in investigating and resolving normal and abnormal structures and functions of biological molecules and learn to design and conduct research projects
2. Students will understand that several experimental methods can be used to achieve a specific goal. Students will understand limitations for each research method and explore how each method is used to answer a wide range of biological questions.
3. Students will learn how to articulate and critique scientific papers and writings and acquire necessary skills in writing research reports, manuscripts, thesis, and oral presentation.
4. Students will acquire sound knowledge in theoretical aspects of molecular biology and its applications.
5. Students will demonstrate mastery of the scientific method and scientific primary literature, the design and application of experiments, and evaluation of data and apply biological knowledge to individual, community, and global problems. Also, students will demonstrate awareness of legal and ethical implications of scientific issues in society and demonstrate scientific ethical conduct.
6. The key objective of this program at CSU is to develop workforce in the specialization of molecular biology and biochemistry among minority student population. Additional information is included in a separate section.

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidences and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

b) document student achievement of learning outcomes in the program

Through the Assessment Committee utilizing Blackboard Outcomes and the Nuventive software platform, assessment of student learning will be regularly monitored, reviewed, and if necessary, enhancements to the curriculum will be provided to ensure student success. The Assessment schedule of the university will drive routine and systematic assessment of learning.

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

Core Courses: BIOL 500, BIOL 501, BIOL 502, BIOL 503, BIOL 504, BIOL 505 and BIOL 508

Total Credits: 25

BIOL 500
Course Number and Title: ***BIOL 500 Biostatistics***
Semester: Spring
Credit hours: 3
Course Description: Advanced Biostatistics (Core)
This course is designed for an understanding of the principles of experimental design and experimental data analysis; hypothesis testing; application of statistical methods for comparing discrete and continuous data including ANOVA, t-test, correlation, and regression.

BIOL 501
Course Number and Title: ***BIOL 501- Advanced Biochemistry (Core)***
Semester: Fall
Credit hours: 4
Course Description: Advanced Biochemistry
The course is designed for an advanced understanding of macromolecules by analyzing the biophysical and biochemical properties of macromolecules and how these physicochemical properties are exploited in various biological pathways for a better understanding of the role of these molecules. In addition, a brief introduction to methods used to determine the structures of macromolecules and supramolecular assemblies will be presented. The knowledge gained will be exploited to understand the physicochemical basis of structure-function relationships in macromolecules.

BIOL 502
Course Number and Title: ***BIOL 502-Advanced Molecular Biology (Core)***
Semester: Fall
Credit hours: 4
Course Description: **Organization and Expression of Genetic Information**
This course is designed to provide an advanced level of understanding on the structure of DNA, RNA and protein. Understanding on the physical and chemical properties of DNA, RNA AND proteins coupled with their roles in cellular metabolism. Emphasis will be placed on the contemporary scientific findings on the principles, processes, and methodology of molecular Biology.

BIOL 503
Course Number and Title: ***BIOL 503 Protein Engineering (Core)***
Semester: Spring
Credit hours: 4
Course Description: **Protein Engineering: Structural and Functional Analyses of Proteins**
This course is designed to understand the concepts, principles and applications of various expression systems for protein production and bio-separations, protein purification. Emphasis will be placed on protein engineering by directed mutagenesis and rational design for the production of novel proteins. Understanding the *in vitro* synthetic enzymatic biosystems for biomanufacturing.

BIOL 504
Course Number and Title: ***BIOL 504 Molecular and Biochemical Signaling (Core)***
Semester: Fall
Credit hours: 4
Course Description: Molecular and Biochemical Signaling
This course is designed for students to understand how cells communicate by means of extracellular signaling molecules. The mechanism of synthesis, assembly and delivery of these signaling molecules will be discussed. Also, a detailed mechanism that these signaling molecules recognize and bind to receptors on the surface of the target cells will be studied in detail. The interaction of signaling molecules and the elicitation of signal transduction pathways for an effective communication within the cells will also be addressed in detail. Also, how intracellular cascades of molecules transduce

various signals for a functional response of the downstream molecules within the cells will also be analyzed.

BIOL 505:
Course Number and Title: ***BIOL 505, BIO OMICS (Core)***
Semester: Spring
Credit hours: 4
Course Description: BIO OMICS: Genomics, transcriptomics, proteomics and metabolomics
This course is designed to study the fundamental principles of genomics, transcriptomics, proteomics, and metabolomics by meta-analysis of structural and functional aspects of genomes, transcriptomes, proteomes, and metabolomes of various organisms. Bioinformatics principles and tools will be applied and analyzed both in theoretical and experimental approaches.

BIOL 506:
Course Number and Title: ***BIOL 506, Biomarkers and molecular diagnostics (Elective)***
Semester: Fall
Credit hours: 4
Course Description: Biomarkers and molecular diagnostics (Elective)
This course is designed to understand detailed biochemical, molecular biological, and cell biological approaches used in the diagnosis of various abnormalities in human population by using -Nucleic Acids, -protein, -carbohydrate and lipid –based biological markers. This course will also provide the opportunity for students to understand the latest technological advances, diagnostic applications and improve the future prospects for molecular approaches to disease diagnosis.

BIOL 507:
Course Number and Title: ***BIOL 507, Biological Membranes (Elective)***
Semester: Fall
Credit hours: 4
Course Description: Biological Membranes (Elective)
This course is designed to understand the integrated perspective on the biogenesis, dynamics and physiological functions of biological membranes and cellular micro-compartments.

CHEM 507:
Course Number and Title: ***CHEM 507, Instrumentation (Elective)***
Semester: Fall
Credit hours: 4
Course Description: ***Instrumentation (Elective)***
A course that explains the theory and operation of 10 instruments used to characterize matter. This course is available for students in the polymer and material science master's program and the microbiology master's program. The instruments studied are FTIR, Raman, UV-VIS, NMR, Circular dichroism, mass spectrometry, HPLC, GC MS, AA, and metrohm voltammetry.

BIOL 508:
Course Number and Title: ***BIOL 508, Seminar (Core)***
Semester: Fall
Credit hours: 2
Course Description: Seminar: ***Learnings from Nobel Discoveries in Biochemistry, Physiology*** **and Medicine.**
This course is designed for students to do literature search, analyze invited speakers lectures and student presentations, their significant findings presented at the lectures, the findings significance and

how the findings strengthen science in general. Students should write a report and submit for evaluation to the course director.

BIOL 509:
Course Number and Title: ***Biol 509, Techniques in Molecular Biology (Elective)***
Semester: Spring
Credit hours: 2
Course Description: ***Techniques in Molecular Biology***
This course is designed to provide hands-on experience in various advanced molecular biological and immunological techniques for the development of diagnostics for various clinical manifestation related to human health. This course is also designed for students to learn molecular, biochemical and pharmacological aspects of various diagnostic methodologies.

BIOL 510:
Course Number and Title: ***BIOL 510, Research and Dissertation (Core*****)**
Semester: Fall
Credit hours: 6
Course Description: Research and Dissertation: Requirement (6 credits)
An independent, original, and scholarly research investigation is required for a M.S. Degree. The thesis must be written using APA format. It must be submitted to the master's Program Office as a research thesis in the form specified by the CSU Graduate School Guidelines for Thesis and Dissertations. It will then be considered and accepted or rejected by the student's research advisor(s) and the thesis committee. A Candidacy Exam/proposal of the thesis topic must be completed by the beginning of the second year of the program. The graduate program coordinator will then form a committee to evaluate the candidacy proposal and submit his/her recommendation to the Chair of the Natural Sciences Department and the Dean of the Graduate School for approval.

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

The proposed program is a graduate level degree. Students admitted into this program are expected to have met all General Education Requirements of a receiving institution and shall demonstrate the credentials by providing evidence of a bachelor's degree. However, at the undergraduate level for the institution, General Education Requirements apply to all newly admitted Freshmen and Transfer students without an Associate of Arts or Associates of Sciences degree. The newly admitted Freshmen and Transfer students without an Associates of Arts or Associates of Science degree shall be required to complete **40 credit hours** of General Education courses in the following Categories:

Category 1 English Composition-(6 Credits)

Must take ENG 101 English Composition I and ENG 102 English Composition II. ENG 101 and ENG 102 must be completed with a grade of C* or better.

Category 2 Arts and Humanities: Arts and Humanities- African American Heritage- (3 credits)

Refer to the program major plan of study for designated courses, which include History and World Literature.

Category 2 Arts and Humanities- (12 credits)

Refer to the program major plan of study for designated courses.

Category 3 Social and Behavioral Sciences-(6 credits)

Refer to the program major plan of study for designated courses.

Category 4 Mathematics-(3 credits)

Refer to the program major plan of study for designated courses.

Category 5 Natural and Physical Sciences-(7 credits)

As per the program major plan of study. Two science courses must be completed. At least one of the courses must have a lab. The science courses can be taken in the same discipline.

Category 6 Interdisciplinary and Emerging Issues-(3 credits)

6. Identify Any Specialized Accreditation of Graduate Certification Requirements

Currently, there are no specialized accreditation requirements established for the program, nor any graduate certification requirement.

7. Contracting with Another Institution

The university is not contracting with another institution or non-collegiate organization to administer this program.

8. **Assurance of Providing Students with Clear, Complete, and Timely Information:**

Advertising in the Graduate Catalog will detail that the Master of Science in AMBB program is designed to provide an ideal framework for studying and understanding the advanced concepts of biochemistry and molecular biology, develop interdisciplinary and integrative abilities in order to prepare competent professionals to solve problems in the field of applied biochemistry and molecular biology. This program, in addition, is designed to provide hands-on experimental skills, which are required to test the principles governing AMBB by using advanced methods and techniques of biochemistry and molecular biology in laboratories. The program description and services will also be provided on the department's website, as well as the college level page location. It will be noted that the program provides ample opportunities for students to develop research skills, including critical thinking and analysis. Students will also be required to undertake thesis\ work in infectious diseases, molecular aspects of ophthalmology, metabolic studies in various tissues, chemistry of biomolecules, protein engineering, biopolymers, and cell culture methodologies.

9. Assurance of Advertising, Recruiting, and Admissions Materials Represent the Program and Services Available

The program will be advertised within the Graduate Catalog along with the appropriate student supports. As appropriate, the catalog will direct students for academic advising, disability, and counseling services should the need arise.

H. Adequacy of Articulation

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the STEM are forged.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11*)*

Dr. Kavita Hegde, MD, Ph. D. in Biochemistry, Full time Associate Professor of Biology
Dr. Kavita Hegde's research investigating the molecular mechanisms of oxidative stress induced damage to the lens and retina. She has experiences in teaching Biochemistry, Neuroscience and Human Anatomy and Physiology courses.

Dr. Thavamani Rajapandi, Ph. D. in Molecular Biology, Full time Associate Professor of Biology
Dr. Rajapandi's research project pertains to malaria transmission from human to mosquitoes: Molecular mechanism(s) of differentiation of transmissible form of Plasmodium falciparum malaria in human and the development of transmission blocking small molecules and monoclonal antibodies.

Dr. Jacob Adeyeye, Ph. D. in Molecular Biology, Full time Associate Professor of Biology
Dr. Adeyeye's research is focuses on (1) Analysis and Characterization of MRSA capsular material with the view of exploring some of the epitopes for vaccine development and (2) Regeneration of Conocephalun conicum as influenced by mineral nutrients, light and gravity.

Dr. Dondra Griggs, Ph. D. in Molecular Genetics, Full time Assistant Professor of Biology
Dr. Dondra Griggs: Dr. Grigg's research deals with the maternal effect genes required for axes formation of the vertebrate embryo. She has been primarily focusing on the involvement of cytoskeletal cross-linker proteins to establish oocyte polarity using zebrafish as a model organism.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Coppin State University has a library on-campus with adequate resources such as books, computers, reading rooms, etc. for students. Journals and books from libraries of other institutes in the University System of Maryland are available through inter-library loan.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

1. The new, $80 million, 150,332 sq. ft. Science and Technology Center (STC) at CSU, reflects a remarkable transformative opportunity at Coppin, especially for the STEM. The center is well-equipped and houses laboratories, classrooms, and study areas for students, and enables access to cutting edge, high performance in sciences and technology. The Biology laboratories have capabilities for tissue and cell culture, spectrophotometry, gel electrophoresis, high resolution microscopes, thermocyclers (for polymerase chain reaction) etc. Chemistry research laboratories are equipped with NMR, UV-VIS-IR spectrophotometers, fluorescence spectrophotometers, gas chromatography, atomic force microscope, etc. STC also has highly sophisticated instruments such as scanning and transmission electron microscopes, which will be used for various biomedical research projects. The Center has a vivarium with capability of housing small and medium-sized laboratory animals used in the conduct of biomedical research.

2. Students enrolled in the program are assigned an email address, access to the institution's Learning Management System, Blackboard, and all other appropriate platforms to support the student's experience. Additionally, students are able to access 24/7 OIT Student Help desk should needs arise using any of the technology.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

The new program will be housed in the newly built Science and Technology Center (STC) building. The STC has state-of-the-art technology for classrooms and laboratories. Delivery of the program will be in existing space and is not contingent on additional funds.

The Department of Natural Sciences is having discussions with NSF to establish a Center of Research Excellence in Science and Technology (CREST) at Coppin State University. Funds from this program will be used to support the PMS program.

The success of this program will require faculty members specialized in biochemistry, cell and molecular biology, bioinformatics, biostatistics and various active research programs by the faculty. Current faculty can support a part of the required teaching, research and advisement and faculty in the department of Mathematics will teach the statistics course. This program will require 2 full-time faculty members (over five years) and the faculty salary will be partly paid from the tuition revenues (Table 1) and the staff support will be provided by CSU. The Department is also actively pursuing grants from the National Science Foundation (NSF) to create a CREST center to support the new graduate program and its students.

Resources and Expenditures

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+g below)	76155	257214	543177	941945	1713089
a. #F.T Students	3	6	9	13	16
b. Annual Tuition/Fee Rate	7901	7901	7901	7901	7901
c. Annual Full Time Revenue (a x b)	23703	47406	71109	102713	126416
d. # Part Time Students	2	4	6	8	11
e. Credit Hour Rate	4371	4371	4371	4371	4371
f. Annual Credit Hours	6	12	18	24	33
g. Total Part Time Revenue (d x e x f)	52452	209808	472068	839232	1586673
3. Grants, Contracts, & Other External Sources[3]	50,000	50000	100000	0	0

4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	126,155	307,214	643,177	941,945	1,713,089

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	91780	91780	149750	156400	216390
a. # FTE	1	1	2	2	2
b. Total Salary	70000	70000	125000	130000	189000
c. Total Benefits	21780	21780	24750	26400	27390
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE	0.5	0.5	0.5	1	1
b. Total Salary	18000	18000	18000	36000	36000
c. Total Benefits	1440	1440	1440	2880	2880
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	125	125	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)	91905	91905	149750	156400	216390

Narrative for Table 2. Program needs and expenditures

Program Director:
The MS in AMBB program will be overseen by a Program Director who will also teach molecular biology and biochemistry. The remaining courses will be taught by a combination of current faculty in the department of natural sciences and adjunct faculty.

New Faculty positions:
Two new fulltime faculty will be hired over the next 5 years.

Funding source: CSU

Administrative Staff:
The program will be administrated by the program director, a faculty member with support from staff.

Funding source: CSU

Support Staff (recruitment):
The program will need a staff person who will be charged to recruit graduate students

Funding source: CSU

Equipment
MS in AMBB program will rely mostly on existing infrastructure. Additional equipment such as a DNA sequencer, protein purification columns and Fluorescent microscope will be purchased.

Funding source: CSU

Other expenses
A marketing budget to help launch the program will be needed.

Funding source:
CSU, CREST grant, other NSF

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

1. The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by Department Chair and peers. The graduate curriculum and assessment tools will be reviewed every five years to determine effectiveness in achieving the proposed program's objectives and outcomes. Standard rubrics will be used for various assessment methods. Samples are included in the course syllabi. The student assessment method includes tests, quizzes, capstone assignments, written assignment, and oral presentation. In addition, students will be required to write term papers and a thesis paper based on laboratory research. A well-written thesis that is scientifically thorough and technically sound will be expected of the students before graduation. Students will also be assessed for proficiency in oral presentations. Faculty evaluations will be conducted once a year, as is the current norm, by the departmental Chair. Faculty members will be evaluated on teaching ability, research publication and scholarship, and community engagement. In addition, faculty evaluations by students will be done twice a year, in the fall and spring semesters.

2. The Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been

established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer.

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).

1. Of the total student population at CSU, a historically black university, over 80% are minority. The faculty and staff of CSU are well trained to work with multi-generational and minority student population. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap is an important goal not only because it helps to remedy persistent social inequalities, but also because it improves the overall educational attainment of the State's population. Although the achievement gap is not a new issue within the State, Maryland remains committed to improving outcomes for groups that have historically lagged behind those of their peers. Chief among these groups are: 1) African Americans, roughly 30% of all Marylanders and the State's largest racial/ ethnic minority group; 2) Hispanics, the State's fastest-growing minority population; and 3) Pell Grant recipients (i.e., low-income students), approximately 30% of all undergraduate students in Maryland. In addition to closing gaps in performance among student populations, there is also a commitment to narrowing disparities that exist among postsecondary institutions in the State. Specifically, Maryland must focus on narrowing the retention and graduation gaps that exist between the State's historically black colleges and universities (HBCUs) and its traditionally white institutions (TWIs).

   Promote and implement practices and policies that will ensure student success.
   As stated in *Higher Education Tomorrow*: 2017-2021 State Plan Goals and Strategies,
   CSU has policies and practices that are student-focused and ensure student success. Plans are in place for the execution of student advisement and individualized supervision of every student attending CSU. CSU also has robust plans for non-traditional students' success. MS in AMBB program will support both traditional and nontraditional students' success by providing evening classes and weekend lab work, which will enable them to have a full-time job while taking their MS studies. As stated in Higher Education Tomorrow; 2017-2021 State Plan Goals and Strategies, CSU will continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions (Strategy 4), 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 (Strategy 5), improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements (Strategy 6). and enhance career advising and planning services and integrate them explicitly into academic advising and planning (Strategy 7).

   Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.
   CSU will develop new partnerships with other colleges, mainly with other HBCUs and businesses with biotech companies in Maryland to support workforce development and improve workforce readiness (Strategy 8) in order to strengthen and sustain development and collaboration in addressing teaching and learning challenges (strategy 9), expand support for research and research partnerships (Strategy 10), and will encourage a culture of risk-taking and experimentation (Strategy 11). The proposed "MS in AMBB" program in the Department of Natural sciences is aimed at accomplishing these goals. Also, faculty supported student research and development activities will help to fulfill strategies 8, 9, 10, and 11 by making novel innovations by performing high risk research projects for novel discoveries.

   Therefore, the need for this program at CSU is more on the societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students. It is an absolute need to strengthen and expand the capacity of CSU, an HBCU to provide high quality and unique educational programs such as MS in AMBB.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. The program is not related to an identified low productivity program

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

1. The program will not be offered via distance education.
2. Not applicable

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Coppin State University: Master of Science in Polymers and Materials Sciences

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Coppin State University (CSU) proposes to offer the Master of Science (M.S.) in Polymers and Materials Sciences (PMS) program. Our goal is to prepare students to meet the future work force demands in polymers and materials sciences. The program will strengthen CSU's engagement with Baltimore's educational needs and establish a fruitful partnership with the local and state industry by providing research and technological innovations that are highly demanded by the manufacturing enterprise.

The proposed PMS program is designed to give students an understanding of design, synthesis, characterization, and function in a large number of materials. Students will receive an in-depth understanding of the relationships between the structure and properties of materials. The proposed PMS graduate program will address the local and state-wide workforce demand by the state, which, according to the Maryland Department of Labor, Licensing and Regulation, is over 6,000 workers by 2024.

The graduate program will be housed in the newly built Science and Technology Center, which is equipped with state-of-the-art technology for research and instruction. This program will address the need for students in the inner city of Baltimore to have greater access to obtaining graduate degrees. There is a significant shortage of trained minorities in this field, and the proposed program will ensure equal opportunity for Maryland's diverse citizenry.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Master of Science in Polymers and Materials Sciences.

COMMITTEE RECOMMENDATION: Approval		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

COPPIN STATE UNIVERSITY
EST. 1900

Office of the President
2500 West North Ave ., Balti more, MD 21216
Phone (410) 951-3838 | Fa x (410) 333-5369

July 28, 2020

Dr. Jay A. Perman
Chancellor
University System of Maryland
Chancellor's Headquarters/Baltimore Office
701 E. Pratt Street
Baltimore, MD 21202

Dr. Chancellor Perman:

I am seeking your approval to offer a Master's of Science in Polymers and Materials Sciences at Coppin State University (CSU). The new degree will be a total of 36 credits and its proposed codes are CIP 40.1001 and program code 0915.00. The program will contribute to STEM, workforce and innovation, and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye Lewis, Provost and Vice President for Academic Affairs.

Sincerely,

Anthony L. Jenkins, Ph. D.
President

cc: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs

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

Coppin State University
Institution Submitting Proposal

M.S. in Polymers and Materials Sciences
Title of Proposed Program

Master of Science	**Spring 2021**
Award to be Offered	Projected Implementation Date
0915.00	**40.1001**
Proposed HEGIS Code	Proposed CIP Code
Natural Sciences	Dr. Mintesinot Jiru
Department in which program will be located	Department Contact
410-951-4139	mjiru@coppin.edu
Contact Phone Number	Contact E-Mail Address
Leontyne Lewis	7.31.20
Signature of President or Designee	Date

A. Mission-Centrality to Institutional Mission and Planning Priorities

1. **Program description and alignment with Mission of CSU:**
   The mission of Coppin State University (CSU) is to educate a multi-generational student population and to provide innovative education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. The major academic programs of the institution that impact the communities are in Education, Health Care, and in the Science, Technology, Engineering & Mathematics (STEM) disciplines. Focus primarily on these disciplines prepares students to be competitive in the state, region, nation, and world employment markets.

2. **Strategic Plan of CSU:**
   The strategic plan of CSU states that "Coppin will continue to identify and offer other academic programs designed to alleviate key workforce shortages such as those in STEM and cyber security. The University aims to continue promoting graduate and professional education among its students to be more competitive in the workforce. This goal includes promoting a culture of innovation and entrepreneurship in a variety of disciplines that can lead to collaborative initiatives among faculty and academic units for partnerships external to the university."

3. **Congruence with Mission:**
   In congruence with the mission of Coppin State University, the Department of Natural Sciences is dedicated to fostering instruction and research in selected areas of STEM, supported by excellent educational centers, which act as incubators for research-technology on biomaterials, renewable fuels, biomarkers environmental toxins and nano-technology. The proposed Polymers and Materials Sciences (PMS) program is aligned with the University priorities for its academic programs' enhancement and development as an initiative directed to support Maryland's future workforce demands as identified by the USM Board of Regents. In this regard, the PMS program is considered an expansion and addition to Coppin's graduate programs, which include Education, Nursing, Human Services Administration, Criminal Justice, and others that meet the USM mission in preparing professionals with high quality training that improves Maryland's skilled workforce and meets its future demands.

4. **Description of Institution's Commitment:**
   a) **Ongoing administrative, financial, and technical support of the proposed program**

      The institution is committed to provided necessary resources as evidence by other programs. The program is committed to a regular review of program viability and will provide or allocate appropriate resources to ensure the success of the programs.

   b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.
      The institution is committed to allowing the program to function for period of time sufficient for students to complete the program. The university has a rich history of program longevity but is also committed to the success of students and ensuring the efficient operation of programs.

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 proposed PMS graduate program is believed to address the local and state-wide workforce demands that according to the Maryland Department of Labor, Licensing and Regulation to over 6000 workers are needed by 2024.

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

The PMS graduate program will address the need for students in the inner City of Baltimore to have greater access to graduate degrees. There is a significant deficit of minorities in this field. The program will ensure equal opportunity for Maryland's diverse citizenry through education and by creating a pipeline to graduate degrees that will increase the number of minority professional workers.

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

The proposed program is unique to Coppin and doesn't exist in any of the Historically Black Institutions in Maryland. This new graduate program will provide Coppin State University, a Historically Black University, the opportunity to have its first STEM-related graduate program.

Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf). [4]

The **State Plan Strategy 10** indicates an intent to "expand support for research and research partnerships". The proposed PMS graduate program will provide the opportunity for faculty to be innovative, i.e. to explore, challenge and implement new ideas. Faculty will have an opportunity to license and patent new polymers and material sciences products while encouraging and supporting students with early research experiences.

The **State Plan Strategy 11** is designed to "encourage a culture of risk-taking and experimentation". The proposed PMS graduate program will encourage risk-taking as an innovative strategy in research. Students will be taught to gain knowledge from success as well as failure of their research projects.

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

1. Describe Potential Industries and Employment Opportunities:

According to the job-search firm, Indeed, polymers and material science job openings are expanding faster than the number of technologists looking for them. According to the Maryland Department of Labor, Licensing and Regulation, workforce needs in the polymer manufacturing industry by the year 2024 will total over 6,000 workers (table below). Graduates of this program will fill the critical need for trained labor by government agencies and

manufacturing companies such as Lockheed Martin, Under Armor, Berry Plastics and NGK-locke, Inc. Positions within these firms are entry-level and mid-managerial levels.

2. **Data**

Region	Number of workforce demands
Baltimore City	906
Mid-Maryland	843
Baltimore County	289
Susquehanna	2796
Western Maryland	1538
Total	**6372**

3. **Evidence of Market Surveys:**

The Department of Natural Sciences conducted a survey that was conducted internally and externally to determine demand for the new program. The initial survey administered throughout its department determined that current undergraduates within existing biology and chemistry programs would be interested in obtaining the new degree. Also, exit surveys revealed that Coppin's graduates within the natural sciences desired to remain at the university and pursue relevant graduate degrees if they were available as offerings.

4. **Data of current and projected supply of students:**
Survey results indicated that there would be 10 or more undergraduate students who would enroll in the first year of the program and by year 5, more than 25 undergraduate students are expected to be enrolled and on a path to graduation, contingent upon full approval to offer the program. This information is supplied in the resources and expenditure section of the proposal.

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.**

No other institution within the USM offers this program. University of Maryland College Park offers a degree in Materials Science and Engineering. UMBC offers a degree in Chemical and Biochemical Engineering. The PMS program will prepare students to meet the future work force demands in polymer and materials sciences.

2. **Provide justification for the proposed program.**

The program will strengthen CSU's engagement with Baltimore's educational needs and establish a fruitful partnership with the local and state industry, by providing research and technological innovations that are highly demanded by the manufacturing enterprise. CSU partners who are familiar with the competencies of our undergraduates are expecting them to be further trained by us and prepared for the STEM careers they will offer.

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.

This new PMS graduate program will provide Coppin State University, an HBCU, the opportunity to have its first high quality and unique STEM related graduate program. This program meets the social needs including expanding educational opportunities and choices for minority and educationally disadvantaged students at CSU and the city of Baltimore. The PMS graduate program is more affordable than the graduate programs offered by any other USM institutions.

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

1. The new program is being proposed at a USM HBI and is will assist the university in meeting its stated mission.

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

1. Description of the program's establishment and faculty overseeing instruction of the program

The Polymers and Materials Sciences program (PMS) was established to facilitate a value-added engagement between Coppin State University (CSU) and our prospective industrial partners, such as Lockheed Martin, Under Armor and Northrop Grumman, with the ultimate objective of accelerating research and technological innovations that are highly needed by local and state manufacturing enterprise. The Program is uniquely designed to give students an understanding of design, synthesis, characterization, and function in a large number of materials. Students will receive an in-depth understanding of the relationships between the structure and properties of materials and a selection of research areas driven by industry-university partnerships with a focus on themes relevant to the polymers and materials industry. To this end, industry partners will have (i) direct input on the research directions funded through the PMS, (ii) participation and engagement with faculty during regular meetings, (iii) strengthen the opportunity to hear and see new capabilities and toolsets from synthesis to characterization to processing-application of new or improved materials and polymers with added value, and (iv) providing internship experiences for students pursuing their MS in polymers and materials. By 2030, polymers, material composites, the automotive industry, and society at large will recognize plastics and polymer composites as preferred material solutions that meet, and in many cases establish, the needs of environmental sustainability. Despite this predicted need, many of the existing engineering trainings focus on metals and little, if not no attention is given to plastics and polymer composites. As a result, today's engineering workforce largely lacks the knowledge to confidently make automotive, defense, aviation, medicinal devices, dentistry composites and soft sportswear design changes using polymers and new materials. The proposed PMS graduate program is designed to address local and state-wide workforce demands in the polymer manufacturing industry.

2. **Describe the educational objectives and intended student learning outcomes.**

Program Educational Objectives

Graduates of the program will be able to do the following: 1) demonstrate the knowledge and skills central to polymer and materials sciences; 2) discover relationships and insights in developing new polymer and material sciences products; 3) Learn cutting edge techniques and

methodologies in this discipline; 4) apply the knowledge and skills in developing a master thesis; and 5) effectively and competitively pursue careers to meet the growing workforce demand in the state of Maryland and the Nation.

3. Assessment of Student Learning Outcomes

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidences and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

4. **List of Courses**

The proposed program in Polymers and Materials Sciences will have a total of 36 credits: Core courses (20 credits), Electives (10 credits) and Thesis (6 credits).

Core Courses (20 Credits)

Polymer Nanoparticles: Synthesis and Applications (CHEM- 501) – 4 credits

Course Description

This course explains, develops skills in cutting edge technology for polymer nanoparticle characterization and properties measurement utilizing state of the art tools for specific purposes. Prerequisite: A course in Nanotechnology or Advanced Inorganic Chemistry or Organic Chemistry II.

Computational Chemistry (CHEM 502) – 4 credits

Course Description

Exploration of contemporary technology used to access molecular modeling and computational chemistry with topics that include calculation of molecular structures using both classical mechanics and quantum mechanics. Prerequisite: Permission of the instructor.

Foundation of Biomaterials (CHEM 531) – 4 credits

Course Description

This course emphasizes topics related with solid/liquid/gel state matter; molecular 2D, 3D atomic assembly, macromolecules with dipolar and quadrupolar moment, synthesis/characterization of polymers its molecular mass. Analysis of hydrophobic effects, stretching, collapse, swelling and shape changing. Prerequisites: Organic Chemistry II or Advanced Inorganic Chemistry or General Physics II.

Thermodynamics of Polymer (CHEM 571) - 4 credits

Course Description

This course is intended to provide an overview of the thermodynamic principles that can apply to polymer characterization strategies leading to evaluation of material properties and possible

applications for different classes of polymers (organic, inorganic) discovered previously or currently under development. Prerequisites: Physical Chemistry or General Physics II or Advanced Inorganic Chemistry

Polymer Chemistry I (CHEM 590) - 4 credits

Course Description

This course focuses on the properties of polymerization techniques in solution, emulsion, microemulsion and characterization and overview of the properties of commercial polymers with emphasis on the interrelations between molecular and gross physical properties; polymer structure; methods of polymerization; polymer development; and Industrial applications for polymers. Prerequisites: Organic Chemistry or equivalent and permission of the instructor.

Elective Courses (10 Credits)

Advanced Instrumentation (CHEM- 510) – 2 credits

Course Description

A course that explains the theory and operation of instruments used to characterize matter. This course is available to students in the advanced MS chemistry or material science programs. Prerequisite: Permission of the instructor.

Electrochemistry for Polymers and Materials (CHEM 511) – 2 credits

Course Description

The Electrochemistry of polymers course is intended to provide an overview of the thermodynamic principles that can be applied for polymers characterization strategies that leads to evaluate its material properties and possible applications for different classes of polymers (organic, inorganic) discovered previously or currently under development. Perquisites: Physical Chemistry or General Physics II or Advanced Inorganic Chemistry

Advanced Polymer Chemistry (CHEM 591) – 4 credits

Course Description

This course studies the most common synthetic methods used in polymerization, the basic differences in the kinetics of these methods, the final products obtained, and the synthetic processing techniques that are currently used for various applications. Pre-requisites: Organic Chemistry and Physical Chemistry

Biomarkers and Molecular Diagnostic (BIOL 506) – 4 credits

Course Description

This course is designed to understand detailed biochemical, molecular, and cell biological approaches used in the diagnosis of various abnormalities in human population by using nucleic acids, protein, carbohydrate and lipid–based biological markers. This course covers the basic principles of molecular biology and examines their relevance to the identification of disease-causing genes/mutations and the diagnosis of human genetic disorders.

Thesis *(CHEM 550)* **-** *6 credits*

Course Description

An independent, original, and scholarly research investigation is required for an M.S. Degree in Polymers and Materials Sciences. The thesis must be written using APA format. Prior to conducting the thesis work, a proposal must be submitted to the Polymer and Materials Sciences

program office using forms specified by the school of graduate studies. The proposal will then be reviewed by the student's research advisor(s) and thesis committee. A candidacy exam of the thesis proposal will be administered in the fall of the second year of the program. The graduate program coordinator will submit his/her recommendation to the Chair of the Natural Sciences Department and the Dean of Graduate Studies for approval.

5. Meeting General Education Requirements

The proposed program is a graduate level degree. Students admitted into this program are expected to have met all General Education Requirements of a receiving institution and shall demonstrate the credentials by providing evidence of a bachelor's degree. However, at the undergraduate level for the institution, General Education Requirements apply to all newly admitted Freshmen and Transfer students without an Associate of Arts or Associates of Sciences degree. The newly admitted Freshmen and Transfer students without an Associates of Arts or Associates of Science degree shall be required to complete **40 credit hours** of General Education courses in the following Categories:

Category 1 English Composition-(6 Credits)

Must take ENG 101 English Composition I and ENG 102 English Composition II. ENG 101 and ENG 102 must be completed with a grade of C* or better.

Category 2 Arts and Humanities: Arts and Humanities- African American Heritage- (3 credits)

Refer to the program major plan of study for designated courses, which include History and World Literature.

Category 2 Arts and Humanities- (12 credits)

Refer to the program major plan of study for designated courses.

Category 3 Social and Behavioral Sciences-(6 credits)

Refer to the program major plan of study for designated courses.

Category 4 Mathematics-(3 credits)

Refer to the program major plan of study for designated courses.

Category 5 Natural and Physical Sciences-(7 credits)

As per the program major plan of study. Two science courses must be completed. At least one of the courses must have a lab. The science courses can be taken in the same discipline.

Category 6 Interdisciplinary and Emerging Issues-(3 credits)

Refer to the program major plan of study for designated courses.

6. Identify Any Specialized Accreditation of Graduate Certification Requirements

Currently, there are no specialized accreditation requirements established for the program, nor any graduate certification requirement.

7. **Contracting with Another Institution**

   The university is not contracting with another institution or non-collegiate organization to administer this program.

8. **Assurance and Evidence that the Proposed Program will Provide Clear, Complete Information on the Curriculum and Course Requirements**

   The Polymer and Materials Sciences (PMS) program is designed to give students an understanding of design, synthesis, characterization, and function that leads to an in-depth understanding of the structure–property relationships in a large number of materials. Specifically, this program will focus on a broad class of materials classified as biomaterials, bioplastics, biofuels, nanomaterials, nanocomposites, biomarkers, and soft polymers (polyester, gel, oil and resins). This program will be advertised in the university's graduate catalog to show that it consists of a total of 36 credits, with 30 credits of core and elective courses and 6 research credits for a thesis. A pre-thesis written proposal should be submitted to the advisor (submission at the end of spring semester of the first year). The Graduate Catalog will also provide notice that a written thesis must exhibit an advanced level of understanding of the principles of materials and/or polymer science that was developed in the courses and in specialized research reading. A final thesis describing the research in a scholarly manner is required to fulfill the requirements of the program. Students in the program will also be invited to special brown bag student informational sessions throughout the academic year.

9. **Assurance of Advertising, Recruiting, and Admissions Materials Represent the Program and Services Available**

   The program will be advertised within the Graduate Catalog along with the appropriate student supports. As appropriate, the catalog will direct students for academic advising, disability, and counseling services should the need arise.

H. Adequacy of Articulation

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the STEM are forged.

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, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach.**

   Current chemistry faculty in the Polymer and Materials Sciences (PMS) Graduate Program

Dr. Fred L. Nesbitt, Professor, Ph.D., Physical Chemistry, Full time, courses: CHEM. 502 and CHEM 510
Research interest: Dr. Nesbitt is a physical chemist in the Department of Natural Sciences. His research areas have included combustion chemistry, atmospheric chemistry, planetary chemistry and medicinal chemistry. Dr. Nesbitt's current research interest is in the application of computational chemistry to calculate physical, chemical, and spectroscopic properties of molecules. He is currently using computational chemistry to investigate the properties of Avigan. This compound is used in the treatment of influenza. In 2014 it was used in the treatment of Ebola. He is also investigating applications of computational chemistry to dye sensitized solar cells.

Dr. Hany F. Sobhi, Professor, Ph.D., Organic Chemistry, Full time, course: CHEM 590
Research interest: The primary objective of Dr. Sobhi's research is to develop strategies to synthesize small bio-organic molecules that can be used for clinical diagnosis (biomarkers) and understand the pathogenetic mechanisms underlying the clinical manifestations of diseases. The secondary objective of his research is focused on planetary and space science and the development of a mechanism for of the formation of organic carbonaceous molecules in Solar Nebula. Dr. Sobhi is also interested in the development bio-active organic scaffolds for more efficient drug delivery that targeted hepatic therapy and the development of intelligent carrier using Nano technology.

Dr. Tulio Chavez-Gil, Associate Professor, Ph.D., Inorganic chemistry, Full time, courses: CHEM 511, CHEM 531, CHEM 571
Research interest: Dr. Tulio Chavez-Gil is an Assistant Professor of Chemistry and the Director of the Renewable Fuels and Advanced Inorganic/Organometallic Chemistry Laboratory in the Department of Natural Sciences. His research interests include the synthesis of organometallic compounds for use in dye sensitized solar cells and the synthesis and characterization of renewable fuels. Dr. Chavez-Gil has participated in and co-organized national/international scientific meetings in Inorganic Chemistry, Bio-material Sciences, Pharmaceutical Sciences, Energy-Food Nexus, Energy & Fuels, Artificial Antibiotics, and Algae Biodiesel technologies. Dr. Chavez-Gil was recently awarded a Patent (# 9,259, 666) for a state-of-the art invention by the U.S. patent office.

Dr. Jamal Uddin, Professor, Ph.D., Physical Chemistry, Full time, course: CHEM 501
Research interest: Dr. Jamal Uddin is a Professor at Coppin State University in the Department of Natural Sciences in Baltimore, Maryland. He is the founder and director of the Center for Nanotechnology. In addition, he was the two-time recipient (2013-14) of the Wilson Elkins Professorship award from University System of Maryland. He has been teaching chemistry, physical science, environmental science, and nanotechnology since 2005 in the Department of Natural Sciences. He has participated in many national and international chemistry symposiums and seminars. Dr. Uddin's research interest includes the areas of Solar Energy, Laser Photochemistry, Nanotechnology, Quantum dots, and Single molecule imaging spectroscopy; Terahertz spectroscopy and Metal enhance fluorescence. His field of expertise includes the development of Natural Dye Sensitized Solar Cell (DSSC), synthesis and excited state properties of Polymetallic Complexes used in charge separation and chemical fuel production, along with synthesis of organic and inorganic molecules. Some of his significant publications focused on Electron Transfer Chemistry in Donor-Acceptor complexes and Dye Sensitized Solar Cell. He is a member of the American Chemical Society (ACS) and the Inter-American Photochemical Society (I-APS). He is a corresponding secretary of the American Association of University Professors (AAUP) at Coppin State University, Maryland chapter.

Additional Faculty: new faculty will need to be hired with a Ph.D. in Polymer Chemistry to teach courses such as CHEM 591 and guide the thesis process for graduate students.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

1. The Library supports the instructional program and provides an environment conducive to general intellectual enrichment and continued learning. The library provides space for classrooms, computer classrooms, meetings, visual exhibits, special programs and receptions, and offices. The library has over 40 public workstations to allow access to the Internet and various other networked resources.

Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share resources. LIMS provides a USMAI union on-line public access catalog that contains more than 1,400,000 titles. The library will provide the necessary literature and educational resource materials for the proposed program.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

1. The PMS graduate program will be housed in the newly built Science and Technology Center (STC). STC has state-of-the-art technology for research and instruction. The chemistry program has three specialized Centers/Labs in the STC building: Organic Synthesis center, Nanotechnology center and Renewable Fuels and Advanced Inorganic/Organometallic Laboratory. These centers are equipped with advanced instruments such as 400 MHz NMR, atomic force microscope (AFM), Transmission electron microscope (TEM), Teraherz microscope (THz). There are also numerous other instruments for chemical characterization, such as Thermofisher FTIR, Raman spectrometer, UV-VIS spectrometer, mass spectrometers, Atomic absorption spectrometer (AA), and Circular Dichroism spectrometer.

2. Students enrolled in the program are assigned an email address, access to the institution's Learning Management System, Blackboard, and all other appropriate platforms to support the student's experience. Additionally, students are able to access 24/7 OIT Student Help desk should needs arise using any of the technology.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

The PMS program will be housed in the newly built Science and Technology Center (STC) building. The STC has state-of-the-art technology for classrooms and laboratories. Delivery of the program will be in existing space and is not contingent on additional funds.

The Department of Natural Sciences is having discussions with NSF to establish a Center of Research Excellence in Science and Technology (CREST) at Coppin State University. Funds from this program will be used to support the PMS program.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+g below)	36816	149621	273016	729448	1421914
a. #F.T Students	3	4	8	11	14
b. Annual Tuition/Fee Rate	7901	7901	7901	7901	7901
c. Annual Full Time Revenue (a x b)	23703	31604	63208	86911	110614
d. # Part Time Students	1	3	4	7	10
e. Credit Hour Rate	4371	4371	4371	4371	4371
f. Annual Credit Hours	3	9	12	21	30
g. Total Part Time Revenue (d x e x f)	13113	118017	209808	642537	1311300
3. Grants, Contracts, & Other External Sources[3]	50,000	50000	100000	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	86,816	199,621	373,016	729,448	1,421,914

[1] Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.
[2] This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.
[3] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	91780	91780	149750	156400	216390
a. # FTE	1	1	2	2	3
b. Total Salary	70000	70000	125000	130000	189000
c. Total Benefits	21780	21780	24750	26400	27390
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE	0.5	0.5	0.5	1	1
b. Total Salary	18000	18000	18000	36000	36000
c. Total Benefits	1440	1440	1440	2880	2880
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	125	125	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)	91905	91905	149750	156400	216390

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

1. The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by Department Chair and peers. The graduate curriculum and assessment tools will be reviewed every five years to determine effectiveness in achieving the proposed program's objectives and outcomes.

2. The Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer.

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).

1. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap and providing access are important goals not only because they help remedy persistent social inequalities, but also because they improve the overall educational attainment of the State's population. The program will work to help increase student success and help students improve their workplace competitiveness and reach their professional goals. This aim is consistent with the **State's minority student achievement goals**.

   The **State Plan Strategy 8** calls for Universities to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness". The Masters in Polymers and Materials Sciences (PMS) program is designed to facilitate a value-added engagement between Coppin State University (CSU) and our prospective industrial partners (such as Lockheed Martin, Under Armor and Northrop Grumman) with the ultimate objective of accelerating research and technological innovations that are highly needed by local and state manufacturing enterprise.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. The program is not related to an identified low productivity program

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

1. The program will not be offered via distance education.
2. Not applicable

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland Eastern Shore: Bachelor of Arts in Digital Media Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: The University of Maryland Eastern Shore proposes to establish a Bachelor of Arts (B.A.) in Digital Media Studies. The program will produce graduates who will be viable candidates for entry-level media positions across a broad cross-section of industry segments such as a production assistant in a broadcast newsroom, an account assistant in a public relations firm, a videographer in a commercial production house, or a social media coordinator.

The curriculum includes 42 required credits in foundational coursework including an immersion in the industry's unique style of writing, hands-on video and audio production in both the studio and the field, the basics of computer generated graphics, and an understanding of media law and ethics. The basic coursework is complemented by 18 elective credits selected from an array of additional digital media courses, which will help students fine-tune a specific career choice. Because digital media is a global industry, students will also be required to complete courses in one of the foreign languages offered by the university's Department of English and Modern Languages including Arabic, Chinese, French, Hindi, Japanese, Portuguese, and Spanish.

The curriculum of 120 credit hours will be divided among the following categories: 1) 41 credit hours in general education, 2) 42 credit hours of core courses, 3) 18 credit hours of digital media electives, 4) 6 credit hours in a foreign language, and 5) 13 credit hours in free electives.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland Eastern Shore to offer the Bachelor of Arts in Digital Media Studies.

COMMITTEE RECOMMENDATION: Approval		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

July 28, 2020

Jay A.
Perman,
M.D.
Chancellor
University System of
Maryland 3300
Metzerott Road
Adelphi, MD

20783-1690

Dear Dr.

Perman:

The University of Maryland Eastern Shore (UMES) seeks your approval to offer a new Bachelor of Arts (B.A.) program in Digital Media Studies.

As discussed in the proposal, persons of color continue to be poorly represented in many segments of the media industry nationwide. As a historically black university with a diverse student body, UMES hopes to afford underrepresented students an opportunity to pursue a structured yet dynamic educational program that focuses on the media and entertainment industry while also supporting this very industry with a well- qualified, diverse pool of applicants who can participate at the highest level of decision making within global media companies.

The proposed B.A. in Digital Media Studies will position UMES well to expand the knowledge and training of professionals who serve an ever-changing industry and supports our goal to offer academic programs that prepare graduates who can address challenges on the Eastern Shore, the state, the nation, and the world.

Students who pursue the proposed undergraduate program in Digital Media Studies will complete a total of 120 credit hours, including 42 credit hours of core courses, 18 credit hours of digital media electives, and six credits of a foreign language.

The proposal was approved by each individual and shared governance body in our internal curriculum review process. I, too, endorse this proposal and am pleased to submit it to you for approval.

Thank you for your consideration of

this request. Sincerely,

Heidi M. Anderson,
PhD, FAPhA President

Copy: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs Dr. Nancy S. Niemi, Provost and Vice President for Academic Affairs
Dr. Latasha Wade, Vice Provost and MSCHE Accreditation Liaison Officer
Dr. Marshall F. Stevenson, Jr., Dean, School of Education, Social Sciences, and The Arts

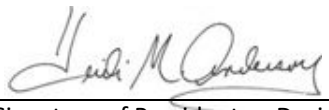
John T. Williams Hall, Suite 2107 Princess Anne, Maryland 21853-1299 Office: (410) 651-6101 Fax (410) 651-6300
www.umes.edu

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 Eastern Shore
Institution Submitting Proposal

Digital Media Studies
Title of Proposed Program

Bachelor of Arts	Fall 2021
Award to be Offered	Projected Implementation Date
	09.0702
Proposed HEGIS Code	Proposed CIP Code
Department of English and Modern Languages	Dr. Dean Cooledge
Department in which program will be located	Department Contact
(410) 651-6553	drcooledge@umes.edu
Contact Phone Number	Contact E-Mail Address
	7/28/2020
Signature of President or Designee	Date

A. Centrality to Institutional Mission and Planning Priorities

a) 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 Eastern Shore (UMES) Bachelor of Arts degree in Digital Media Studies (DMST), proposed to begin in the fall semester of 2021, is designed to provide our students with the critical knowledge and skills necessary to gain employment and to advance to leadership positions in an industry that is in the midst of a complete upheaval of traditional business models, production methods, and distribution platforms as a result of society's rapid transition to digital, multi-screen, mobile media delivery systems.

The curriculum will yield ethical professionals who are strong writers and articulate speakers. In addition, our program will directly target new and emerging media technologies. Students will explore the digital integration of information and entertainment as traditional media business models are rendered obsolete and the industry adapts to a global marketplace.

The undergraduate DMST degree, under the auspices of the UMES Department of English and Modern Languages, is a logical culmination of what was originally called the "telecommunications" curriculum, which has been offered within the department for several decades and currently is offered as a Digital Media minor.

The program, as described, is in keeping with the University's mandate as a land-grant university to provide economic development and workforce support for business and industry in our state, our region and beyond. Moreover, the program would provide direct support of UMES's unique mission as a Historically Black University—and the University System of Maryland's commitment to opportunity for all residents—by providing opportunities for students of color, a population segment sorely missing from the ranks of media industry decision makers.

> *The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation and the world.* ***(https://www.umes.edu/About/Pages/Mission/)***
>
> *With the strong support of the University System of Maryland Board of Regents, Administration, and the faculty, UMES has developed an academic program perhaps more impressive than any other higher education institution of its size in the East. Within the last decade, UMES has added 22 degree-granting programs to its academic roster. Graduates of these programs secure positions throughout the global community. However, many graduates often choose to remain on the Delmarva Peninsula, procuring careers in their areas of professional study to benefit the region, particularly the Lower Eastern Shore.* ***(University Of Maryland Eastern Shore 2019-2020 Undergraduate Catalog)***

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

This proposed degree program supports the following goal from the University System of Maryland's "The USM through 2020: A Renewed Vision for Powering Maryland Forward" which is echoed in the UMES 2018-2020 Strategic Plan:

> ***USM 2020 Strategic Plan Update Goal I:***
> *USM academic programs will respond to meet the changing educational and leadership needs of our state, our nation, and a growing and increasingly diverse undergraduate and graduate student population.*
>
> ***UMES 2018-2020 Strategic Plan Goal III:***
> *Become a leading USM partner in research, innovation, and economic competitiveness.*
> - *Sub-goal 3.2: Align academic program, educational centers and enterprises, and co-curricular activities with workforce development needs.*

In the UMES 2018-2020 Strategic Plan, one of the action steps for subgoal 3.2 is to "identify areas for program growth…through ongoing program review…" The proposed undergraduate degree program in DMST has been identified by faculty and university leadership as a viable option to support future program growth at UMES.

c) Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

Because the Digital Media minor currently exists, is housed in a state-of-the-art, state-funded facility, and has dedicated faculty and staff, the typical resource issues associated with the creation of a new degree program are not as onerous as one might presume.

The current coordinator of the minor, three existing staff positions, and a part-time administrative assistant are currently funded through an existing federal Title III grant on which we would continue to rely through a five year transition from Digital Media minor to DMST major.

In addition, the Department of English and Modern Languages submits this proposal at a time that coincides with the retirement/departure of several faculty members. That provides a unique opportunity to reallocate current (or soon-to-be) faculty openings to the envisioned expansion of media faculty.

4. Provide a description of the institution's commitment to:

- **Ongoing administrative, financial, and technical support of the proposed program**
- **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The university's commitment to the program's faculty, staff and curriculum—and the students who seek a digital media degree—is evidenced by its decades of support for its existing Digital Media, nee Telecommunications, minor program which continues as this proposal is considered.

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:

- **The need for the advancement and evolution ofknowledge**
- **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

For more than two decades, UMES students who sought media related careers have earned an English degree augmented by the department's telecommunication courses. The interest in those courses demonstrated student demand and eventually resulted in our current Digital Media minor.

Term	Students Who Graduated w/DMST Minor
Spring 2020	3
Spring 2019	5
Spring 2018	6
Fall 2017	1
Spring 2017	7
Fall 2016	4

Since the minor primarily serves students who are English majors by default rather than choice, we have periodically surveyed groups of English majors (typically, though not always, freshmen enrolled in the department's First Year Experience course) to determine if they would have selected a DMST major had it been available. A sample of those results show a significant portion of those surveyed consistently say they would have selected a media related major instead of the English degree if it existed.

Term	Surveyed	Yes, I'd Change My Major	No, I'd Stay w/English
Fall 2017	9	6	3
Fall 2015	9	8	1
Spring 2015	35	24	11
Fall 2014	16	8	8

Beyond the English department, other UMES students have also demonstrated demand. Students from a variety of programs, including Engineering, Human Ecology and Hospitality, have also earned the DMST minor.

Term	Total Enrolled DMST Minors	Non-English Majors w/DMST minor
Fall 2020	14	5
Fall 2019	17	7
Fall 2018	26	6
Fall 2017	29	6
Fall 2016	38	6

Moving from an 18-credit minor to the proposed DMST degree with 60 major-specific credits would expand and advance the applicable knowledge base of our students, tackling in greater scope and detail the issues most pertinent in the industry today. That broader understanding will elevate our students' employment prospects.

We know, and discuss in greater detail in Section C of this proposal, that the industry (and society as a whole) would benefit from including a more diverse group of decision makers. The impact of well-prepared HBCU graduates cannot be underestimated.

The local and regional need for those graduates, for purposes of this proposal, might best be demonstrated by comments from current and former members of the department's local media advisory board.

Greg Bassett, Editor & General Manager, Salisbury Independent:
"An academic program designed to build not just digital-able reporters, but people with potential skills to help lead future changes, would be an asset to my community and profession."

Michael Killian, Former Editor, The Daily Times:
"Educating diverse young people and preparing them for successful careers – which are becoming ever more digital with each passing year – is a critical need for our industry and for our country."

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

This program, like the other programs at our institution, will advance the primary goal of the 2017-2021 Maryland State Plan for Postsecondary Education as it relates to both access and affordability.

It is our belief that as a Historically Black University and an 1890 Land-Grant Institution, the UMES mission has been, since its inception, clearly aligned with the state's **Goal 1** which seeks to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents."

That traditional HBCU/1890 Land Grant mission to provide opportunity to disadvantaged populations includes those who are the first in their family to seek a college degree. While affordability is a critical concern for all, for first-generation college students it may be the single most important factor in determining whether or not an undergraduate degree is attainable. Using the 2019 cost per-undergraduate-credit-hour as a comparable metric, at $220 UMES was nearly the least expensive institution in the University System of Maryland (only Coppin State University and St. Mary's College of Maryland had a lower cost per-undergraduate-credit-hour rate), and UMES was well below the state average of $292.

Access to a quality media related degree, for a disadvantaged population, may also require significant support services. UMES is well prepared to offer a wide variety of those services through its Center for Access and Academic Success. Its programs are designed to promote holistic academic and personal student development.

C. Quantifiable & reliable evidence and documentation of market supply & 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.**

- **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- **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.**
- **Provide data showing the current and projected supply of prospective graduates.**

Digital media is a broad career field which encompasses nearly every aspect of entertainment and information creation and consumption. Because all segments of the industry are highly competitive, our graduates are most likely to begin their careers in entry level positions.

Their job prospects—and potential advancement—bridge a variety of fields which may be best illustrated by the widely varying occupations of students who have earned our current Digital Media minor or were enrolled in the Telecommunications program that preceded it. The University is proud to note that its alumni include a programming specialist at the Oprah Winfrey Network, a journalist who serves as a producer at the "Early Today" show, and a videographer at C-SPAN, a national cable network. We also have trained students who are employed in public relations, marketing, and as both on-air personalities and production crew members for local and/or regional radio and television stations.

Beyond our anecdotal success stories, the occupational employment projections, as compiled by the U.S. Bureau of Labor Statistics, indicate by 2028 communication/media related jobs will have grown nationwide by approximately 4%. The Bureau predicts that the growth will result in about 27,600 new jobs and that demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms, primarily in the new and emerging technologies addressed by this degree proposal. Nationally, the Bureau notes the median annual wage for media and communication occupations was $57,530 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

In late 2015, Broadcasting and Cable magazine, a trusted industry trade publication, made this prediction: "by some estimates, 15-20 billion IP connected, video-capable devices will be in use in the next five years. This influx exerts enormous pressure on media companies to rapidly evolve traditional broadcast facilities in support of an infinitely more complex multiscreen world." That projection proved prescient; we believe our graduates will be poised to assist in this dramatic, ongoing transformation.

Media job growth data in Maryland is even more optimistic than the national figures presented from the U.S. Bureau of Labor Statistics. The following chart represents a sample of occupational projections for a variety of media related jobs from the Maryland Department of Labor through 2026.

Occupation	#of Jobs-2016	#of Jobs-2026	% of Growth
Advertising/Marketing/PR managers	10,372	11,070	6.73
Arts/Design/Entertainment/Sports/Media	41,802	46,565	11.39
Broadcast News Analysts	107	117	9.35
Camera Operators TV/Video/Film	74	78	5.41
Public Relations Specialists	3,788	4,046	6.81

In addition to providing individuals who will be ready to fill these positions, our mission and identity as a university that is committed to providing high quality programs in an ethnically diverse environment will produce graduates who, over time, will be qualified to join the ranks of local, regional and national media management where persons of color are poorly represented.

While the Twitter hashtag #OscarsSoWhite in 2015 provided a glaring anecdotal example of the public's desire to have its entertainment and information sources reflect a more diverse community, the hashtag's creator, April Reign, authored a Vanity Fair magazine article in 2018 to alert the publication's readers "there's still work to be done to get Hollywood to realize diversity sells."

In fact, people of color continue to be poorly represented in many segments of the media industry nationwide, as evidenced by a variety of measures. We provide a sample of those measures:

- A survey of broadcast newsrooms, conducted in 2018 by Hofstra University in partnership with the Radio and Television Digital News Association, demonstrates that despite the minority population in the U.S. rising 12.4 % in the last 28 years, the minority workforce in TV news is up just 7%.

- Studies conducted in 2019 by Women in Cable Telecommunications and the National Association for Multi-Ethnicity in Communication indicate "if current workforce dynamics persist, the representation of people of color at the manager level and above is expected to remain flat over the next ten years."

- Another sobering statistic was offered by the National Association of Black Journalists in its most recent Diversity Census: "people of color own less than 8% of all commercial radio stations and just more than 3% of all commercial television stations."

Our efforts to produce 5-10 graduates each year, who are well-versed in the future of the industry and well-prepared, over time, to participate at the highest level of decision making in global media companies, have the potential to change these numbers.

D. Reasonableness of Program Duplication:

- **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.**
- **Provide justification for the proposed program.**

Nearly every college or university nationwide (including those in Maryland, as evidenced by a sampling contained in the following table) offers undergraduate communication/media degree programs which are likely to include some quantity of digital media courses.

Institution	Degree Type	Program Title
Bowie State University	B.S.	Visual Communication & Digital Media Arts
Frostburg State University	B.S.	Mass Communication
Goucher College	B.A.	Communication & Media Studies
Morgan State University	B.S.	Multiplatform Production
Notre Dame of Maryland University	B.A.	Digital Media Arts
Salisbury University	B.A.	Communication
Towson University	B.A./B.S.	Electronic Media and Film
University of Baltimore	B.A.	Digital Communication
University of MD Baltimore County	B.A.	Media & Communications Studies
University of MD College Park	B.A.	Communication Studies
Washington College	B.A.	Communications & Media Studies

A bit of historical context may be helpful to understand why UMES has not offered a bachelor's degree in media or communications to date, as nearly every other institution in the Maryland system does. In an effort to avoid unnecessary program duplication in the 1970s, when media related degrees were considered "specialty programs," UMES deferred to its neighboring institution, what was then, Salisbury State College.

In the decades that followed, media related programs became standard fare at institutions in Maryland and across the country. In order to meet the growing demand by students who chose to attend UMES because they preferred a rural location, because the costs were affordable or simply because they desired the HBCU experience—but still envisioned a media career—our institution created the "telecommunications" coursework which eventually resulted in what is now known as our Digital Media minor.

We believe this program proposal would not adversely affect Maryland institutions which may offer similar coursework and/or degrees. We offer as evidence the Digital Media minor which has co-existed alongside the other ongoing Maryland communication and/or media programs without negative impact to date and which has already received significant state support through the construction of a multi-million dollar production facility housed in the UMES Engineering and Aviation Sciences Complex.

Some of the English majors enrolled in the institution's Digital Media minor worry, in a highly competitive industry, their employment prospects will suffer because they lack the official bachelor's credential in a media-related degree program. For those students, we view this proposal, in some ways, as a potential retention tool.

A digital media degree program at UMES also provides a cooperative opportunity on Maryland's Eastern Shore. Wor-Wic Community College has created a Digital Media certificate program which we believe, with an appropriate articulation agreement, could provide the opportunity for those who earn the Wor-Wic certificate to continue their education at UMES.

E. Relevance to High-demand programs at Historically Black Institutions (HBI's)

- **Discuss the program's potential impact on the implementation or maintenance of high demand programs at HBI's**

As previously stated in section D, the UMES Digital Media minor has co-existed with other communication programs in the state for years, including those at Bowie State University and Morgan State University. We do not envision significant impact on other HBIs with communication programs in Maryland.

F. Relevance to the identity of Historically Black Institutions (HBI's)

- **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBI's.**

The core mission of UMES and, by extension, its Department of English and Modern Languages, is to provide opportunities and advancement for people of color, particularly first generation students who otherwise might not have a chance to attend college. The addition of a media-specific degree program at UMES will enhance the job prospects and earning potential of students who graduate from UMES with an undergraduate degree in DMST. It also affords the industry a well-qualified, diverse pool of applicants it purports to desire.

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 Department of English and Modern Language curriculum committee and its department chair carefully considered a broad range of subject matter to determine what would be most appropriate to meet the program's objective of preparing our graduates to become strategic decision makers in a rapidly changing media landscape. The proposal, as envisioned, will provide instruction designed to yield ethical professionals who are strong writers and articulate speakers and will maintain certain core components of the current English degree program which emphasize writing, speaking and critical thinking.

To fulfill the needs of the proposed Digital Media curriculum, the department envisions one full-time, 12-month program coordinator and, over time, four full-time faculty members whose course load will include DMST courses and, as appropriate given their credentials, potentially some English courses as well.

The program coordinator will report to the chair of the Department of English and Modern Languages. The dues of the program coordinator will include supervision of interns, academic advising for all DMST majors, liaison to student media organizations, and a limited teaching load. We expect specialists to have expertise in the following areas: journalism/public relations/social media, film/video and audio production, and graphic/web design and animation. While terminal degree holders are desirable, practical industry experience will be equally valued.

The current Digital Media minor curriculum—particularly in courses such as Television Production and Programming, Radio Production and Programming, Interviewing, and Broadcast Performance—has been successfully augmented by the employment of a pool of experienced career professionals. It is the department's intention to continue to utilize the services of media professionals in similar digital media courses, not as a cost savings measure, but because of the added value students receive from their "real world" experience and their extensive network of industry contacts. Since there are already department resources dedicated to those professionals in the existing digital media minor, it is anticipated that no additional adjunct funding will be required.

When adjuncts are needed for their professional industry experience, the department will seek those who hold graduate degrees. An exception may be considered when there is significant professional experience in a specific area of expertise.

Because there is overlap in the proposed DMST curriculum and the existing Digital Media minor, not all personnel would be new hires. There are currently two full-time lecturers in the Department of English and Modern Languages whose course load is exclusively media related, one of whom is a 12-month employee who serves as coordinator of the current digital media minor. Both are currently envisioned as full-time members of the digital media degree program.

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

The DMST program objectives are:

- Students will understand the social, political, economic, and historical influences that affect the production and consumption of media

- Students will appropriately apply a working vocabulary of industry related terms
- Students will develop basic media literacy skills to improve critical analysis of content to determine credibility and relevance
- Students will create clear, powerful messaging using logical and effective organization
- Students will master and utilize a variety of technological tools for effective content creation

At the conclusion of this program, students will be viable candidates for entry-level media positions as a result of their academic experience. Their skills and knowledge will be demonstrated through a variety of work product samples compiled in a portfolio or "demo reel" which, depending on the industry segment being pursued, might include blog posts, graphic production elements, edited videos, podcasts, writing samples, etc.

In order to achieve those outcomes, the program includes a core curriculum of required courses includes 14 specific classes, totaling 42 credits. The range of subject matter explored will build a strong foundation of industry understanding and a cross section of practical skills.

To fully utilize the recent state investment of nearly $3 million in the English department's digital media studios and field technology, housed in the new Engineering and Aviation Sciences Complex, emphasis will be placed on hands-on instruction and experiential learning through applicable field activities.

The broad range of topics explored in the degree's required courses will spark specific career goals for upper-class students who will then pursue six additional courses (18 credits) as Digital Media electives.

Because digital media is a global industry which transcends geographical boundaries, graduates of our program will also be required to successfully complete six supporting credits in one foreign language selected from the department's current and proposed offerings of Spanish, French, Arabic, Chinese, Portuguese, Japanese and Hindi.

3. **Explain how the institution will:**
   - **provide for assessment of student achievement of learning outcomes in the program**
   - **document student achievement of learning outcomes in the program**

UMES follows SLOAP (student learning outcomes assessment process) where assessment of student learning outcomes is conducted annually by every academic department, including DEML. Assessment reports are submitted each year to the Office of Institutional Research, Planning, and Assessment for feedback and record-keeping. DEML uses the assessment results to improve and enhance the pedagogical strategies, student engagement, and student learning. DEML intends to use a number of direct assessment methods, including graphic design projects, video projects, podcasts, mock interviews, oral presentations, exams, quizzes, and written assignments.

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

Bachelor of Arts in Digital Media Studies

Required courses:

DMST 200	Media in Today's Society
DMST 210	Writing for Public Communication
DMST 220	Introduction to Computer Graphics
DMST 230	Elements of Cinema
DMST 300	Understanding Audio

DMST 310	Fundamentals of Studio Production
DMST 320	Fundamentals of Field Production
DMST 330	Communication Ethics
DMST 340	Social Media Communication
DMST 350	Journalism
DMST 420	Media Law
ENGL 218	Approaches to Grammar
ENGL 330	Advanced Public Speaking
ENGL 324	Literature and Film

DMST Electives:

DMST 240	Essentials of Interviewing
DMST 250	Principles of Public Relations
DMST 360	Global Media
DMST 370	Documentary Production
DMST 380	Designing Digital Communication
DMST 390	Digital Story Telling
DMST 400	Cultural Criticism
DMST 410	Digital Animation
DMST 430	Special Topics in Cinema
DMST 440	African American Cinema
DMST 450	Screenwriting
DMST 460	Student Media Practicum
DMST 472	Internship
DMST 499	Independent Study

Digital Media Studies Course Descriptions

DMST 200 Media in Today's Society Credits 3
This course examines the effects of digital media and mass communication on American culture. Students will examine communication theories, historical and contemporary research, the mass media industries, laws and regulations, and the effects of media on society. Prerequisites: ENGL 101 and 102

DMST 210 Writing for Public Communication Credits 3
This interactive course will stress the communication fundamentals of clarity, concision, and cohesion. Students will learn to target their market, sharpen their message, and structure and shape their communication for maximum impact. While refreshing their knowledge of mechanics (grammar, punctuation), students will progress through a series of assignments, both individual and group, that they can tailor toward a focus on multiplatform communication for various professions—including public relations, marketing, journalism, and other careers in strategic communication. Prerequisites: ENGL 101 and 102

DMST 220 Introduction to Computer Graphics Credits 3
This class is an introductory level course in commercial computer generated graphic design, illustration, desktop publication, and web design. Through a "hands-on" studio approach, the student will develop a basic knowledge of the various application programs of desktop publication and illustration. Prerequisites: ENGL 101 and 102

DMST 230 Elements of Cinema Credits 3
This course offers a broad textual, technical and cultural understanding of American cinema. Students will watch and analyze full movies and movie clips, read comprehensive introductory texts, and view video tutorials about techniques of filmmaking. Students will develop a vocabulary and analytical skills that will allow them to discuss a film within textual, technical and cultural contexts. Prerequisites: ENGL 101 and 102

DMST 240 Essentials of Interviewing Credits 3
This course is a study of methods used to prepare for and conduct interviews for articles in print, broadcast, cable and online media. Emphasis is placed on ways to structure a set of questions to elicit information and conduct an effective interview. Prerequisite: DMST 210

DMST 250 Principles of Public Relations Credits 3
This course will prepare professional communicators, armed with the appropriate skills, to assess, react and respond to the pace of the 24 hour news cycle. It will cover the history and development of the field of PR as a profession; strategic management; research; professionalism and ethical issues; communication theories; strategies and tactics; global trends and discussions on the future of the profession. Prerequisite: DMST 210

DMST 300 Understanding Audio Credits 3
This course will provide the student with a basic understanding of audio production equipment, a familiarity with broadcast radio, and an awareness of the importance of audio in other media. Goals will be achieved through classroom lecture, discussion, and the creation of various types of audio production. Prerequisite: DMST 200

DMST 310 Fundamentals of Studio Production Credits 3
This courses familiarizes students with the basic techniques of television studio production, including producing, writing, directing and electronic graphics creation. Prerequisite: DMST 220 and DMST 300

DMST 320 Fundamentals of Field Production Credits 3
This course will introduce students to the techniques and technology of single camera electronic news gathering and electronic field production, covering everything from creative and technical recording and editing techniques to copyright issues. Prerequisite**:** DMST 310

DMST 330 Communication Ethics Credits 3
This course is designed to provide an overview of theoretical approaches to ethical dilemmas. Foundational ethical theory will be explored and used to analyze, discuss and evaluate modern ethical dilemmas presented in the form of case studies. Through analyzing these historical and cultural examples, students will build a foundational ethical framework for making decisions and recommendations in the workplace. Prerequisite: DMST 200

DMST 340 Social Media Communication Credits 3
This course will explore the rise and growth of social media as a 21st century communication practice. Students will study the advances that led to the creation of social media and, just as importantly, examine how the use of social media fed its growth. Students will develop social media communication plans and practice digital communication skills using online tools such as Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest, and Tumblr. Prerequisite: DMST 200 and 210

DMST 350 Journalism Credits 3
This is a writing-intensive course designed to introduce students to the process of gathering news for publication. Specific attention will be paid to the differences in writing styles depending on audience and delivery platform. Prerequisite**:** DMST 210

DMST 360 Global Media Credits 3
In this course, students take an interdisciplinary and critical approach to this growing field, understanding how creativity, media and communication are produced and consumed, seeing how they are implicated in political and social change, and how media businesses are shaping our world. Prerequisite: DMST 200

DMST 370 Documentary Production Credits 3
This class is an examination of documentary film/video production. Through a "hands-on" studio approach, the student will develop knowledge of the production of documentary film/video and the use of the video/audio equipment as well as the use of editing software. Prerequisites: DMST 210 and 320

DMST 380 Designing Digital Communication Credits 3
This course is an introduction to commercial computer generated design applicable to traditional print media and digital interactive web layout and design. Through a "hands-on" studio approach, the student will develop further knowledge of the various application programs. Prerequisite: DMST 220

DMST 390 Digital Story Telling Credits 3
This course explores the production of news for multimedia. Students will learn to create relevant content for a target audience by building proficiencies in story conception, interviewing, videography, writing, use of graphics and interactive elements, and non-linear editing. Through effective teamwork, students will create multiple projects utilizing skills and equipment designed to prepare them for employment in multimedia journalism and/or public relations. Prerequisites: DMST 320 and 350

DMST 400 Cultural Criticism Credits 3
This course is designed to introduce college students to looking at elements of culture through a critical lens. Students will evaluate news media, cycled stories, and ideology as presented through media venues and how they are disseminated and perceived by the culture at large. This course will also explore how to analyze, write, and critique the issues examined by producing op-ed pieces and critical commentary. Students will examine a variety of techniques and strategies to enhance their writing and critical thinking skills. Prerequisite: DMST 210

DMST 410 Digital Animation Credits 3
This class is an introduction to commercial computer generated animation. Through a "hands-on" studio approach, the student will develop a basic knowledge of the various application programs used to create digital animation. Prerequisite: DMST 220

DMST 420 Media Law Credits 3
This course is designed to introduce students to the numerous legal issues presented in media careers. It includes a broad understanding of libel, copyright, advertising regulation and First Amendment protections across traditional and emerging media platforms. Through this course, students will be introduced to legal reasoning and analysis. They will also become familiar with the regulatory process of the Federal Communications Commission. Prerequisite: DMST 330

DMST 430 Special Topics in Cinema Credits 3
The course is an in-depth examination of some particular aspect of film and filmmaking. In any given semester, the course may concentrate on, but by no means be limited to, such diverse topics as film genre, the work of a particular director or auteur, or literature to film adaptations. Prerequisite: DMST 230

DMST 440 African American Cinema Credits 3
This course critically examines the history, culture, politics, concepts and issues related to the African American film experience. While focusing on representations of African American life, culture and politics as

reflected in mainstream and independent cinema, students will review the manner in which African Americans have participated in the film experience including (but not limited to) the processes of writing, directing, acting, producing, critiquing, and, as audience members, consuming. Students will be introduced to several theories of film and race by studying the construction and meaning of African American cinema from the past and present, and the political significance of African American images in popular culture. Prerequisite: DMST 230

DMST 450 Screenwriting Credits 3
This course is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Development of synopsis, treatment and drafts for a short theatrical screenplay: theme, plot, character, mise-en-scene and utilization of cinematic elements. Prerequisites: ENGL 207 and 324

DMST 460 Student Media Practicum Credits 1 (Repeatable 4x)
This course provides hands-on experience to students who seek to practice their classroom acquired media skills in a variety of applications including, but not limited to, managing campus media organizations, assisting with University publications, and/or serving as video crew to the department's production coordinator. This is a one credit course which may be repeated for a total not to exceed four credits. Prerequisites**:** Instructor permission and a minimum cumulative GPA of 2.7

DMST 472 Internship Credits Up to 12
This course is designed to provide experiential learning for students who seek careers in media related fields. It offers a unique opportunity to gather onsite career-related experience and apply information previously gathered in the classroom setting. Credit is awarded in three credit increments (3, 6, 9 or 12) and may be repeated for a total of twelve credits. Prerequisites: Instructor permission, successful completion of at least 56 prior credit hours, and a minimum cumulative GPA of 2.7

DMST 499 Independent Study Credits 3
This course is designed to allow digital media students to explore a research topic of their own choosing. Students will create their own research proposal, an annotated bibliography, and a presentation based on their findings. Students will examine a variety of techniques and strategies to enhance their writing, critical thinking, and presentation skills. Prerequisite: Instructor Permission

To summarize, students who earn a Digital Media degree will complete 41 general education credits, 42 credits of core curriculum required classes, 18 credits in DMST electives, six credits of foreign language study and 13 free elective credits for a total of 120 credits.

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

All DMST students will complete 41 General Education credits in the following categories:

- Curriculum Area I: Arts and Humanities -9 credit hours (including ENGL 207, Creative Writing, and ENGL 203, Fundamentals of Contemporary Speech)
- Curriculum Area II: Social and Behavioral Sciences-6 credit hours
- Curriculum Area III: Biological and Physical Sciences-7 credit hours (including one lab)
- Curriculum Area IV: Mathematics-3 credit hours
- Curriculum Area V: English Composition-9 credit hours
- Curriculum Area VI: Emerging Issues-7 credit hours (including EDTE 111, Technology and Society, and a newly created DMST 490, Senior Capstone)

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

   There is no accrediting agency for this program.

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

   There are no contracts with other institutions or non-collegiate organizations.

8. **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.**

Upon approval of the program, the curriculum, course, and degree requirements will be clearly, completely, and accurately published in the undergraduate academic catalog, on the Department of English and Modern Languages website, on the Division of Academic Affairs website, on the undergraduate Admissions application, and all marketing/promotional material for the proposed program. In addition, the aforementioned sources will also provide students with information regarding financial aid resources, cost and payment policies, professional organizations, matriculation requirements, expectations of student performance, academic appeal policies, and procedures related to student retention and dismissal.

Technology information and support is offered to all students through the UMES Center for Instructional Technology and Online Learning (CITOL) as well as the Office of Information Technology. In addition, digital media technology specific to the major will be supported by the department's technical staff who currently support the facilities of the Digital Media minor.

Academic support services, beyond those offered by department faculty in publicly posted office hours, are provided through the UMES Center for Access and Academic Success and online through specific academic software programs. Students are also offered peer tutor support in the university's writing center.

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**

The program will be clearly and accurately represented in as-yet-to-be-developed advertising, recruiting, and admissions materials.

H. Adequacy of Articulation

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

Absent approval of the proposal, no articulation agreements have been created, but nearby Wor-Wic Community College's newly instituted Digital Media certificate program appears to be an ideal candidate for a future partnership.

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, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.**

There are two full-time faculty members responsible for a majority of the current Digital Media minor courses offered by the department. They would be expected to continue as full-time faculty in a Digital Media major.

The current coordinator of the minor, Marilyn Buerkle, is an experienced broadcast journalist who spent nearly 30 years in the television industry before joining the UMES faculty. She has experience on-air locally and in Washington D.C. at a national cable network. The newsroom she supervised received three prestigious, national Edward R. Murrow awards from the Radio and Television Digital News Association. Her last private sector position was as station manager of the local CBS-affiliated television station; that provides UMES students with unique entrée to pursue highly valued local internships and entry-level employment. Ms. Buerkle is currently responsible for supervision of the department's interns and oversight of the student-managed online radio station and student video crew. She also has certain public relations responsibilities through the production of regular publications for the English department and the School of Education, Social Sciences, and The Arts. She holds a bachelor degree in Speech Communications from Edinboro University of Pennsylvania and a master of arts in Journalism/Public Affairs from American University.

Joseph Davis, who holds a bachelor degree in Music Education from Henderson State University and two master's degrees in music from Memphis State University, earned his M.F.A. in Art at Towson University where he specialized in interactive media. He has more than 20 years of teaching experience at UMES in a variety of media related courses including Computer Graphics I and II, Introduction to Film, Studies in Film, Aesthetics of TV and Film, and Principles of Photojournalism. His digital image collages have been featured in various publications of Hemlock Books Ltd. of London.

In addition to those two faculty members who would simply transition from coursework in the digital media minor to the DMST major, there are several fulltime English faculty members whose credentials currently enable them to augment the media faculty for specific courses in their expertise on a periodic, continuing rotation.

The English department is also about to begin the process of filling an existing opening with an additional fulltime digital media faculty member which, when accomplished, will require an adjustment of the faculty responsibilities outlined below.

Name	Degree	Field	Appt. Type	Appt. Status	Title/Rank	Potential Courses
Buerkle, M.	MA	Journalism & Management	Non-tenure	FT/12 month	Lecturer	DMST 200, 350, 460, 472, 490, 499
Cooledge, D.	PhD	Literature, Cinema Studies & Production	Tenured	FT/12 month	Assoc. Prof.	ENGL 324, DMST 440, 450

Davis, J.	MFA	Graphic Design, Video Production, & Cinema Studies	Non-tenure	FT	Lecturer	DMST 220, 230, 320, 370, 380, 410, 430
Hagenrater-Gooding, A.	PhD	Literature, Creative Writing, Ethics, & Popular Culture	Tenured	FT	Assoc. Prof.	DMST 330, 400, ENGL 207
Hoffman, R.	ABD/EdD	Technology	Adjunct			DMST 200Online
Johnston, S.	PhD	Linguistics, Composition, & Journalism	Non-tenure	FT	Lecturer	DMST 210, 250, ENGL 218
Keane-Dawes, J.	PhD	Interpersonal & Intercultural Communication	Tenured	FT	Professor	ENGL 330, DMST 360
Wiggins, K.	MS	Journalism	Adjunct			DMST 240, 340, 390
Wilkinson, R.	BA	Promotion & Video Production	Adjunct			DMST 300, 310

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- **Pedagogy that meets the needs of the students**
- **The learning management system**
- **Evidenced-based best practices for distance education, if distance education is offered.**

a) Pedagogy that meets the needs of the students

UMES provides training in pedagogy for faculty through the following:
- Annual *Innovations in Teaching and Learning Conference* in June sponsored by the Center for Teaching Excellence (CTE), which is free to UMES faculty and involves faculty from across the region. The conference includes strands such as Assessment, Online Learning, Diversity and the Inclusive Classroom, Teaching with Technology, and Innovative Pedagogy.
- CITOL offers regular seminars in use of a variety of technology tools and platforms to enhance teaching.
- Faculty Reading Circles: CTE offers faculty reading circles focused on enhancing teaching skills. The Provost's office purchases the books for faculty, and faculty meet weekly to discuss the books during a specific time frame.
- Faculty are encouraged to apply for university funds to assist with attendance at professional conferences, workshops, and short courses.

b) The learning management system

UMES uses the Blackboard learning management system CITOL offers seminars on the use of a variety of Blackboard features, including Collaborate. CITOL staff are available for

consultation and troubleshooting, and are very responsive to requests for assistance.

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

The degree program is primarily designed as a traditional, face-to-face program. This enables the university to fully utilize the state's investment in the on-campus digital media production facilities which opened in 2016. Some individual courses may be developed in the future for occasional online delivery.

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.

The University assures that institutional library resources meet the new program needs. The UMES Frederick Douglass Library (FDL) presently houses over 178,500 volumes of books and 755 periodicals. Students and faculty may also take advantage of the library holdings housed at the eleven other universities in the University System of Maryland (USM), through inter-library loans. Collaboration of the FDL with the USM allows for the use of electronic library databases.

To supplement an extensive collection of library holdings, the library possesses a vast cultural diversity reading list. The University continually updates and adds to its information security holdings in the library as needed for existing programs. It is expected that library resources will continue to meet all needs of existing and future programs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.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 question of facilities and equipment is a point of pride for the UMES Department of English and Modern Languages. Beginning in January 2016, the department's Digital Media faculty and staff moved to the university's brand new multi-million dollar Engineering and Aviation Sciences Complex. The building was designed to bring many of the UMES technology-focused programs under one roof.

The building includes an investment of nearly $3 million in digital audio and video production equipment, industry-specific software, a graphics lab, and multiple audio and video studio facilities which are currently used by students who seek a Digital Media minor. We believe its state-of-the-art resources will serve as a valuable recruitment tool, ensuring the success of a new DMST degree program.

Facilities include a large television studio equipped with high-definition cameras and a sophisticated control room, a graphics laboratory, five digital video edit suites, five digital audio edit suites, an audio production studio, the student radio station, two small single camera "practice" television studios, and a classroom designed to serve as an electronic newsroom. The building also includes traditional classrooms, and adequate office and meeting space.

We are not unaware that there will be continuing software licensing costs and periodic equipment updates, but we are able to begin our new program fully equipped from the start.

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:**

   - **An institutional electronic mailing system**
   - **A learning management system that provides the necessary technological support for distance education**

While fully online instruction is not envisioned for this program, UMES has both an institutional electronic mailing system and a learning management system.

Gmail is the campus-wide e-mail provider. UMES faculty and staff were gradually converted from Microsoft Outlook to Gmail to avoid interruption to instruction; all students, faculty and staff were moved to Gmail by July 2019.

CITOL assists faculty and students in all aspects of e-learning including hosting, training, development, and support of Blackboard.

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.**

Because the English department's telecommunications minor is already housed in a state-of-the-art facility and has dedicated faculty and staff, the typical resource issues associated with the creation of a new degree program are not as onerous as one might presume.

As mentioned earlier in Section H of this document (Adequacy of Faculty Resources), the Department of English and Modern Languages submits this proposal at a time that coincides with the retirement/departure of several faculty members. That provides a unique opportunity to reallocate current (or soon-to-be) faculty openings to the envisioned expansion of media faculty.

That includes moving the current coordinator of the Digital Media minor from an existing federal Title III grant to state funding. The three existing staff positions and a part-time administrative assistant are also funded on the above mentioned Title III grant. It is the department's intention to continue to seek Title III support to provide for the staff positions through a four year transition from digital media minor to DMST major. By the fifth year of the program, as outlined in the accompanying financial tables, the staff could be supported by the revenue the program generates.

It is our expectation that our superior technical facilities, combined with significant staff expertise, may create revenue generating opportunities in our community. If and when that income is realized, it could be used to reduce our reliance on the federal grant. Because that

potential is difficult to quantify, our submission accounts for only minimal outside revenue beginning in the third year of the program.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$60,000	$60,900	$61,814	$62,740	$63,681
2. Tuition/Fee Revenue (c + g below)	$171,160	$213,950	$256,740	$342,320	$427,900
a. Number of F/T Students	20	25	30	40	50
b. Annual Tuition/Fee Rate[1]	$8,558	$8,558	$8,558	$8,558	$8,558
c. Total F/T Revenue (a x b)	$171,160	$213,950	$256,740	$342,320	$427,900
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	$224/credit hour	$224/credit hour	$224/credit hour	$224/credit hour	$224/credit hour
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources[2]	$360,841	$371,667	$382,817	$394,302	$406,131
4. Other Sources[3]	$3000	$3000	$3000	$3000	$3000
TOTAL (Add 1 – 4)	$595,001	$649,517	$704,371	$802,362	$900,712

1. Based on 2020-2021 tuition and fees.
2. Title III grant funding. Annual increase based on planned 3% increase each year.
3. Other sources of funding include Star Power Summer Camp revenue and studio rental and production services.

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)	$457,929	$464,799	$471,770	$478,846	$486,030
a. Number of FTE	5	5	5	5	5
b. Total Salary[1]	$344,308	$349,473	$354,715	$360,035	$365,436
c. Total Benefits[1]	$113,621	$115,326	$117,055	$118,811	$120,593
2. Admin. Staff (b + c below)	$29,069	$29,939	$29,942	30,390	$30,846
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	$21,856	$22,511	$22,513	$22,850	$23,193
c. Total Benefits	$7,212.68	$7,428	$7,429.29	$7,540	$7,654
3. Support Staff (b + c below)	$218,060	$221,330	$224,651	$228,022	$231,442
a. Number of FTE	3	3	3	3	3
b. Total Salary	$163,955	$166,414	$168,911	$171,445	$174,016
c. Total Benefits	$54,105	$54,916	$55,741	$56,577	$57,425
4. Technical Support and Equipment	$35,000	$35,000	$35,000	$35,000	$35,000
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)	**$740,058**	**$751,068**	**$761,363**	**$772,258**	**$783,318**

1. Increases based on 1.5% COLA each year.

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 and the courses they teach undergo five standardized evaluation procedures.

- Students evaluate their instruction at the conclusion of each course through an anonymous online survey. This assessment evaluates course content and faculty teaching skills/dispositions.
- Faculty provide feedback to their colleagues via faculty peer evaluations.

- Every year, faculty submit goals and achievements related to teaching, scholarship, and service to the department chair. At the end of the year, the department chair evaluates faculty with respect to accomplishment of their goals.
- University Promotion & Tenure Committees also assess tenure-track faculty accomplishments in teaching, scholarship and service.
- Post-Tenure Reviews conducted by committee assess faculty accomplishments every five years following tenure.

In addition, the Department of English and Modern Languages conducts an annual assessment of its student learning outcomes for each degree program held by the department as described in section G.3.

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.

The evaluation of program effectiveness will consider the assessments and evaluations previously described, along with grade distributions; data on enrolled/retained students captured at the department level; graduation rates; and student to faculty teaching/advising ratios. The goal is 100% degree-related employment of DMST graduates.

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.

A Bachelor of Arts in Digital Media Studies, as envisioned in this proposal, is consistent with Maryland's minority achievement goals and the UMES mission and institutional identity. The program will expand educational opportunities and choices for minority students by offering a unique degree program in a field where there is a demonstrated shortage of people of color in the workforce.

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

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.

This proposed DMST program is not related to a low productivity program at UMES.

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

This is not applicable as the DMST program will not be offered via distance education.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Voter Engagement Across the USM

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: This fall, as part of the USM commitment to civic engagement and civic education, the USM institutions are supporting student engagement in the upcoming election in a variety of ways. Each institution has outreach to the students and staff to encourage voter registration, and every institutional website includes a link on the home page directing students how to register to vote. In addition, many of the institutions have student organizations working on voter registration and get out the vote (GOTV) activities. A special request has been received from the Governor's office, from MHEC, and from the Maryland Congressional delegation asking that USM institutions recruit election judges for polling places in Maryland.

The list of activities below indicates some of the work going on to recruit election judges and encourage all students to be actively engaged in this most important civic responsibility—voting:

1. Election judge recruitment and information sharing:
   -Distributed letters from Secretary James Fielder to all Presidents for distribution to students (attached).
   -Encouraged institutions to identify a point of contact for all election judge recruitment efforts and started exploring grant-funding to support those positions.
   -Ongoing communication that the election judging and training are paid opportunities for students; begun exploring the matter of excused absences and/or service-learning credit for students who serve as election judges.
   -John Willis, executive in residence at UB's School of Public and International Affairs, and Ann Cotten, Schaefer Center Director at UB, met with USM and described their contract with Baltimore City for training election judges. That information is being shared with presidents and student organizations.

2. Dr. Nancy Shapiro, Associate Vice Chancellor, presented (attached) to the USM Student Council and was invited to meet with several institutional student councils to emphasize election judge opportunities via the attached file and https://elections.maryland.gov/get_involved/election_judges_form.html.

3. USM has organized a *Civic Engagement Student Leadership Committee*, with student representatives nominated from each institution. Nominated students are already working on voter engagement on their campuses and have broader connections across the campus in different ways from student government representatives. We are sending out the election judge information through that network, also.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 8, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Ian D. MacFarlane
Chair

James D. Fielder, Jr., Ph. D.
Secretary

August 4, 2020

Dear President,

Due to the COVID-19 pandemic, the State Board of Elections (SBE) is currently experiencing a shortage of election judges to staff the polls. This presents a unique opportunity for students to participate in the democratic process while helping the citizens of Maryland.

To help address this shortage, **I am calling on you to share the attached letter with students and encourage them to consider serving as an election judge this November.** Doing so will help to ensure that Marylanders have access to polling stations and are afforded the opportunity to vote without undue delay or interference.

Thank you for helping to provide all Marylanders with full, equal and unfettered access to vote in November.

Sincerely,

Dr. James D. Fielder
Secretary

CC: MHEC Segmental Advisory Council
MHEC Student Advisory Council
MHEC Faculty Advisory Council

MARYLAND HIGHER EDUCATION COMMISSION
6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
T 410.767.3300 • 800.974.0203 • F 410.332.0270 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Ian D. MacFarlane
Chair

James D. Fielder, Jr., Ph. D.
Secretary

August 4, 2020

Dear Maryland Student,

Please consider serving as an election judge this year! The 2020 general election will be held on November 3, 2020. In accordance with state law, voters will be able to cast their ballots by mail, during the eight days of early voting (October 22-29, 2020), or in person on Election Day.

Due to the COVID-19 pandemic, the State Board of Elections (SBE) is currently experiencing a shortage of election judges to staff the polls. Election judges play a critical part in the democratic process. This presents a unique opportunity for students to participate in the democratic process while helping the citizens of Maryland.

Therefore, I am calling on you and your peers to consider serving as an election judge this November to ensure that Marylanders have access to polling stations and are afforded the opportunity to vote without undue delay or interference. Under Maryland law, you can serve as an election judge if you are:

- Age 16 or older[1];
- Are a registered voter in Maryland;
- Physically and mentally able to work at least a 15-hour day;
- Willing to work outside your home precinct;
- Able to sit and/or stand for an extended period; and
- Can speak, read, and write English.

If you are interested in serving your community and helping to protect the democratic process, please visit the SBE website at elections.maryland.gov/get_involved/election_judges.html to sign-up to become an election judge. With the election fast approaching, please sign-up as soon as possible. Questions can be submitted to info.SBE@maryland.gov or to 410-269-2840.

Thank you for helping to provide all Marylanders with full, equal and unfettered access to vote in November.

Sincerely,

Dr. James D. Fielder
Secretary

[1] *If you are 16 years old, you may be able to serve if you show your local board of elections that you are qualified to be an election judge and a parent or guardian gives permission.

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University System of Maryland

Civic Education & Civic Engagement at USM

NANCY SHAPIRO, PHD

ASSOCIATE VICE CHANCELLOR FOR EDUCATION AND OUTREACH

OFFICE OF ACADEMIC AND STUDENT AFFAIRS

UNIVERSITY SYSTEM OF MARYLAND

University System of Maryland

Civic Education and Civic Engagement

USM Background

- Role of the System in Civic Education and Civic Engagement
  - Convene and Amplify
  - → How USM supports students and institutions
- 2017 Langenberg Lecture and Symposium: *Civic Education, Civic Engagement, and Civic Responsibility: Foundations of a Democratic Society*, keynote by Sen. Barbara Mikulski
- CECE Initiative
  - 2017 – Civic Learning and Democratic Engagement Workgroup
- 2019 Convening: *USM Civic Education and Civic Engagement Workshop*

University System of Maryland

Civic Education and Civic Engagement

USM Background

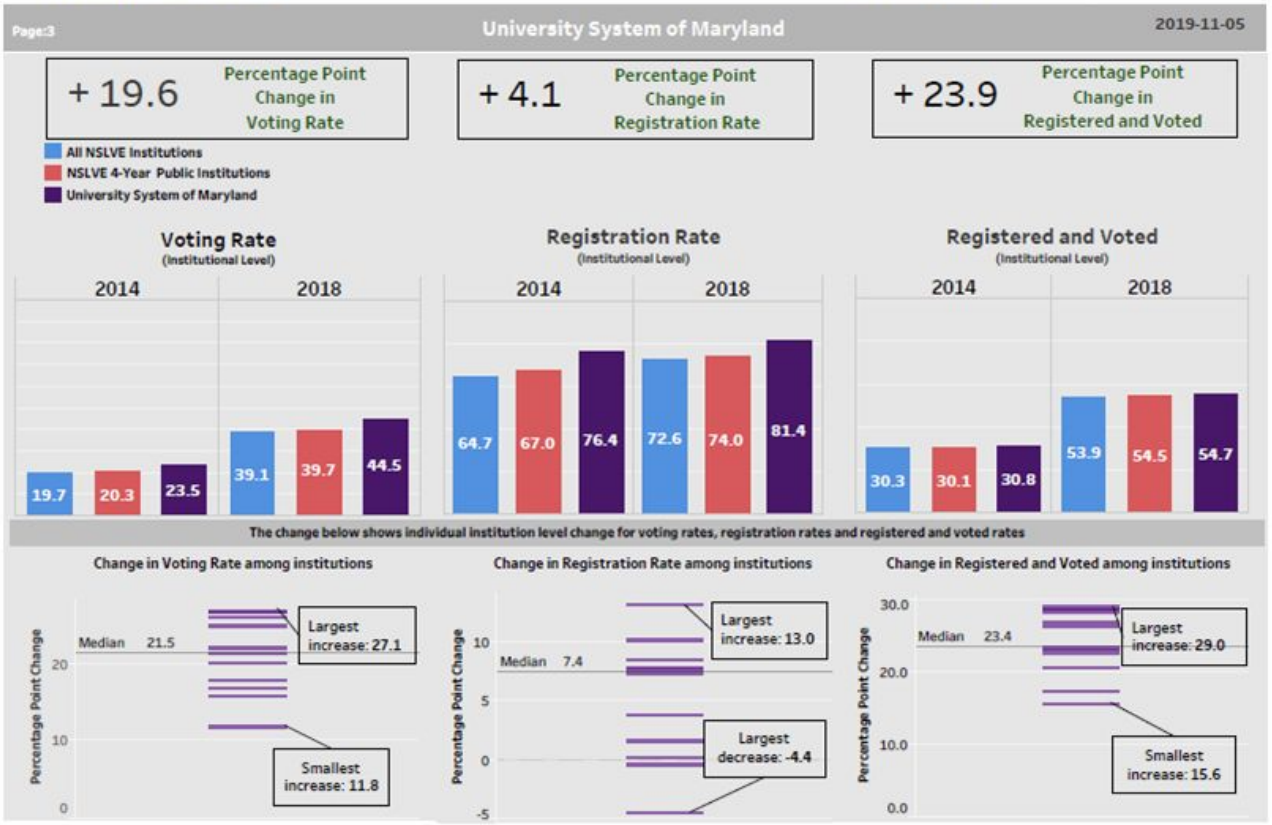
- Workgroups:
  - Voting and Census
  - Carnegie Classification
  - Curriculum Integration
- National Study of Learning, Voting, and Engagement reports
- Recommendations to Board of Regents
  - Meet every year to keep CECE work moving forward
  - System-level seed money to incentivize and support campus innovations
  - System-level support for cross-institutional collaboration

University System of Maryland

Civic Education and Civic Engagement

INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tufts University | Jonathan M. Tisch College of Civic Life



University System of Maryland

Civic Education and Civic Engagement

INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tufts UNIVERSITY | Jonathan M. Tisch College of Civic Life

University System of Maryland

Civic Education and Civic Engagement

INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tufts University | Jonathan M. Tisch College of Civic Life

Page: 7 — University System of Maryland — 2019-11-05

University System of Maryland (Student Level) — (n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2014	24.5%	29.0%	24.6%	13.7%	23.6%	18.6%
2018	37.4%	50.9%	42.9%	32.7%	42.8%	35.9%

All Institutions (Student Level) — (n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2014	17.6%	27.5%	18.7%	18.8%	19.2%	15.5%
2018	34.6%	47.0%	37.8%	38.8%	41.1%	34.4%

2014 Highest Voting Rates

Library Science	47.9% (292)
Public Administration	41.8% (2,106)
Legal Professions	37.8% (1,996)

2014 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	4.55% (4,177)
Fitness Studies	11.57% (968)
Architecture	12.05% (332)

2014 Highest Voting Rates

Library Science	47.4% (9,837)
Theology & Religious Vocations	31.0% (8,743)
Public Administration	29.3% (141,945)

2014 Lowest Voting Rates

Fitness Studies	11.4% (143,552)
Basic Skills Education	12.7% (4,792)
Biological & Biomedical Sciences	13.8% (410,248)

2018 Highest Voting Rates

Library Science	74.1% (270)
Legal Professions	56.9% (1,927)
Public Administration	55.5% (4,226)

2018 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	13.8% (7,105)
Transportation	25.8% (62)
Fitness Studies	30.5% (3,196)

2018 Highest Voting Rates

Library Science	69.9% (13,009)
History	51.3% (72,928)
Public Administration	50.9% (169,519)

2018 Lowest Voting Rates

Health-Related Knowledge & Skills	28.7% (554)
Military Science & Leadership	24.4% (2,299)
Basic Skills Education	15.2% (5,359)

Largest Increases

Architecture	30.4%.p.
Family and Consumer/Human ..	26.2%.p.
Library Science	26.1%.p.

Largest Decreases

Largest Increases

English Language & Litera..	27.3%.p.
Visual & Performing Arts	26.1%.p.
Communication & Journali..	24.9%.p.

Largest Decreases

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

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

University System of Maryland

Civic Education and Civic Engagement

What you can do right now

For your **SELF**:

- Check your voter registration status here: https://turbovote.org/
- Register to vote if you have not already done so

For your **NETWORK**:

- Triple the vote: register yourself and at least two friends
- Post on social media to spread the word of how to easily register

For your **COMMUNITY**:

- Volunteer as an election worker or election judge
- Write letters and postcards for Vote Forward to encourage people to register and vote: https://votefwd.org/

University System of Maryland

Civic Education and Civic Engagement

Additional Resources & Information

- Vote Forward
- Rock the Vote
- https://actionnetwork.org/forms/reclaim-our-vote-signup
- https://advancementproject.org/
- https://www.headcount.org/verify-voter-registration/
- https://www.lwv.org/
- https://naacp.org/empowerment-programs/ (this page specifically is for the 501(c)(3) branch of the NAACP)
- https://www.nonprofitvote.org/
- https://idhe.tufts.edu/electionimperatives
- https://content.govdelivery.com/bulletins/gd/MDMDP-29a12c3?wgt_ref=MDMDP_WIDGET_1 (census-related)
- https://slate.com/technology/2020/07/congress-election-security-2020.html
- https://www.nytimes.com/interactive/2020/08/11/us/politics/vote-by-mail-us-states.html
- https://www.washingtonpost.com/politics/tens-of-thousands-of-mail-ballots-have-been-tossed-out-in-this-years-primaries-what-will-happen-in-november/2020/07/16/fa5d7e96-c527-11ea-b037-f9711f89ee46_story.html
- https://www.scotusblog.com/2020/08/rnc-rhode-island-republicans-ask-justices-to-intervene-in-absentee-ballot-dispute/
- https://www.cnn.com/2020/08/10/politics/rnc-rhode-island-supreme-court-voting/index.html

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Education Policy and Student Life Tentative Annual Agenda, 2020-2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: The Tentative Agenda for 2020-2021 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. enrollment projections, campus crime reporting, financial aid), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe 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 RECOMMENDATION: Information Only		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Draft – August 31, 2020

USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE
TENTATIVE AGENDA 2020-2021

Tuesday, September 8, 2020
1. New Academic Program Proposals (Action)
2. Cultural Diversity Progress Reports (Action)
3. Fall 2020 Reopening Panel (Information)
4. Report on Academic Program Actions Delegated to the Chancellor, AY 2019-2020 (Information)
5. Voter Engagement (Information)
6. Tentative Annual Agenda, 2020-2021 (Information)

Tuesday, November 3, 2020
1. New Academic Program Proposals (Action)
2. Update on Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission (Action)
3. Proposed Amendments to Committee Bylaws and Draft Committee Charge (Action)
4. Notification of Awards: Regents Scholarships and Elkins Professorships (Information)
5. Report: Workload of the USM Faculty – Academic Year 2019-2020 (Information)
6. Report on Opening Fall 2020 Enrollments and FY 2021 Estimated FTE Report (Information)
7. Diversity, Inclusion, and Social Justice Across the USM (Information)

Tuesday, January 12, 2021
1. New Academic Program Proposals (Action)
2. New Program 5-Year Enrollment Review (Information)
3. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
4. Report on Extramural Funding – FY 2020 (Information)
5. Articulation Efforts Between USM and Other Institutions (Information)

~~~~~~~~~~~~Closed Session~~~~~~~~~~~~

6. Board of Regents Faculty Awards Recommendations (Action)
7. Honorary Degree Nominations (Action)

Friday, March 5, 2021
1. New Academic Program Proposals (Action)
2. Campus Crime Reports (Information)
3. Update: P-20 Initiatives (Information)

Tuesday, May 4, 2021
1. New Academic Program Proposals (Action)
2. Policy Amendments (Action)
    a. II-1.00 – USM Policy on Appointment, Promotion, and Tenure of Faculty
3. Update on the USM New Student Enrollment Pipeline and Aggregate Student Success; USM-Wide Student Success Initiatives (Information)
4. 2020-2021 EPSL Agenda Brainstorming (Information)
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The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

September 10, 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, September 10 2020 via audio and videoconference. Regent Leggett called the meeting to order at 12:37 pm.

Regents present were Regent Schulz, Regent Sansom, Regent Leggett, Regent Malhotra, Regent Fish, Regent Gooden, Regent Attman, Regent Mears, Regent Rauch, and Regent Gossett.

USM personnel included J. Boughman, T. Sadowski, L. Ryan, D. Wilkerson, J. Perman, E. Herbst, and T. McDonough, K. Bainbridge.

Featured Innovator Panel: Three USM COVID App Challenge Winners and IBM Industry Partner & Judge (Information Item)

The panelists, three of the six winning teams of the USM COVID App Challenge, spoke about the app they developed for the challenge and their next steps.

Andrew Karam, from An-Tech and an undergraduate at UMCP, explained that before the USM COVID App Challenge, he had worked on a project to use thermal detection to help identify concealed weapons. He leveraged that to develop the COVID app, which identifies elevated temperatures. He used the funding from the USM COVID App Challenge to further develop for the IBM Call for Code competition a technology that could monitor public areas for the presence of people with elevated temperatures. Several Regents asked about privacy concerns and data protection. Mr. Karam explained that monitoring in public spaces is allowed, and places like college campuses would have to work through that. He then explained that no identifying information for individuals would be gathered or stored. He also explained that thermal imaging technology exists, but part of the innovation in his tool is the ability to open access to that information to others. He used IBM's Watson as a tool in developing it.

Gregory Okhuereigbe, from COREY: COVID Buddy and an undergraduate at TU, said he also used IBM's Watson to further develop his app and submit to the call for code. His app allows people to obtain important COVID-related information, undergo screening, and more. He also commented that to continue pursuing the development of the app, he's seeking a new fall internship that would not have intellectual property concerns. In January, he will begin a graduate program.

Kirubel Tolosa, from Team Follow Up and a graduate student at UMBC, described his app, which allows COVID patients to submit data that can be accessed by their medical providers can be leveraged by researchers. Recently, he was approached by a researcher to see about using it to help with COVID diagnosis. Apart from that, Mr. Kirbuel said that he is looking for other opportunities and partners to take the application into production.

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John Joaquin, from IBM, who helped to sponsor the challenge and participated as a judge, congratulated the winning teams and said it is always great to see talented people at the start of their careers and he hopes to have some of the panelists as employees in the future. He explained that IBM has had a commitment to the State of Maryland since 1915, when they started an office in Baltimore. They have always promoted education as one of the most important things that can be done in changing trajectories, and they have shown this through such collaborations with USM as the P-Tech initiative in Baltimore. In addition, there will be more collaboration in quantum computing. For IBM, participation in the USM COVID App Challenge was a way for them to put their brand out there in front of students, as a historic company. He commented they are always looking for talent and would be in touch with Mr. Okhuereigbe about opportunities.

Vice Chancellor Sadowski thanked the students, who were impressive, and thanked IBM for collaboration throughout the entire System. He commented that the Committee often hears about companies that USM is investing in, but there are also valuable, transformative ideas that exist further down the chain, and USM students and faculty are behind them.

Chancellor Perman also thanked the panelists and thanked John on behalf of IBM for their collaboration on the P-Tech program as well, saying that it is clear that IBM cares about bringing up USM students.

Regent Sansom commented that it is inspiring that all three students submitted applications and continued to work on them after winning and that it speaks to the success of the competition and each of the innovators.

Approval of Committee Charter (Information Item)

Vice Chancellor Sadowski explained that the committee charter had been slightly revised. Regent Gooden made a motion to accept, seconded by Regent Fish. All Regents approved.

USM Office of Economic Development Update – Tom Sadowski, Vice Chancellor for Economic Development (Information Item)

Vice Chancellor Sadowski reviewed the guiding principles behind the efforts of the Economic Development Office. Vice Chancellor Sadowski also noted that partnerships driving enhancement of the USM's innovation infrastructure often begin with conversations focused on talent and workforce development. Under the umbrella of the USM COVID Research & innovation Task Force, a formal tech acceleration program will likely be in the spring, but a bootcamp-type effort to help mentor entrepreneurs with COVID specific ideas is still on deck for this Fall. Vice Chancellor Sadowski discussed the establishment of a comprehensive pandemic research effort via a new Maryland Pandemic Research Institute, which would include partnerships across the USM as well as with industry and the federal government. Chancellor Perman stated that there is strength around the System not just with regards to biomedical research, but experts in logistics and more. USM is also in the right location in the country due to physical proximity to federal agencies. It needs to be funded, which is being thought through. Just yesterday at the Life Sciences Advisory Board meeting, discussions took place with people who have similar ideas in the Greater Washington area, so there is an opportunity to collaborate with other regional players in this effort. Ms. Locascio will present to the full board at the September 18 meeting on the Task Force, its activities to date and future initiatives. Vice Chancellor Sadowski said it is yet another opportunity to foster collaborations that will develop Maryland's innovation infrastructure.

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Vice Chancellor Sadowski reviewed information regarding the USM Maryland Momentum Fund, including recent investments and the significant co-investment attracted to date. He thanked Managing Director, Claire Broido Johnson for her contributions. He noted that there is approximately $3.5M left for new investments, in addition to the $2M held in reserve for follow-on investments in existing portfolio companies. Regent Leggett commended the Economic Development team and Momentum Fund program for the additional revenue generated and the number of new jobs created to date. Vice Chancellor Sadowski commented that an under-emphasized but very valuable benefit to the Fund is how it has helped to enhance the development of the startup ecosystem, providing the means and opportunity for mentors and investors to engage with our innovators and entrepreneurs, far beyond those companies receiving Momentum Fund investment. In fact, the Momentum Fund process has helped to uncover a collection of pre-Momentum Fund earlier-stage ventures, some of which may not be a fit for venture investment but present other market relevant, commercialization opportunities. Vice Chancellor Sadowski reviewed the potential benefits of providing support to this earlier-stage cohort. He stated that it is a tough time to have this type of conversation, with resources being limited, but as was heard from IBM, there is great interest in the innovations and ideas being developed at this early stage. The USM therefore needs to consider being more active at this stage. Regent Leggett asked how the 40 companies were identified that were too early for the Momentum Fund. Ms. Ryan explained that this was based on feedback from the Momentum Fund Managing Director, so it is a conservative number, but they are already-formed companies that have approached the fund or been recommended to the Fund for review, some of which overlap with the 100 or more each year the USM supports. Regent Leggett also stated that USM needs to make sure it has done as much as possible to make sure that people are aware of the opportunities as broadly as possible, including geographic and demography, to which Vice Chancellor Sadowski responded that it has very much been taken to heart.

Ms. Ryan presented the Venture Development Report. She noted that despite the changes due to the pandemic, entrepreneurial programs serving faculty, students, and community members, is still thriving so far in a virtual environment. Regent Malhotra asked if the materials science startup out of UMCP could be connected with the new degree program at Coppin State University. Ms. Ryan replied that connections like that are one of the goals of the Venture Development Report, and two vehicles that could allow of collaboration would the Maryland Industrial Partnership Program and the Maryland Technical Internship Program. Chancellor Perman agreed and said that more of that is needed. He also said that we hear the need for high-quality, diverse talent pools, and need to continue to improve connections to industry in workforce development. Ms. Ryan noted that assistance provided by SBDCs will continue to be included as a reminder of the great work that is happening there, including excellent assistance to small businesses during this pandemic with regards to PPP loans and relief, recovery, and resiliency.

Vice Chancellor Sadowski presented information regarding the strategic plan. He explained that it is still under development, but USM has had robust conversations and solicited feedback from partners. Education goals will also be developed in partnership with MJ Bishop at the Kirwan Center. With regards to the research goals, a great discussion was help with R1 and comprehensives. Vice Chancellor Sadowski commented that they did ask for information on industry partnerships and will report that next meeting, as the information was still coming in from the economic development partners.

Regent Leggett asked about enhancement of technology commercialization, for which Ms. Ryan clarified that the technology licenses are the primary metric addressing that. Chancellor Perman suggested that

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incentives to faculty be understood across the System and updated, if needed. Vice Chancellor Boughman commented that those policies are up for review, and this will be taken into account. It was acknowledged that culture change is not easy and that these efforts should in no way hamper basic research efforts and dissemination of knowledge. Ms. Ryan explained that the 100 licenses would be appropriate for benchmarking where they should be, but more like 60 or 70 would be realistic unless other resources are applied. Although incentivizing more faculty to be innovative is encouraged, resource constraints prevent existing demand from being fully realized in some cases. Ms. Ryan continued that all of the goals work together. For example, partnering as a System on research leverages the diversity and expertise on many levels to be able to go after very large opportunities that wouldn't be available otherwise, some of those funded by industry or by the federal government and requiring industry partners. In turn, industry partnerships require technology transfer processes be in place to avoid snags in collaboration. Regent Gooden noted that some institutions are better at conducting this type of work than others and that the USM needs to help foster partnership within the system.

Ms. Ryan described the venture support goals and mentioned that anything regarding purchasing would be discussed with finance, but that models like the buy local initiatives at UMB are a great example. Chancellor Perman said that more of that needs to be done, including identifying and providing assistance to community entrepreneurs.

Ms. Ryan concluded by stating that resources are required to achieve these goals, though System-level goals in this regard have not been articulated previously, and funding sources for this type of work is not widespread.

Chancellor Perman commented that when UM Ventures was established, one goal was to help more than just UMCP and UMB, but he was not sure how much was being done in that regard. Vice Chancellor Sadowski said that it is time for a reminder that UM Ventures exists to provide this type support system wide, especially considering the tremendous work ongoing at the other institutions of interest to current and prospective partners (federal and industry). Chancellor Perman mentioned the Maryland Innovation Initiative, which has Site Miners interact directly with faculty. He then commented on the connection between things like growing graduate programs and connecting them to these initiatives. He mentioned that most of the top universities at spinning out technology have stated that graduate students are actually huge drivers of that innovation and activity and can inspire faculty and help them move innovations into the market. Ms. Ryan agreed and added that in her previous work at the National Science Foundation's SBIR programs, this was acknowledged to be true across the country.

Regent Gooden asked about impediments to progress. Vice Chancellor Sadowski commented that culture shift can be difficult, but it is important, and we need to find ways to incentivize commercialization-driven behavior. Ideally, there would be System-wide mechanism or Fund to help facilitate this work. He referenced previous state legislation that was well received but did not pass due to COVID that would have provided matching funds as incentive to inspire development of new centers of excellence and innovation – driven by strategic industry, government and higher education collaborations. Regent Gooden agreed and asked that care be taken to further document this need so that post-COVID, resources can be identified and allocated.

The meeting ended at 2:02 pm.

Respectfully submitted,

DRAFT

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization

DRAFT

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Committee on Governance and Compensation Charter

COMMITTEE: Governance and Compensation

DATE OF MEETING: September 10, 2020

SUMMARY: The Committee on Governance and Compensation reviews its charter each year. Attached is the current committee charter with proposed revisions discussed at the meeting of the Committee on Governance and Compensation. The committee will review and vote on whether to accept the current charter with the proposed revisions.

ALTERNATIVE(S): The Committee could choose not to discuss the topic.

FISCAL IMPACT: Fiscal impact is minimal.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Regents review the committee charter and its proposed revisions and vote to accept it.

COMMITTEE ACTION:	DATE: September 10, 2020
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734 or 301-445-1906

Committee on Governance & Compensation

PURPOSE

To assist the Board of Regents in fulfilling its responsibilities for the oversight of leadership of the University System of Maryland, specifically pertaining to optimal performance of the Board and personnel matters.

RESPONSIBILITIES

The Governance and Compensation Committee regularly meets six times annually and, with the approval of the BOR, is granted the authority to ensure that the Board operates according good governance principles and realizes its full potential as high performing Board. The committee is charged with reviewing matters pertaining to the organization and leadership structure of the University System of Maryland, its constituent institutions and centers and the System Office, other personnel matters such as collective bargaining agreements, compensation for individuals under BOR Policy VII-10.0 and matters pertaining to the optimal operation of the BOR.

A. Leads the Board in evaluating its performance, including developing guidelines for Board evaluations, administering biannual Board self-assessments, coordinating periodic comprehensive reviews of the Board, and assessment of Board committees.
B. Reviews Board Bylaws as needed and recommends changes for Board approval.
C. Reviews the program for new Regent orientation and ongoing Board development to ensure that Regents receive appropriate education and training, including Regent Mentor program and Regent Liaison Program.
D. Reviews and monitors compliance related to Board composition and Regent attendance.
E. Certifies the annual review of committee charters.
F. Defines and implements USM's philosophy for executive compensation, including
    - Periodic benchmarking and aging of peer compensation data;
    - Conducting a comprehensive review of peer data every 3 – 5 years;
    - Utilizing data to inform compensation for new presidents and chancellors; and
    - Monitor trends in compensation and maintain compensation tally sheets.
G. Develops and implements a framework for goal setting and annual and comprehensive executive performance review, including
    - Establishing/reviewing guidelines for comprehensive performance reviews of the USM Presidents and Chancellor
    - Approving annual goals for the Chancellor and USM Presidents,
    - Reviewing annual performance assessments of the USM Presidents and Vice Chancellors,
    - Conducting an annual review of the Chancellor,

- Conduct a comprehensive review of the Presidents every 3 – 5 years and review feedback,
- Under special circumstances, request additional performance reviews of the Chancellor and USM presidents, as appropriate

H. Recommends to the Board appointments and compensation for an Acting or Interim Chancellor or, on the recommendation of the Chancellor, Acting or Interim Presidents in the event of vacancies.
I. Monitors trends and opportunities for succession planning and leadership development
J. Maintains guidelines for Chancellor and Presidents Searches.
K. Maintains an annual calendar for the Governance and Compensation Committee
L. Maintains a schedule for USM policy review.
M. Reviews for information purposes contracts and appointment letters of certain personnel entered into by the USM and its institutions in accordance with Board of Regents Policy VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements.
N. Develops the parameters for compensation and terms of appointment for President and Chancellor hires for recommendation to the Board, to permit the Board to delegate negotiation of an appointment letter to the Chancellor or, in the case of a Chancellor's hire, the Board Chair.
O. Reviews and recommends for board approval, as appropriate, collective bargaining agreements and related reporting on collective bargaining activity in the USM.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposal to Temporarily Suspend the Self-Support Requirement for Intercollegiate Athletics Programs during the COVID-19 Pandemic

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 10, 2020

SUMMARY: Actions taken by athletic conferences and institutions, together with requirements associated with public health management guidelines in response to the COVID-19 pandemic, have resulted in a significant loss of revenues and the incurrence of additional expenses that impact the intercollegiate athletics program operations. It is likely that fiscal year 2021 will see additional shortfalls in revenues and increased/unanticipated expenses associated with the pandemic.

These unplanned changes in revenues and expenses of intercollegiate athletics programs result in a circumstance where it has been and will continue to be difficult or nearly impossible to manage the finances of intercollegiate athletics on a self-support basis during the pandemic. Institution presidents may need the flexibility to utilize funds from other non-state-supported activities to temporarily fund athletics.

The proposed action would provide institutions relief from the requirement in Board Policy V-2.10—Policy on Reports on Intercollegiate Athletics that states:

> *"Intercollegiate athletics programs are to be managed on a self-supporting basis, meaning that all spending and expenses are to be paid for by revenues and resources generated by the intercollegiate athletic program within the institution."*

As proposed, institution presidents would have the ability to fund intercollegiate athletics, for fiscal years 2020 and 2021, with funds and resources of other, non-state-supported activities. Any institution that chooses to take this approach must disclose the amount and source of funding in its annual financial reporting to the Board of Regents for annual intercollegiate athletics.

ALTERNATIVE(S): Without this action, institutions could be in violation of the Board policy.

FISCAL IMPACT: Suspension of the requirement does not impact the System's overall finances.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that during fiscal years 2020 and 2021, the Board of Regents approve a temporary suspension of the requirement that Intercollegiate Athletics be managed on a self-supporting basis, per BOR Policy V-2.10, and permit institution presidents to use funds and resources of other non-state-supported activities to cover lost or reduced revenues and/or additional expenditures resulting from the COVID-19 Pandemic. An institution shall report the use of such funds to the Board as directed by the Chancellor.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/10/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

ICA POLICY

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Increase in Project Authorization for School of Nursing Student Services Renovation and Window Replacement

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 10, 2020

SUMMARY: The University is seeking increased authorization by the Board to renovate the Student Services area and replace windows in the original School of Nursing Building at 655 West Lombard Street, Baltimore, MD. The original part of the School of Nursing building was constructed in 1970 and a seven-story addition was constructed in 1996.

This project was originally approved by the Board last February for $6 million. Since that time, bids have been received by the construction manager for the full scope of work. Additional hazardous materials were discovered late in the design process resulting in almost $1 million in added design and construction fees. Trade subcontractor bids, particularly those related to HVAC, drywall, and excavation, also came in significantly higher than the original estimates. This resulted in $1.3 million in additional costs. Finally, the project management team has decided to carry an additional $500,000 in project contingency to cover any unforeseen circumstances that may arise during construction.

A revised project summary table is attached. The original Board item from the February is also attached for your reference.

The scope of the project consists of the following two major components:

1. Renovation of the first floor and adjacent lobby basement level, including a two story plus basement bump out addition to serve the Student Services Department (Admissions, Student Success Center and Registrar). The program includes: (a) work space for 31 current full-time/professional employees consisting of a mix of offices and modular (cubical) workspaces; (b) work space for student workers consisting of shared workspace; (c) staff lounge; (d) a visitor-focused reception area for prospective/current students and their families; (e) a student lounge/study space, with a separate entrance that students could access afterhours; (f) a large conference room; and (g) a small conference/interview room.

2. Complete life cycle replacement of the original building windows.

This project addresses $1.6 million in deferred maintenance.

ALTERNATIVE(S): While it would be possible to delay this project to a future date, the current de-densification of the facility provides an opportunity for the contractor to work on several areas simultaneously, avoiding additional costs related to personnel relocations and a lengthier, phased construction schedule.

FISCAL IMPACT: The new total budget for this project is $8.8 million, which will be paid for by institutional funds.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve a new project authorization of $8.8 million for the School of Nursing Student Services Renovation and Window Replacement as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/10/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Project Cost Summary

UMB, 17-396 School of Nursing Student Services
Renovation and Window Replacement

	Original	Revised
Date	1/30/2020	8/6/2020
Stage of Estimate	**50% CD**	**GMP**
Design/Fees	$500,000	$800,000
Construction Cost	$5,000,000	$7,000,000
Contingency	$500,000	$1,000,000
Project Total	**$6,000,000**	**$8,800,000**
Notes:	Cost estimate provided by Forella Group, LLC via Marshall Craft Associates, Inc.	GMP provided by Kinsley Construction

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

PREVIOUS ITEM

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 10, 2020

SUMMARY: The University is seeking Board approval to renovate the Student Services area and replace windows in the original School of Nursing Building on the University of Maryland, Baltimore campus located at 655 West Lombard Street. The original part of this School of Nursing building was constructed circa 1970. A seven-story addition was constructed circa 1996.

This item is coming to the Board for consideration and action because the project budget exceeds the policy limit of $5 million for approval by the Vice Chancellor for Administration and Finance.

The scope of the project as defined by the Contract Documents consists of the following two major components:

1. Renovation of the first floor, including the adjacent lobby basement level, including a three story bump out addition of the School of Nursing to serve the Student Services Department (Admissions, Student Success Center and Registrar). The program includes: (a) Work space for 31 current full-time/professional employees consisting of a mix of offices and modular (cubical) workspaces; (b) Work space for student workers consisting of shared workspace; (c) Staff Lounge; (d) A visitor-focused reception area for prospective/current students and their families; (e) A comfortable student lounge/study space, with a separate entrance that students could access afterhours; (f) a large conference room; and (g) a small conference/interview room.

2. Complete replacement of the original building windows.

FISCAL IMPACT: The budget for this project is $6 million, which will be paid for by institutional funds.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, Baltimore's request for the School of Nursing Student Services Renovation and Window Replacement, for a project cost of $6 million, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 2/10/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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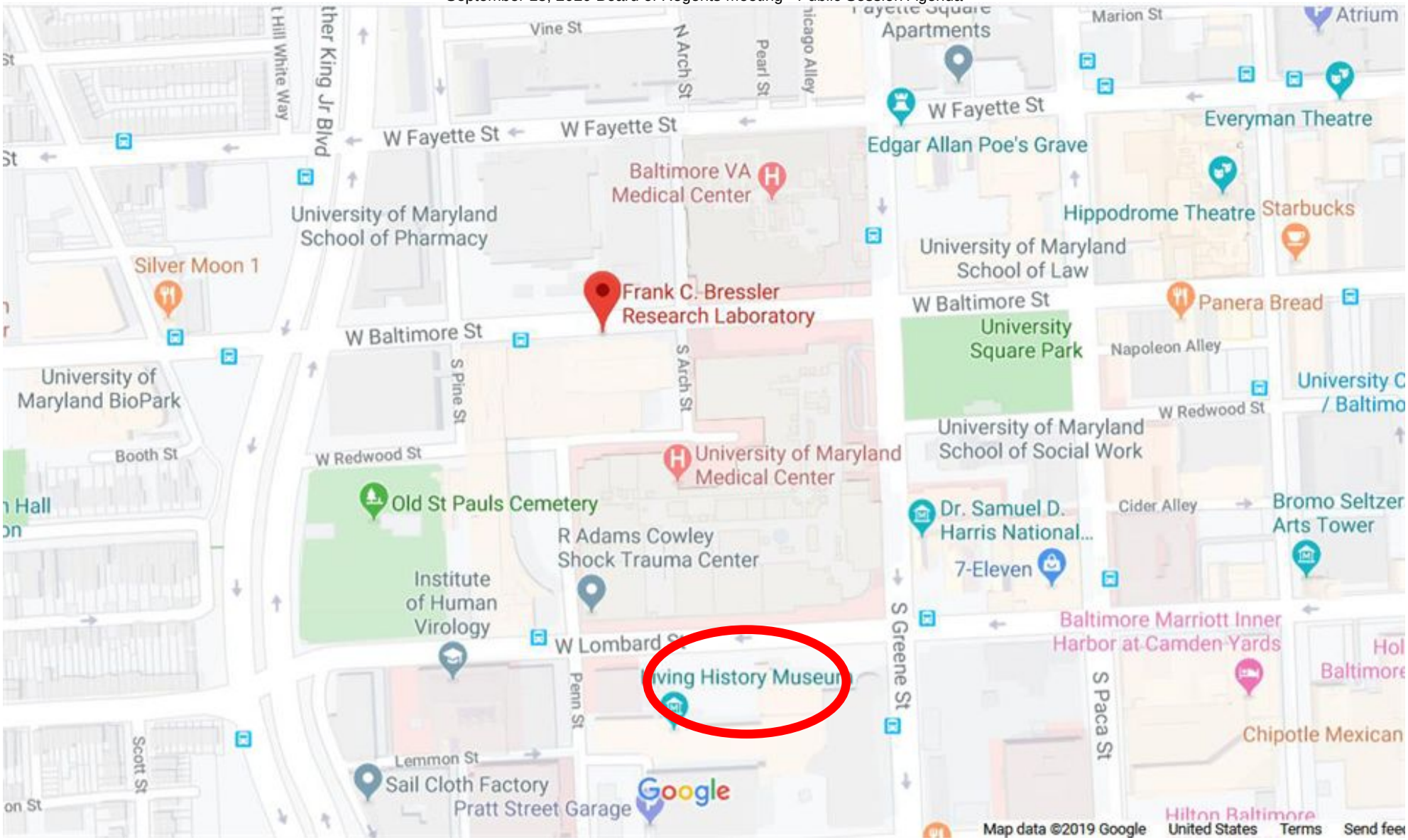
PREVIOUS ITEM

Project Cost Summary

UMB, 17-396 School of Nursing Student Services Renovation and Window Replacement

	Original
Date	1/30/2020
Stage of Estimate	**50% CD**
Design/Fees	$500,000
Construction Cost	$5,000,000
Contingency	$500,000
Project Total	**$6,000,000**
Notes:	Cost estimate provided by Forella Group, LLC via Marshall Craft Associates, Inc. and UMB Design and Construction.



North

Location Map: UMB School of Nursing Building

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Amendment to Sale and Ground Lease of Property to Gilbane Development Company to Develop Graduate Student Housing, Townhomes and Access Roadways

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 10, 2020

SUMMARY: At its April 19, 2019 meeting, the Board of Regents approved a real estate transaction between the University of Maryland, College Park (UMCP) and Gilbane Development Company (GDC) to develop a graduate student housing and townhome development known as Western Gateway. The transaction had two components. First, the University would sell 9.10 acres of land to GDC for $810,000. Of that sale property, approximately 1.03 acres was available for townhome development. The balance of the for-sale property would be encumbered by a permanent "no vertical construction" covenant (intended, in part, to preserve trees near an adjoining creek and create a buffer between this project and the neighboring community). GDC was obliged to build roads and other infrastructure on that land.

A second parcel, approximately 2.26 acres, would be leased to GDC or a controlled affiliate for purposes of building and operating a graduate student housing project.

When originally proposed, and approved by the Board in April, the project included a 0.91-acre parcel that is currently owned and operated by Maryland Hillel (the "Hillel Property"). UMCP and Hillel are parties to an Exchange Agreement dated November 7, 2016, under which UMCP was to take title to the Hillel Property. The Board of Regents approved this Exchange Agreement on April 15, 2016. In turn, UMCP intended to convey to Hillel a UMCP-owned parcel in the Old Town neighborhood of College Park. Hillel plans to build a new, larger Hillel center on this property. Although Hillel obtained development approvals for its new center, it did not, and has not yet, met fundraising goals required to start construction. UMCP, a strong supporter of the development of the new Hillel center, has agreed to defer the outside closing date of the Hillel property exchange until July 2022.

As a result, UMCP and GDC have agreed to remove the Hillel Property from the initial phase of their transaction. Therefore, the project is modified as follows:

- The size of the sale property for the initial phase of development is reduced from 9.10 acres to approximately 8.71 acres.
- The sale price will remain $810,000.
- Similarly, the size of the ground leased parcel for the initial phase of development is reduced from 2.26 acres to approximately 1.74 acres.

Other key terms of the ground lease/graduate student housing project remain unchanged.

For example, UMCP and GDC will enter into a 75-year ground lease with two ten-year extension options. The ground lease will impose restrictions requiring GDC to make a priority offering of approximately 300 units to UMCP graduate students (with lower priority offerings permitted only if graduate students do not fully occupy the units). Rents for graduate students will be fixed pursuant to a formula in the ground lease

intended to mandate below market rents. The University and GDC have agreed on a ground rent, but, as part of the strategy to keep rents below market, that ground rent will be abated for so long as the project complies with lease restrictions regarding below market rentals to the UMCP graduate student community.

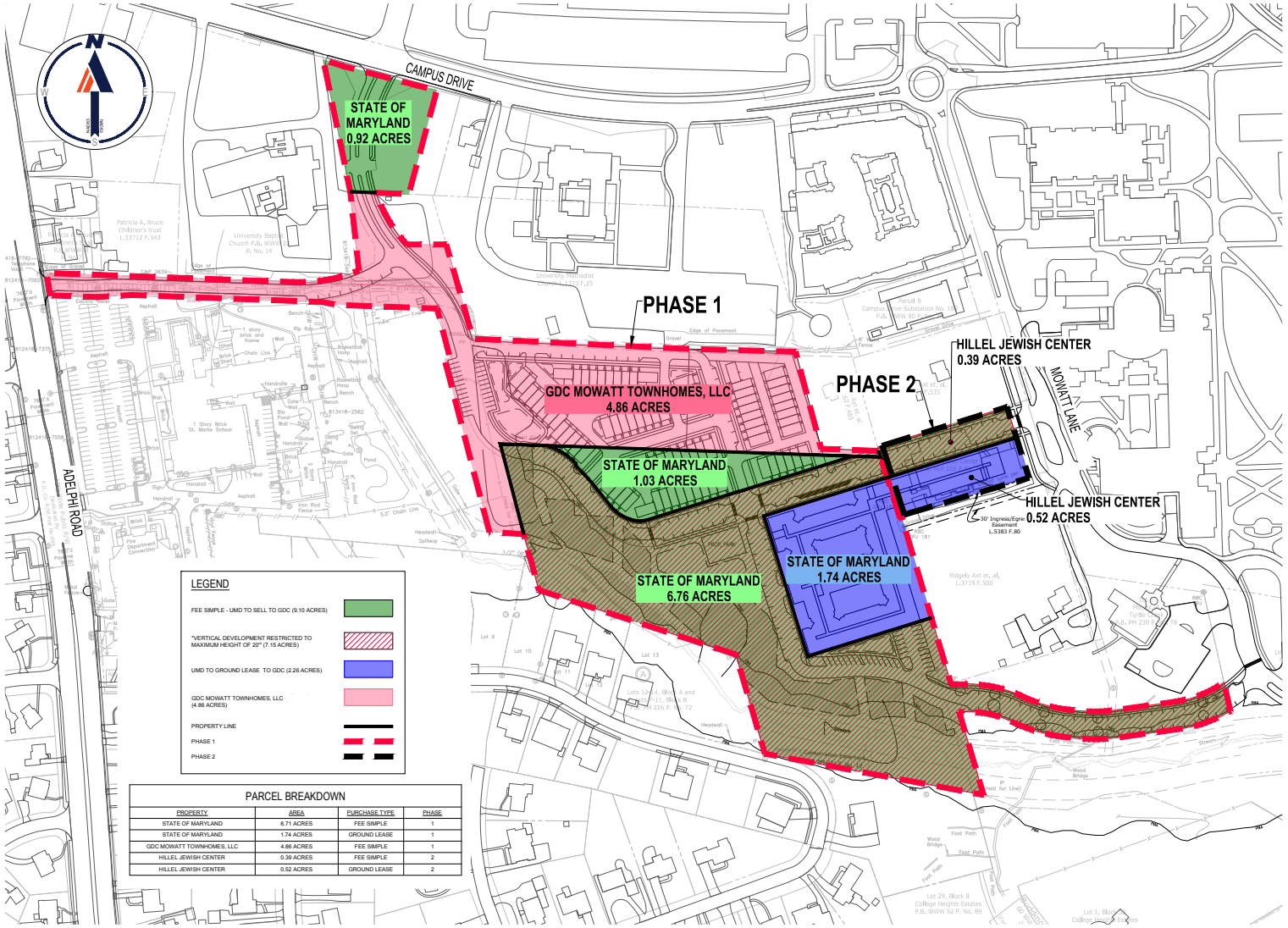
Closing on this transaction remains contingent upon GDC having obtained all zoning and development approvals from the County.

ALTERNATIVE(S): The Board of Regents could reject the proposed land sale and ground lease to GDC. UMCP would retain existing unimproved property; however, the advantage of a larger assemblage with adjacent privately-owned property would likely be lost.

FISCAL IMPACT: The approximately 8.71-acre sale parcel is valued (and appraised) at $810,000. As noted, UMCP would not be paid ground rent for the leasehold parcel (with an appraised value of $7,800,000), but would receive GDC's commitment to make a capital investment now estimated to be approximately $75,000,000 to build the graduate student housing and the surrounding road and other infrastructure. The disposition would have no direct cost to the University beyond that associated with conducting due diligence and closing.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents amend its prior approval for the University of Maryland, College Park so as to slightly reduce the size of the for-sale property from approximately 9.1 acres to 8.71 acres. Likewise, the prior approval of the ground lease transaction should be amended to reflect a reduction in size of the leasehold parcel from approximately 2.26 acres to 1.74 acres, consistent with the University System of Maryland Policy on Acquisition and Disposition of Real Property.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/10/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	



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SITE CIVIL AND CONSULTING ENGINEERING
LAND SURVEYING
PROGRAM MANAGEMENT
LANDSCAPE ARCHITECTURE
SUSTAINABLE DESIGN
PERMITTING SERVICES
TRANSPORTATION SERVICES

REVISIONS

REV	DATE	COMMENT	DRAWN BY / CHECKED BY

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PROJECT No.: MB182141
DRAWN BY: AVB
CHECKED BY: AJL
DATE: 08/14/20
CAD I.D.: MB182168EXS - UMD ONLY

PROJECT:
WESTERN GATEWAY
FOR
GILBANE DEVELOPMENT

PROPOSED DEVELOPMENT
MOWATT LANE & CAMPUS DRIVE
PRINCE GEORGE'S COUNTY
MARYLAND 20740

BOHLER
16701 MELFORD BLVD., SUITE 310
BOWIE, MARYLAND 20715
Phone: (301) 809-4500
Fax: (301) 809-4501
MD@BohlerEng.com

N. B. SPEACH
PROFESSIONAL ENGINEER
MARYLAND LICENSE No. 41001
PROFESSIONAL CERTIFICATION
I, NICHOLAS B. SPEACH, HEREBY CERTIFY THAT THESE DOCUMENTS WERE PREPARED OR APPROVED BY ME, AND THAT I AM A DULY LICENSED PROFESSIONAL ENGINEER UNDER THE LAWS OF THE STATE OF MARYLAND, LICENSE NO. 41001, EXPIRATION DATE: 6/14/21

SHEET TITLE:
PARCEL EXHIBIT

SHEET NUMBER: 1

ORG. DATE -

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Committee Charge

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 10, 2020

SUMMARY: The members of the Finance Committee will review and discuss any proposed updates to the Committee's charge.

ALTERNATIVE(S): Language could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the charge for the Committee.

COMMITTEE RECOMMENDATION:

RECOMMEND APPROVAL WITH THE ADDITION OF LANGUAGE THAT RECOGNIZES THE COMMITTEE'S STEWARDSHIP OF THE USM'S EFFECTIVENESS AND EFFICIENCY EFFORTS.

DATE: 9/10/20

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

University System of Maryland

Board of Regents
Committee on Finance
September 10, 2020

BYLAWS Article X. Section 5.

Charge:

The Committee on Finance shall perform all necessary business and provide guidance to the Board to help ensure the long-term financial health and development of the University System, informed by strong fiscal and administrative policies.

Role and Responsibilities:

The Committee on Finance shall consider and report or recommend to the Board of Regents on matters concerning financial affairs; capital and operating budgets; facilities, student enrollment; investments; real property transactions; business entities; procurement contracts; human resources; tuition, fees, room and board charges; and the overall long-range financial planning for the University System.

Members of the Committee on Finance are appointed annually by the Chairperson of the Board. There shall be at least one member with financial expertise and experience. The Committee shall meet as needed, but no fewer than four times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

A. Establishment of the University System's five-year Capital Improvement Program (CIP) request prior to its submission to the Governor. The CIP is comprised of a prioritized list of academic projects (e.g., instruction, research), for which State bond or cash funding is requested.

B. Establishment of the University System's five-year System Funded Construction Program (SFCP) prior to its implementation. The SFCP incorporates prioritized requests from institutions for auxiliary and self-support projects (e.g., residence halls, parking facilities).

C. Authorization to issue debt to fund the capital program through the use of academic and auxiliary revenue bonds.

D. Off-cycle construction or renovation projects that exceed expenditure thresholds established in Board policy and procedures.

E. Facilities Master Plans are high level, strategic land-use and physical development plans, which help direct campus construction and improvements 10-20 years into the future. They also guide campus priorities for the annual capital budget request. Typically, a campus president will give a presentation where they describe the institution's goals on a wide range of topics related to physical renewal and expansion, including: building location decisions, renovation and replacement options, utility expansion, real property acquisition, environmental concerns, and campus and community interaction.

F. Capital projects status report which outlines the progress of all major design and construction projects underway System-wide. Data fields include overall cost, schedule, funding sources and prior approvals, as well as the name of the project architect and primary contractor.

G. Aggregated energy and power purchase agreements; periodic reviews of progress by the System and individual institutions toward State sustainability goals pertaining to reduction of energy and greenhouse gas emissions.

H. Acquisition and disposition of real property.

I. Establishment of annual operating budget including state appropriation request to the Governor.

J. Establishment of, or changes to tuition, mandatory student fees, and residential room and board rates.

K. Student enrollment 10-year projection prior to its submission to the Maryland Higher Education Commission.

L. Fall student enrollment attainment for each institution.

M. Annual reports of the finances of intercollegiate athletics for those institutions with Division I programs.

N. Review on a regular basis certain of the University's material financial matters, including the annual audited financial statements, balance sheet management and debt strategy, review and endorsement of endowment spending rule.

O. Reports and recommendations from the investment advisor(s) and investment manager(s) regarding the investment of the Common Trust Fund and asset performance.

P. Establishment of business entities, public/private partnerships, and the initiatives covered under the Board's HIEDA policy.

Q. Review dashboard metrics and monitor outcomes for organizational improvement and excellence.

R. Establishment of, or changes to existing fiscal and administrative policies.

S. Human resources policies for all staff employees including but not limited to recruitment, retention, administration of benefits and leave, compensation and classification, layoff, separation, and grievances. This Committee shall also consider and recommend any changes to the exempt and nonexempt staff salary structures.

T. Awarding of contracts and entering into cooperative agreements as specified in VIII-3.0 USM Procurement Policies and Procedures. This Committee shall approve all contracts that exceed $5 million except contracts for capital projects, sponsored research, and real property.

U. Pursuant to Section 13-306 of the Education Article, the annual contract, and any amendments thereto, between University of Maryland, Baltimore (UMB) and University of Maryland Medical System Corporation 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. 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.

V. Continue as stewards of the USM Effectiveness and Efficiency efforts including:

- Supporting USM's strategic priorities of excellence, access and affordability, innovation, increased economic impact, and responsible fiscal stewardship.
- Emphasizing collaboration and inter-institutional activities.
- Fostering innovation and entrepreneurship to promote cultural changes and new operating models.
- Promoting the optimal use of technology in support of systemwide and campus operations.
- Reviewing and discussing periodic reporting on initiatives that promote effectiveness and efficiencies in the USM operating model, increase quality, serve more students, and optimize USM resources to reduce pressure on tuition, yield savings and cost avoidance.

University System of Maryland

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Year-to-date Fundraising Report

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 18, 2020

SUMMARY: The attached table shows fundraising progress (as compared to FY19 and against the FY20 goal) for June 2020.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	Information item	DATE: 9.18.2020
BOARD ACTION:		DATE:

SUBMITTED BY: Leonard Raley, Vice Chancellor for Advancement, raley@usmd.edu
301-445-1941

UNIVERSITY SYSTEM of MARYLAND

FY20 FUNDRAISING

Institution	FY2019 Results 30-Jun	FY2020 Results 30-Jun	FY2020 Goal	Percentage to Goal FY20
Bowie State University	$2,013,302	$2,428,023	$2,500,000	97.12%
Coppin State University	$1,507,475	$1,519,577	$1,300,000	116.89%
Frostburg State University	$3,579,854	$1,842,238	$3,400,000	54.18%
Salisbury University	$6,103,522	$11,456,699	$10,000,000	114.57%
Towson University	$14,158,555	$12,458,841	$12,000,000	103.82%
University of Baltimore	$2,358,198	$5,789,939	$4,000,000	144.75%
University of Maryland, Baltimore	$76,886,290	$79,291,679	$104,000,000	76.24%
University of Maryland Baltimore County	$17,937,820	$11,265,884	$12,500,000	90.13%
University of Maryland Center for Environmental Sciences	$1,108,736	$1,095,615	$1,500,000	73.04%
University of Maryland College Park	$202,011,121	$169,687,522	$200,000,000	84.84%
University of Maryland Eastern Shore	$1,373,659	$2,883,534	$2,500,000	115.34%
University of Maryland Global Campus	$2,580,215	$19,867,699	$2,500,000	794.71%
University System of Maryland	$2,441,123	$1,923,279		
TOTAL	**$334,059,870**	**$321,510,529**	**$356,200,000**	**90.26%**

9/9/2020

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: USM Enrollment Projections: FY 2021-2030

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 10, 2020

SUMMARY: In accordance with the Policy on Enrollment, the Finance Committee typically considers and recommends the enrollment plan for the University System of Maryland at its March meeting. However, the March 2020 enrollment projections were developed prior to the COVID-19 pandemic. As such, the Committee received the plan for information only and the Regents requested that the Chancellor work with the Presidents to update, as necessary, the enrollment projections in the fall to reflect any enrollment changes caused by the pandemic and the economic conditions, as well as the anticipated impact over the long-term.

The updated enrollment projections reflect the student registration for the Fall 2020 semester and the anticipated impact to enrollment currently. The USM short-term enrollment projection for Fall 2020 is 169,812 compared to 172,216 actual enrollments in Fall 2019. The new Fall 2020 enrollment numbers are different than what was submitted last March (171,538). Current enrollment remains uncertain because of the following reasons:

1) the student mix is different compared to historical trends,
2) the restrictions to in-person learning,
3) unknown economic factors,
4) the disruption to new student recruitment.

Highlights of the updated Fall 2020 enrollment projections include:

- Overall headcount is projected to decrease 2,404 students in Fall 2020 from 172,216 to 169,812. The Fall 2020 enrollment reflects:
  - More instate undergraduate students
  - Fewer graduate students
  - Fewer students attending full-time
  - Slight increase at UMGC
  - Decreases at most of the other institutions

Comparing the update Fall 2020 enrollment projections for the long-term enrollment plan with what was submitted in the March 2020 enrollment projections, institutions are on similar trajectories but beginning at different points due to the unexpected Fall 2020 enrollment.

- Overall projected headcount growth for the ten-year period is 5.2 %, an increase from 172,214 to just over 181,000. This long-term projection is on-track with the enrollment projections reviewed in Spring 2020.

The near-term enrollment will be closely monitored. During the Fall meeting of the Board's Enrollment Workgroup, the members will discuss any new enrollment changes that may have occurred in the first

month of classes and review the critical factors facing institutional enrollment. In November, the Board will receive the annual Fall enrollment update. During the Spring semester, the Board will review the Enrollment Projections for FY 2022 to FY 2031.

ALTERNATIVE(S): The Committee may request changes in the projections.

FISCAL IMPACT: The fiscal impact of the enrollment will depend on many factors in the near-term including availability of facilities to accommodate enrollments within the campus safety guidelines, the demand for education in a remote learning environment, and the residential student mix. Over the long-term, the COVID-19 pandemic may impact the academic program demand, availability of facilities, and the in/out-of-state migration patterns. Finally, this enrollment plan supports the operating budget request in the near-term and capital budget decisions in the long-term.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the enrollment projections as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/10/20
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

USM Enrollment Projections
Updated for Fall 2020 Registration
FY 2020 (Fall 2019) through FY 2030 (Fall 2029)

Submitted to the Board of Regents' Committee on Finance
September 10, 2020

Office of the Vice Chancellor of Administration and Finance

Updated Enrollment Projections: FY 2020 (Fall 2019) – FY 2030 (Fall 2029)

Background and Summary

The purpose of this updated enrollment projection report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections, as required in *the Board of Regents III-4.10 - Policy on Enrollment*. These aggregate and institutional enrollment projections are informed by internal campus strategies for managing enrollment during the COVID-19 Pandemic for Fall 2020 and FY 2021. Additionally, each USM institution adjusted the longer-term enrollment projections based on the Fall 2020 registration, the uncertainty surrounding the FY 2022 recruitment and enrollment, and the anticipated longer-term enrollment based on future demographic trends.

The updated Fall 2020 aggregate enrollment projection of 169,812 students is a decrease of -2,404 students compared to Fall 2019 enrollment of 172,216 students. The new FY 2021 FTE estimate of 127,331 is about -3,100 fewer FTE than the FY 2020 actual FTE of 130,437. Table 1 and Table 2 compares FY 2020 Actuals to the Pre-COVID-19 FY 2021 projections and the updated FY 2021 projections.

Table 1 FTE

	FY 2020 Actual	FY 2021 Pre-COVID19	FY 2021 New Estimate	FY 21 New Est. VS FY 20 Actual Change	%
BSU	5,084	5,207	5,084	0	0%
CSU	2,125	2,265	1,681	-444	-21%
FSU	4,012	4,054	3,954	-58	-1%
SU	7,710	7,794	7,330	-380	-5%
TU	18,732	18,894	17,890	-842	-4%
UB	2,931	2,719	2,647	-284	-10%
UMB	7,118	6,955	6,964	-154	-2%
UMBC	11,068	11,411	10,650	-418	-4%
UMCP	33,776	33,900	33,100	-676	-2%
UMES	2,668	2,740	2,466	-202	-8%
UMGC	35,213	34,546	35,565	352	1%
USM	130,437	130,485	127,331	-3,105	-2%
USM wo UMGC	95,224	95,939	91,766	-3,457	-4%

Table 2 Enrollment	FY 2020 Actual	FY 2021 Pre-COVID19	FY 2021 New Estimate	FY 21 New Est. VS FY 20 Actual Change	%
BSU	6,171	6,320	6,171	0	0%
CSU	2,724	2,727	2,231	-493	-18%
FSU	5,178	5,179	4,851	-327	-6%
SU	8,617	8,713	8,260	-357	-4%
TU	22,709	22,823	21,673	-1,036	-5%
UB	4,476	4,109	4,000	-476	-11%
UMB	6,827	6,986	7,059	232	3%
UMBC	13,602	14,003	13,240	-362	-3%
UMCP	40,743	40,675	40,000	-743	-2%
UMES	2,888	2,888	2,648	-240	-8%
UMGC	58,281	57,115	59,679	1,398	2%
USM	172,216	171,538	169,812	-2,404	-1%
USM wo UMGC	113,935	114,423	110,133	-3,802	-3%

The pre-COVID-19 Fall 2020 enrollment plan projected a small decrease (-675) in Fall 2020 enrollment compared to Fall 2019. The primary reason for the original projected decrease was that UMGC expected a decrease of 1,200 students due to increased competition, loss of military enrollment, and a strong economy. The combined enrollment for the other USM campuses was projected to increase enrollment by nearly +500 students. In this COVID-19 environment, the enrollment outlook reversed as UMGC is no longer projected to decrease, and, unfortunately, the combined enrollment at the other campuses is projected to decrease.

The longer-term enrollment plan for FY 2030 is expected to return to a similar trajectory as the plan created prior to the COVID-19 Pandemic. In aggregate, the institutional enrollment is projected to recover and grow to 181,093 students in Fall 2029 (FY 2030). The Pre-COVID-19 projections planned for slightly less students (179,778) students by Fall 2029. The primary change to the long-term projections is attributable to the same dynamic as discussed for the Fall 2020 change: UMGC is projecting enrollment from a higher Fall 2020 enrollment point than expected, while the other campuses with Fall 2020 decreases must recover and increase from a lower enrollment point than planned.

Finally, it is important to note that the updated enrollment projections reflect the known registration at the beginning of Fall 2020. These projections were submitted before the drop/add period for the fall semester ended, the start of mini-semesters, and any institutional COVID-19-related actions occurring after August 27 that might affect student persistence through Fall 2020 and/or the retention into Spring 2021.

Table 1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM TOTAL

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	172,216	169,797	171,605	172,289	173,573	174,808	176,063	177,299	178,539	179,759	181,093	8,877	5.2%
Undergraduate Total	132,386	131,248	132,390	132,735	133,664	134,517	135,452	136,407	137,339	138,268	139,298	6,912	5.2%
Full-time	85,234	82,933	83,968	84,384	84,885	85,327	85,819	86,315	86,787	87,253	87,808	2,574	3.0%
Part-time	47,152	48,315	48,422	48,351	48,780	49,191	49,634	50,092	50,552	51,015	51,489	4,337	9.2%
Grad./First Prof. Total	39,830	38,549	39,215	39,554	39,909	40,291	40,610	40,892	41,200	41,492	41,795	1,965	4.9%
Full-time	17,336	16,736	16,988	17,215	17,368	17,452	17,513	17,548	17,601	17,640	17,686	350	2.0%
Part-time	22,494	21,814	22,228	22,339	22,541	22,839	23,097	23,344	23,599	23,852	24,109	1,615	7.2%
FTDE or FTNE Students	51,561	NA	49,573	50,056	50,472	50,896	51,268	51,695	52,109	52,501	52,917	1,356	2.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	130,437	127,331	128,975	129,607	130,523	131,398	132,237	133,083	133,941	134,810	135,672	5,236	4.0%

Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM Total Without UMGC

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	113,935	110,118	111,926	112,610	113,298	113,930	114,576	115,197	115,816	116,409	117,109	3,174	2.8%
Undergraduate Total	86,224	83,230	84,372	84,717	85,166	85,535	85,980	86,439	86,872	87,296	87,816	1,592	1.8%
Full-time	75,762	73,080	74,115	74,531	74,933	75,276	75,667	76,062	76,432	76,794	77,245	1,483	2.0%
Part-time	10,462	10,150	10,257	10,186	10,233	10,259	10,312	10,377	10,440	10,502	10,571	109	1.0%
Grad./First Prof. Total	27,711	26,888	27,555	27,893	28,131	28,396	28,596	28,758	28,944	29,113	29,293	1,582	5.7%
Full-time	17,246	16,649	16,901	17,128	17,281	17,363	17,424	17,458	17,510	17,548	17,593	347	2.0%
Part-time	10,465	10,239	10,653	10,765	10,851	11,032	11,172	11,300	11,434	11,566	11,700	1,235	11.8%
FTDE or FTNE Students	51,561	#VALUE!	49,573	50,056	50,472	50,896	51,268	51,695	52,109	52,501	52,917	1,356	2.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	95,224	91,766	93,410	94,042	94,602	95,118	95,595	96,074	96,562	97,057	97,542	2,318	2.4%

Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: Bowie State University

FALL SEMESTER

Fall Student Data	Actual	Revised	Fall Headcount Projections									Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	6,171	6,171	6,409	6,498	6,587	6,676	6,765	6,854	6,943	7,032	7,115	944	15.3%
Undergraduate Total	5,227	5,227	5,385	5,450	5,515	5,580	5,645	5,710	5,775	5,840	5,905	678	13.0%
Full-time	4,329	4,329	4,470	4,524	4,577	4,631	4,685	4,739	4,793	4,847	4,901	572	13.2%
Part-time	898	898	915	927	938	949	960	971	982	993	1,004	106	11.8%
Grad./First Prof. Total	944	944	1,024	1,048	1,072	1,096	1,120	1,144	1,168	1,192	1,210	266	28.2%
Full-time	476	476	471	482	493	504	515	526	537	548	557	81	16.9%
Part-time	468	468	553	566	579	592	605	618	631	644	653	185	39.6%
FTDE or FTNE Students	4,480	4,480	4,645	4,707	4,770	4,833	4,895	4,958	5,020	5,083	5,142	662	14.8%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	5,084	5,084	5,278	5,349	5,420	5,492	5,563	5,634	5,705	5,776	5,843	759	14.9%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: COPPIN STATE UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	2,724	2,231	2,255	2,331	2,407	2,480	2,560	2,641	2,722	2,796	2,896	172	6.3%
Undergraduate Total	2,383	2,044	2,062	2,124	2,192	2,258	2,327	2,399	2,472	2,538	2,620	237	9.9%
Full-time	1,804	1,596	1,612	1,660	1,710	1,761	1,815	1,872	1,930	1,981	2,048	244	13.5%
Part-time	579	448	450	464	482	497	512	527	542	557	572	-7	-1.2%
Grad./First Prof. Total	341	187	193	207	215	222	233	242	250	258	276	-65	-19.1%
Full-time	113	61	63	73	76	79	85	90	95	101	112	-1	-0.9%
Part-time	228	126	130	134	139	143	148	152	155	157	164	-64	-28.1%
FTDE or FTNE Students	1,689	1,344	1,389	1,410	1,430	1,499	1,510	1,580	1,622	1,644	1,689	0	0.0%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	2,125	1,681	1,714	1,765	1,817	1,871	1,926	1,983	2,033	2,083	2,133	8	0.4%

Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: Frostburg State University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	5,178	4,851	5,135	5,152	5,169	5,187	5,215	5,244	5,273	5,303	5,333	155	3.0%
Undergraduate Total	4,429	4,115	4,390	4,403	4,416	4,430	4,443	4,457	4,470	4,484	4,497	68	1.5%
Full-time	3,522	3,223	3,490	3,499	3,507	3,516	3,525	3,534	3,543	3,552	3,560	38	1.1%
Part-time	907	892	900	905	909	914	918	923	927	932	937	30	3.3%
Grad./First Prof. Total	749	736	745	749	753	757	772	787	803	819	835	86	11.5%
Full-time	236	246	255	256	258	259	264	269	275	280	286	50	21.1%
Part-time	513	490	490	493	495	498	508	518	528	539	550	37	7.2%
FTDE or FTNE Students	3,450	3,400	3,449	3,457	3,466	3,475	3,483	3,492	3,501	3,509	3,518	68	2.0%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	4,012	3,954	4,010	4,020	4,030	4,040	4,050	4,060	4,071	4,081	4,091	79	2.0%

Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: Salisbury University

Fall Student Data	Fall Actual	Fall Projections										Change From Fall 2019 to Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	8,617	8,260	8,300	8,380	8,460	8,534	8,627	8,724	8,846	8,968	9,090	473	5%
Undergraduate Total	7,686	7,306	7,390	7,446	7,509	7,567	7,641	7,726	7,830	7,933	8,037	351	5%
Full-time	7,090	6,751	6,829	6,880	6,939	6,992	7,061	7,139	7,234	7,330	7,426	336	5%
Part-time	596	555	561	565	570	575	580	587	595	602	610	14	2%
Grad./First Prof. Total	931	940	963	989	1,006	1,023	1,043	1,056	1,075	1,095	1,115	184	20%
Full-time	530	529	542	557	567	576	587	595	605	616	628	98	18%
Part-time	401	410	420	432	439	447	455	461	469	478	487	86	21%
FTDE or FTNE Students	6,906	6,910	6,582	6,646	6,710	6,768	6,842	6,919	7,015	7,112	7,209	303	4%

Fiscal Year Full-Time Equivalent Data	FISCAL YEAR Actual	FISCAL YEAR Projections										Change From FY20 to FY30	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	7,710	7,330	7,424	7,496	7,568	7,633	7,717	7,804	7,913	8,022	8,131	421	5%

Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Towson University

FALL SEMESTER

Fall Student Data	Actual		Fall Headcount Projections									Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	22,709	21,673	21,673	21,781	21,890	21,999	22,109	22,220	22,331	22,443	22,555	-154	-0.7%
Undergraduate Total	19,619	18,619	18,619	18,721	18,815	18,909	19,003	19,098	19,194	19,290	19,386	-233	-1.2%
Full-time	17,209	16,111	16,111	16,309	16,391	16,472	16,555	16,638	16,721	16,804	16,888	-321	-1.9%
Part-time	2,410	2,508	2,508	2,412	2,424	2,436	2,448	2,461	2,473	2,485	2,498	88	3.6%
Grad./First Prof. Total	3,090	3,054	3,054	3,060	3,075	3,091	3,106	3,122	3,137	3,153	3,169	79	2.5%
Full-time	1,017	1,041	1,041	1,045	1,050	1,055	1,061	1,066	1,071	1,077	1,082	65	6.4%
Part-time	2,073	2,013	2,013	2,015	2,025	2,035	2,045	2,056	2,066	2,076	2,087	14	0.7%
FTDE or FTNE Students	14,611	*	14,004	14,024	14,094	14,165	14,235	14,307	14,378	14,450	14,522	-89	-0.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	18,732	17,890	17,890	17,979	18,069	18,160	18,250	18,342	18,433	18,526	18,618	-114	-0.6%

Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Baltimore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	4,476	4,000	3,905	3,935	4,000	4,000	4,000	4,000	4,000	4,000	4,000	(476)	(10.6%)
Undergraduate Total	2,097	1,780	1,740	1,700	1,650	1,600	1,600	1,600	1,600	1,600	1,600	(497)	(23.7%)
Full-time	1,192	1,015	1,000	985	960	950	960	960	960	960	960	(232)	(19.5%)
Part-time	905	765	740	715	690	650	640	640	640	640	640	(265)	(29.3%)
Graduate	1,655	1,475	1,410	1,465	1,555	1,600	1,600	1,600	1,600	1,600	1,600	(55)	(3.3%)
Full-time	328	300	280	300	315	325	320	320	320	320	320	(8)	(2.4%)
Part-time	1,327	1,175	1,130	1,165	1,240	1,275	1,280	1,280	1,280	1,280	1,280	(47)	(3.5%)
First Prof. Total	724	745	755	770	795	800	800	800	800	800	800	76	10%
	16%	19%	19%	20%	20%	20%	20%	20%	20%	20%	20%		
Full-time	669	690	700	715	735	740	740	740	740	740	740	71	11%
Part-time	55	55	55	55	60	60	60	60	60	60	60	5	9%
FTDE or FTNE Students	1,149											(1149)	(100.0%)

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	2,931	2,647	2,633	2,624	2,618	2,636	2,654	2,675	2,690	2,708	2,708	40	1.5%

Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Institution: University of Maryland, Baltimore

Fall Student Data	Fall											Change From Fall 2019 to Fall 2029	
	Actual	Projections											
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	6,827	7,059	7,222	7,219	7,129	7,152	7,157	7,152	7,141	7,132	7,129	302	4.4%
Undergraduate Total	878	869	903	949	987	999	1,001	1,001	1,003	1,003	1,005	127	14.5%
Full-time	695	706	739	785	823	835	836	836	838	838	839	144	20.7%
Part-time	183	163	164	164	164	164	165	165	165	165	166	-17	-9.3%
Grad./First Prof. Total	5,949	6,190	6,319	6,270	6,142	6,153	6,156	6,151	6,138	6,129	6,124	175	2.9%
Full-time	4,398	4,358	4,348	4,354	4,354	4,344	4,342	4,333	4,318	4,308	4,303	-95	-2.2%
Part-time	1,551	1,832	1,971	1,916	1,788	1,809	1,814	1,818	1,820	1,821	1,821	270	17.4%
FTDE or FTNE Students	6,814	6,760	6,879	6,977	6,993	6,970	6,979	6,979	6,971	6,958	6,947	133	2.0%

Fiscal Year Full-Time Equivalent Data	FISCAL YEAR												
	Actual	Est.										Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	7,118	6,964	7,055	7,071	7,048	7,057	7,057	7,049	7,036	7,025	7,022	163	2.4%

Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland, Baltimore County

FALL SEMESTER

Fall Student Data	Actual	dcount Projections										Change From Fall 2019 to Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	13,602	13,240	14,227	14,455	14,642	14,833	14,967	15,104	15,243	15,384	15,528	1,926	14.2%
Undergraduate Total	11,060	10,700	11,413	11,584	11,700	11,817	11,876	11,936	11,995	12,055	12,116	1,056	9.5%
Full-time	9,436	9,129	9,738	9,884	9,983	10,083	10,133	10,184	10,235	10,286	10,337	901	9.6%
Part-time	1,624	1,571	1,675	1,700	1,717	1,734	1,743	1,752	1,761	1,769	1,778	154	9.5%
Grad./First Prof. Total	2,542	2,540	2,814	2,870	2,942	3,016	3,091	3,168	3,248	3,329	3,412	870	34.2%
Full-time	1,257	1,256	1,356	1,359	1,362	1,364	1,366	1,368	1,370	1,371	1,372	115	9.1%
Part-time	1,285	1,284	1,458	1,512	1,580	1,652	1,725	1,801	1,878	1,958	2,040	755	58.8%
FTDE or FTNE Students	9,729	NA	10,119	10,278	10,402	10,528	10,611	10,695	10,780	10,866	10,954	1,225	12.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Fiscal Year FTE Projections										Change From FY 2020 to FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	11,068	10,650	11,590	11,772	11,915	12,059	12,154	12,251	12,349	12,448	12,548	1,481	13.4%

Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland College Park

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	40,743	40,000	40,100	40,125	40,225	40,225	40,275	40,300	40,300	40,275	40,325	-418	-1.0%
Undergraduate Total	30,511	30,500	30,400	30,250	30,250	30,200	30,225	30,250	30,225	30,200	30,250	-261	-0.9%
Full-time	28,390	28,365	28,272	28,133	28,133	28,086	28,109	28,133	28,109	28,086	28,133	-258	-0.9%
Part-time	2,121	2,135	2,128	2,118	2,118	2,114	2,116	2,118	2,116	2,114	2,118	-4	-0.2%
Grad./First Prof. Total	10,232	9,500	9,700	9,875	9,975	10,025	10,050	10,050	10,075	10,075	10,075	-157	-1.5%
Full-time	7,752	7,223	7,377	7,511	7,588	7,627	7,646	7,646	7,665	7,665	7,665	-87	-1.1%
Part-time	2,355	2,157	2,203	2,244	2,267	2,278	2,284	2,284	2,290	2,290	2,290	-65	-2.8%
Vet Med	125	120	120	120	120	120	120	120	120	120	120	-5	-4.0%
FTDE or FTNE Students												0	#DIV/0!

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	33,776	33,100	33,300	33,400	33,500	33,500	33,500	33,500	33,500	33,500	33,500	-276	-0.8%

Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland Eastern Shore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	2,888	2,648	2,648	2,680	2,734	2,789	2,844	2,901	2,959	3,018	3,079	191	6.6%
Undergraduate Total	2,334	2,070	2,070	2,091	2,133	2,175	2,219	2,263	2,308	2,354	2,402	68	2.9%
Full-time	2,095	1,855	1,855	1,874	1,911	1,949	1,988	2,028	2,069	2,110	2,152	57	2.7%
Part-time	239	215	215	217	221	226	230	235	240	245	249	10	4.4%
Grad./First Prof. Total	554	578	578	590	601	613	626	638	651	664	677	123	22.2%
Full-time	345	349	349	356	363	370	378	385	393	401	409	64	18.5%
Part-time	209	229	229	234	238	243	248	253	258	263	268	59	28.4%
FTDE or FTNE Students	2,733	2,506	2,506	2,556	2,607	2,659	2,713	2,767	2,822	2,879	2,936	203	7.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	2,668	2,466	2,515	2,566	2,617	2,669	2,723	2,777	2,833	2,889	2,947	279	10.5%

Table 13
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland Global Campus

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2019 - Fall 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Headcount Total	58,281	59,679	59,679	59,679	60,275	60,878	61,487	62,102	62,723	63,350	63,984	5,703	9.8%
Undergraduate Total	46,162	48,018	48,018	48,018	48,498	48,983	49,473	49,967	50,467	50,972	51,481	5,319	11.5%
Full-time	9,472	9,853	9,853	9,853	9,951	10,051	10,151	10,253	10,355	10,459	10,564	1,092	11.5%
Part-time	36,690	38,165	38,165	38,165	38,547	38,932	39,321	39,715	40,112	40,513	40,918	4,228	11.5%
Grad./First Prof. Total	12,119	11,661	11,661	11,661	11,778	11,895	12,014	12,134	12,256	12,378	12,502	383	3.2%
Full-time	90	87	87	87	87	88	89	90	91	92	93	3	3.2%
Part-time	12,029	11,574	11,574	11,574	11,690	11,807	11,925	12,044	12,165	12,286	12,409	380	3.2%
FTDE or FTNE Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA

FISCAL YEAR Full-Time Equivalent (FTE)

	Actual	Est.	Fiscal Year FTE Projections									Change From FY 2020 - FY 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Total University FTE Students	35,213	35,565	35,565	35,565	35,921	36,280	36,643	37,009	37,379	37,753	38,130	2,917	8.3%

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Fall 2020: Preparation for Teaching, Learning, Campus Life, and Student Success

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Months of work, planning, collaboration, and strategizing have gone into the Fall 2020 semester across the United States and, of course, within the University System of Maryland. The regents have consistently been engaged in the process with USM officials who have led a number of stakeholder groups to establish critical decision points and plans. Today, the Committee is being provided additional perspectives on Fall 2020, as each institution and the USM strive to ensure quality teaching, learning, and campus life in the safest manner possible.

Dr. Joann Boughman will lead a panel including vice presidents for student affairs, Dr. Dane Foust (Salisbury University) and Dr. Patty Perillo (University of Maryland, College Park); provosts, Dr. Melanie Perreault (Towson University) and Dr. Nancy Niemi (University of Maryland Eastern Shore); and Drs. Antoinette Coleman and MJ Bishop from USM's Office of Academic and Student Affairs and the Kirwan Center for Academic Innovation, respectively.

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: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

University System of Maryland
Institutional Programs of Cultural Diversity Annual Progress Report, 2020

The University System of Maryland (USM) and its institutions are dedicated to celebrating, supporting, upholding, protecting, and enhancing diversity and inclusion. Moreover, we have assessed, and will continue to assess, our role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist action and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advance social justice in our own communities by examining:

Equity and Climate in the USM
The USM will evaluate whether we treat our own people right, fairly, with equitable opportunity. Among the issues we'll examine are college access and success among Black students; college affordability; diversity among faculty, staff, and leadership; promotion, tenure, and compensation among faculty and employees; implicit bias and cultural competency training; hate crime and hate bias protocols; and training for campus police and safety officers.

Education and Research at the USM
The USM will examine how our universities are teaching issues of race, racism, and social justice; how our curricula in these areas compare to national exemplars and best practices; and what opportunities exist for novel research to advance our understanding of diversity, equity, inclusion, and bias.

Service Mission at the USM
The USM will examine how we apply our knowledge to eliminate racial disparities and social injustice, and how we involve students in this work. We will collaborate with partners in education, anti-poverty, workforce development, criminal justice, health care, and policy research to develop productive and sustainable experiential learning and engagement programs.

(https://www.usmd.edu/usm/workgroups/diversity/)

As of Summer 2020, this framework will help guide our diversity, inclusion, equity, and social justice work. In subsequent reports, USM will keep the State informed as this work more fully develops.

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In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. As of 2020, the progress reports consist of five sections:

Section 1: Provide a summary of the institution's plan to improve cultural diversity. Include major goals, areas of emphasis, strategies for implementation, and an explanation of how progress is being evaluated. Please include major challenges and successes. Additionally, indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed.

Section 2: Describe efforts to increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty. (Goal 1)

Section 3: Describe efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus. (Goal 2)

Section 4: Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff, and what evidence demonstrates its success.
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Section 5: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act. (Goal 3)

Institutions are also required to submit their *Institutional Plan for Cultural Diversity*, which is the basis for the information presented in the aforementioned sections. The plans are required by §11-406 of the Education Article, which states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

i. Implementation strategy and a timeline for meeting goals within the plan;
ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
iv. A process for reporting campus-based hate crimes; and
v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

USM institutions have instituted a variety of initiatives to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete reports. Although the original intent of this report was to address racial diversity, our institutions' efforts address diversity more broadly by considering race, gender, sexual orientation, ethnicity, religion, ability, socioeconomic status, as well as programs and training that address diversity of thought and opinion. It should be noted, that the template for the report was presented to institutions on March 2, 2020 and was due on July 31, 2020. Understandably, some of the institutions' efforts and plans had to be redesigned or postponed due to the COVID-19 public health emergency.

Section 1
Campus Summary Statements

Institutions' summary statements include major goals, areas of emphasis, strategies for implementation, challenges, successes, and an explanation of how progress is being evaluated. They were also asked to indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed. The following summaries focus on the goals, areas of emphasis, strategies for implementation, and challenges as identified by the universities.

Bowie State University

As the University aspires to even greater racial diversity, Bowie State 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's FY 2019-FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. Goal 4 - *Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement,* outlines objectives to further enhance the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity, and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement. Objectives include:

- Community of inclusion
- Culturally responsive pedagogies
- Multicultural programs and services
- Culture of historical richness
- Civic responsibility

Prior to FY 2019, Bowie had a decentralized approach to supporting cultural diversity. Over the past two fiscal years, BSU has made steps to provide a coordinated and deliberate approach to diversity and inclusion. The

Diversity and Inclusion Committee, comprising faculty, students, and staff, developed a set of initial diversity and inclusion goals. Building upon the work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit, which would include an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

Coppin State University

Diversity at Coppin refers to programs, strategies, and initiatives related to the inclusion of those racial and ethnic groups and individuals who are or have been underrepresented in higher education. Additionally, the University's activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. The University continues to make concerted efforts to increase broad participation in training and other activities, and CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through programming, instruction, and training of the student body, faculty, and staff.

The University is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals and accomplish greater diversity and inclusion. Selected initiatives across the campus within Student Affairs and Enrollment Management, as well as Academic Affairs, have supported the University's efforts to attract and retain a mix of students who reflect the community. However, there is room for continued improvement. This year, the University conducted outreach that included radio advertisements and recruitment events to specifically target Latino students.

Frostburg State University

Frostburg's Core Values Statement says, "FSU is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program puts this value into action and is intended to help the institution more effectively recruit and retain individuals from historically underrepresented groups. It is also designed to promote cultural understanding and appreciation among the University community. From 2010-2019, the University made important advances toward achieving the five goals of the program:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

The University notes measurable improvement in the first three goals and a number of initiatives dedicated to achieving goals four and five. For example, cultural and gender diversity issues are addressed throughout the University's curricula. The General Education Program requires all students to complete a course involving Identity and Difference. Currently, 31 courses across 16 academic disciplines satisfy this requirement. A variety of academic programs involve intensive study of cultural and/or gender diversity. Frostburg State University's Cultural Diversity Program contains a number of new and ongoing initiatives that require additional resources if they are to be fully and successfully implemented. The University would welcome the opportunity to apply for diversity program funds provided through MHEC and USM.

Salisbury University

Salisbury has a adopted a more robust commitment for cultural diversity than ever before. This started with the development of its new University 2020-2025 Strategic Plan, which went into its implementation phase in February 2020. Goal 2 of the Plan is entitled *Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration*. As part of the implementation, the Office of Diversity and Inclusion was relaunched. This relaunch included creating the position of associate vice president of diversity and inclusion and chief diversity officer and

committing additional budget resources. For faculty and staff, SU will continue to expand professional development opportunities (emphasizing face-to-face training) and create inclusive spaces that support networking, foster professional growth, and inspire innovative ideas. By exploring ways to expand benefits, recognition, and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. During the 2019-2020 year, many academic departments increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement, and including diversity in the curriculum.

The 2019-2020 academic year was challenging for SU with the global pandemic and the national social unrest around racial injustice. Salisbury had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community. In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study. The external partner will provide a report to include recommendations in fall 2020. The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for next academic year.

Towson University

President Kim Schatzel has made a commitment to create a more diverse and inclusive campus, which will be achieved with senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. Creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with Towson University's strategic plan. The university produces a Diversity Initiatives Progress Report along with goals for the upcoming year. This year, the Vice President of Inclusion & Institutional Equity was charged to develop TU's inaugural 5-year Diversity, Inclusion and Equity Strategic Plan. TU's summary statement highlights their accomplishments for the 2019-2020 academic year, along with proposed goals for the upcoming academic year, which include:

1. To increase the tenured and tenured-track underrepresented faculty and retaining them by 10%.
2. To ensure that every college or department has one meeting per semester dedicated to cultural competency
3. To continue to provide enforcement of university policies on non-discrimination and hate/bias
4. To develop a five-year diversity strategic plan for Towson University

Towson is also continuing to address (1) the national challenge of identifying and hiring underrepresented individuals in select academic areas and financial concerns for providing competitive salaries, (2) providing help to students as they navigate the changing landscape, external politics, and their understanding of free speech and the university's s ability to address bias vs hate, (3) ways to ensure sufficient participation in the campus-wide feedback process (focus groups, interviews, survey completion), and (4) meeting the needs of a large constituency with varying needs and levels of understanding.

University of Baltimore

The sixth goal of UB's *Strategic Plan 2018-23: Re-Imagining UB* states: "UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility." UB has developed a strategic framework to identify and address practices and policies that support diversity, equity, and inclusion. In order to foster diversity and create inclusive excellence, the University embraces several principals including:

1. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity, and inclusion among students, faculty, and staff.
2. Recognizing that we are part of a global community, a commitment to strengthen and support programs, and activities that promote cross-cultural understanding and global perspectives.
3. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
4. The infusion of diversity-content in the academic curriculum and co-curricular programs.

UB has met their goal of closing the achievement gap, and they continue working toward the goal of recruiting and retaining a diverse community of successful students, faculty, and staff. The University is exploring ways to embed more student events into courses and to offer virtual events, which may increase engagement of the primarily older and working student population. Finally, the University is aware of the need to expand its pool of diverse faculty applicants and new hires and to continue tracking and assessing its initiatives. These initiatives, including improvements in tenure-track faculty diversity, are among the University's priorities going forward.

University of Maryland, Baltimore

UMB is nearing completion of its fourth year of implementing the FY2017-2021 Strategic Plan (the "Plan"), scheduled to expire on June 30, 2021. The Plan consists of six themes and 28 strategic outcomes. As of the last report, 306 goals are at varying stages of completion, with greater than 70% of all targets in progress achieved, nearing completion, or having made significant progress toward attainment. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing institutional barriers that challenge the attainment of cultural diversity goals while also developing attainable tactics that support their objectives. Theme 4 – *Inclusive Excellence* – addresses this objective and accounts for 14% (42) of all goals in the Plan. For the period ending June 30, 2019, approximately 75% of these goals are achieved, nearing completion, or substantially underway. The progress reports for the execution phase of the entire Plan are available on the UMB strategic plan website. The University continues, as a collective, to emphasize faculty and staff cultural diversity awareness and its demonstration in the policies, plans, activities, and outcomes it employs.

The Diversity Advisory Council (DAC) serves as the advisory body to the University leadership. The Council consist of representatives across each School and the campus, including the staff and faculty senate, human resource services, and the student body to help inform initiatives and efforts. The DAC has influenced the execution of climate surveys, the development of strategies, and the active engagement of experts to improve UMB's outcomes. Two specific UMB initiatives currently underway include 1) the participation of a renowned cultural diversity expert to influence and design programs that prepare the University to achieve its cultural diversity outcomes across campus, and 2) efforts to diversify UMB's faculty ranks using evidence to increase the likelihood of success.

University of Maryland, Baltimore County

UMBC continues to implement its 2019 Diversity Plan while working through all of the challenges brought forth by coronavirus pandemic. The following areas are addressed:

Diversity in Graduate and Undergraduate Enrollment - For both graduate and undergraduate recruitment and enrollment initiatives, COVID-19 has had a serious financial impact on students and their families. Students and families are rethinking their academic plans, and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in the approach to the delivery of instruction and academic and support services as students and families balance school, work, and family.

Diversity in Faculty Hiring - During this pandemic and continuing movement for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. The University is evaluating the impact of budgetary constraints on the ability to hire more faculty. Nevertheless, faculty diversity and inclusive excellence remains a guiding principle of the institution. Consequently, they have prioritized faculty hiring through the Postdoctoral Fellowship for Faculty Diversity program for the coming academic year.

Diversity in Student Affairs and Services - The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in the country, and the dramatic changes in employment and income across the nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of UMBC's decision making.

University of Maryland, College Park

UMCP has succeeded, wherever possible, in moving many initiatives to virtual spaces. When not directly possible, many have crafted creative solutions to achieve the same or similar outcomes as the original programming. These include efforts to increase the numerical representation of traditionally underrepresented groups and to create opportunities for positive interactions and instilling cultural awareness among multiple populations. The University's cultural diversity plan from 2010 continues to be a guiding document, but there is broad recognition that an updated or completely new plan is needed. Many more recent documents (i.e., Self-Study Report; the External Review; Joint President/Senate Inclusion and Respect Task Force) provide more timely guidance for the University. Areas of focus include:

- Collaboration and coordination of diversity and inclusion efforts across campus
- Resource allocation
- Leadership and accountability
- Communication
- Training and development

Longstanding areas of emphasis for the university remain unchanged from previous years and are reflective of Goals 1 and 2 of this report.

- Improve recruitment and retention of underrepresented faculty
- Improve recruitment and retention of underrepresented students
- Provide support and outreach to campus community members to increase opportunities for academic and social success, improve well-being, and foster a sense of belonging as a Terp

The University's new Vice President for Diversity and Inclusion (elevation from Chief Diversity Officer) and her team are working to understand the breadth of diversity, equity, and inclusion activities on this large, decentralized campus and to analyze the impact of these widely dispersed activities with an eye toward identifying strengths and gaps that need to be addressed.

University of Maryland Center for Environmental Science

UMCES has reaffirmed its commitment to provide a workplace and culture that promotes programs dedicated to diversity and inclusion in its 2019 UMCES Strategic Initiatives Plan which states, in part: "UMCES will be an exemplar of environmental science professionals reflecting the face of the communities served by its work. Knowledge discovery accelerates and the societal relevance of scientific research improves when supported by a diverse workforce. We will enhance diversity of interns, graduate students, faculty, and staff. We will cultivate inclusivity through professional development and innovative mentoring. We will incentivize change via individual and institutional performance metrics." The approach focuses on:

Recruitment and Retention

- For staff and faculty hires, they envision a new set of procedures and tracking efforts that target outreach/recruitment, training of search committees (especially on unconscious bias), and evaluation of metrics to describe progress.
- For the student population, UMCES can coordinate and integrate efforts across the career trajectory of internships for high school and undergraduate students, graduate student recruitment and training, post-doctoral experiences, and faculty recruitment and retention as a means of advancing diversity and inclusion at multiple points in one's career.

Campus Climate

A baseline survey will help identify strengths and weaknesses and provide a way to communicate relevant issues and concerns. They will also emphasize the need for training on diversity and inclusion, with a special focus on unconscious bias and fostering a learning environment on these topics that is appropriate for all members of the community. In addition to appointing a diversity officer, these approaches are cornerstones to creating the opportunity for growth and improvement at UMCES.

University of Maryland Eastern Shore

For UMES, 2019 saw the beginnings of a cohesive diversity and inclusion plan and 2020-21 marks a new phase in the efforts to address cultural diversity via ways that are meaningful and authentic to UMES. Major goals for the institution will be to introduce and maintain meaningful initiatives surrounding cultural diversity and inclusion throughout the campus. Actions will include: virtual and face-to-face discussions about key and developing diversity issues; a place where the campus community can access equity resources, curriculum development tools, and many others. UMES Academic Affairs is exploring a cross-institutional course for undergraduate and graduate students, as well as a social justice campaign. Further goals include identifying the many places and people who make up the UMES community who have in the past and present contributed and continue to contribute to social equity.

UMES is deeply committed to engaging in a comprehensive institutional self-study, understanding that this work may be at once insightful and deeply painful. UMES will need to examine the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture. Further, applying appropriate assessment mechanisms to hard questions of programmatic impact will further reveal environmental supports and barriers to inclusivity and student success that have been previously unexamined. The University recognizes that building an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal is only possible if the campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that UMES students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is the University's overriding goal and challenge.

University of Maryland Global Campus

UMGC recognizes that the diversity of students, faculty, and staff is one of the school's strongest attributes. UMGC's diversity and inclusion plan actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across the organization. Their intent is to ensure that they continue to attract and hire diverse employees and students, maintain a positive human relations climate, and respect the organization's diversity. UMGC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

The University is continuing to explore options for engaging the online student population in discussions of race, ethnicity, and cultural inclusion, and they are also working to influence the talent pipeline for underrepresented staff. Further, UMGC's diversity and inclusion work must consider and engage staff, faculty, and students throughout the United States, Asia, and Europe. This requires understanding the unique climate for diversity and inclusion on both a national and global scale. Diversity and inclusion programs must have a global perspective and not be limited by borders, as the community is comprised of individuals from numerous countries across many diversity demographics. This will continue to be part of UMGC's story and approach to cultural inclusivity.

Section 2
Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Below are examples of how the institutions are working to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Although institutions approach this differently, various elements of the following two themes could be found at each USM institution:

1. *Targeted Recruitment and Retention & P-20 Partnerships*
   Strategies to expand educational pipelines for underrepresented minority students include, but are not limited to:
   - Evaluating disaggregated data to track the numbers of women and minority students in order to be able to appropriately target efforts
   - Evaluating disaggregated data to understand the retention and attrition patterns of students of various demographic groups
   - Establishing and supporting college readiness programs with local high schools, community colleges, and community agencies and programs in majority minority regions of the state
   - Mentoring, community scholar, and tutoring programs targeting enrolled students who are from underrepresented minority groups
   - Increasing funding and financial support targeted to undergraduate and graduate students from underrepresented minority groups
   - Providing application fee waivers for students within certain schools and programs and those demonstrating financial need
   - Expanding information sharing about dual enrollment opportunities for students in majority-minority schools and/or school systems
   - Conducting outreach to assist high school students with the university application and financial aid application processes
   - Working to diversify signature, highly-successfully academic programs with students from underrepresented minority groups
   - Partnering with agencies and community organizations to increase exposure for and possibilities of internships and employment for underrepresented minority groups
   - Establishing MOUs with community colleges to focus on transfer students
   - Targeting marketing in geographical areas, publications, and other media outlets that increase the probability of it being viewed by underrepresented minorities
   - Partnering with HBCUs and other minority-serving institutions to recruit students into graduate and professional programs
   - Participating in fairs and other outreach with community-based organizations and other colleges and universities

2. *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Underrepresented Minority Faculty and Staff*
   - Focusing on the process from recruitment of faculty through hiring, onboarding, mentoring, and retaining them, and being able to offer opportunities for advancement
   - Evaluating disaggregated data to track the diversity of applicants and hires in order to be able to appropriately target efforts
   - Using analytics to assess progress in the diversity profiles of the applicant pool and, ultimately, hires
   - Targeting job advertisements and recruitment efforts to specific publications and networks
   - Training search committees to use inclusive hiring practices and to beware of implicit biases
   - Facilitating pathways to professorships for graduate and professional students
   - Supporting the efforts of faculty and staff demographic affinity groups
   - Evaluating disaggregated data to understand the retention and attrition patterns of students of various demographic groups
   - Monitoring the diversity of search committees
   - Providing training so departments better understand how implicit bias relates to hiring practices
   - Creating faculty networking groups and mentoring programs

Section 3
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus

Below are examples of ways the institutions are encouraging positive and inclusive interactions and cultural awareness. Although institutions approach this differently, various elements of the following two themes could be found at each USM institution:

1. *Programs, Courses, and Training*
   - Expanding cocurricular programming to promote diversity awareness via seminars, town halls, workshops, speakers, and other engagements
   - Providing professional development on unconscious bias, allyship, advocacy training for employees from HR to employees on; diversity briefing for all new hires
   - Conducting safe space training
   - Creating, sustaining, and enhancing academic programs designed to focus on or to include aspects of diversity, equity, and inclusion
   - Establishing diversity councils and workgroups at multiple levels (academic departments/colleges/schools) within the institutions
   - Conducting diversity strategic planning at multiple levels (academic departments/colleges/schools, student and academic affairs units) within the institutions
   - Expanding diversity- and equity-related materials in libraries
   - Offering diversity sessions during new student orientation
   - Providing culturally competent education and diversity training for faculty, staff, and students with some train-the-trainer models implemented to handle the demand for the training
   - Reducing of barriers to enrollment and encouraging and supporting career mobility
   - Establishing bias incident support services
   - Using results of climate surveys to address issues and strategically plan
   - Mentoring of students from underrepresented groups
   - Planning for, hiring, and elevating senior diversity officers and officers/departments
   - Supporting student organization-led programs and efforts to enhance inclusion and improve interactions among the campus community

Impressively, initiatives address "diversity" in the broadest sense, as courses, training, and programs address issues of race, ethnicity, nationality, religion, sexual orientation, ability differences, gender, gender identity, and socioeconomic status at least. This work encourages and facilitates collaborations, conversations, and engagement between student groups and other members of the university communities.

2. *Diversity and Inclusion Offices and Workgroups*

   USM institutions have offices and chief diversity officers charged with overseeing this important work. Where there is no diversity office or chief diversity officer, many university officials have established or are reinvigorating diversity and inclusion workgroups or councils or have otherwise found ways to incorporate attention to diversity, equity, and inclusion in the roles of all senior leadership
   - Diversity and Inclusion Committee (BSU)
   - Office of Equity Compliance (BSU)
   - Disability Support Services (CSU)
   - University Council on Diversity, Equity & Inclusion (FSU)
   - Center for Student Diversity, Equity, and Inclusion (FSU)
   - President's Special Task Force on Diversity and Inclusion (SU)
   - Office of Diversity and Inclusion (SU)
   - Office of Inclusion and Institutional Equity (TU)
   - Center for Student Diversity (TU)
   - Workgroup to Develop 2018 Institutional Plan for Cultural Diversity (UB)

- Office of Diversity and Inclusion/Title IX (UMB)
- Diversity Advisory Council (UMB)
- Center for Democracy and Civic Life (UMBC)
- Office of Equity and Inclusion (UMBC)
- LGBT Equity Center (UMCP)
- Office of Diversity & Inclusion (UMCP)
- Diversity and Inclusion Task Force (UMCES)
- Office of Institutional Equity & Compliance (UMES)
- Diversity and Equity Office (UMGC)

Section 4
Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus

For years, USM institutions have prioritized diversifying the faculty and staff 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.

Highlights of institutions' descriptions of one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus include:

Bowie State University
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 postings 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.

Coppin State University
The University continues to recruit 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 minority groups through professional journals and associations related to specific disciplines for each position announcement.

Frostburg State University
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. Additionally, all search committees for faculty and staff positions require one member of the committee to be responsible for ensuring that minority outreach is a priority.

Salisbury University

PROMISE is an NSF-funded project among five USM institutions. The PROMISE Faculty Learning Communities (FLC) cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion. The PROMISE FLC goals focus on recruiting, hiring, and retaining underrepresented faculty and staff; designing and disseminating faculty and staff development programs to support mentorship, success, and promotion of diverse members; enticing current candidates and future academics to seek employment at a primarily undergraduate institution like SU; and presenting findings at workshops, conference sessions, etc.

Towson University

The Office of the Provost and the Office of Inclusion & Institutional Equity have partnered to provide the Faculty Search & Hire Toolkit, which introduces hiring committees to inclusive and equitable recruitment, interview, and onboarding processes. To address the diversification of staff, the Vice President of Inclusion & Institutional Equity now signs off on all searches for staff positions at the Director level or higher. The most highly requested, foundational workshop, *Successful Faculty Searches*, details how an inclusive faculty benefits both faculty and student success, the national and local challenges of recruitment of diverse faculty, unconscious bias as a social condition, eliminating micro-aggressions, and conducting a successful search based on national best practices.

University of Baltimore

The UB Office of Human Resources has 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. Additionally, each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan.

University of Maryland, Baltimore

The University leadership, in conjunction with Human Resource Services, Institutional Research, the Diversity Advisory Council, and other units are undertaking an effort to increase faculty diversity, while also endeavoring to model effective best practices among its higher education peers. Specifically, the UMB objective is to develop an institutional strategy to move UMB from "good to great" in its effort to recruit, retain, and advance diverse faculty at the institution. UMB plans to achieve the following four areas of focus and inquiry: 1) focus on the UMB institutional environment; 2) focus on underrepresented minority faculty, including women; 3) focus on UMB's recruitment practices; and 4) focus on institutional accountability.

University of Maryland, Baltimore County

Launched in 2015, 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 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. 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 and is a national model.

University of Maryland, College Park

The University's Faculty Diversity and Hiring Initiatives include the Postdoctoral Fellowship Program (to build a pipeline of underrepresented minority faculty); the Assistant Professor Diversity Initiative (to provide partial support for hires at the assistant professor level that enhance faculty diversity at the department and college levels); and the Senior Targeted Hire Diversity Initiative (to support the targeted recruiting of renowned senior faculty who enhance faculty diversity and mentoring and foster the university's goal of inclusive excellence).

University of Maryland Center for Environmental Science

Under the umbrella of the Diversity, Equity and Inclusion Collaborative, changes to UMCES's recruitment of underrepresented minority faculty and staff include: (1) search committees receiving 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) placement of job descriptions in USM forums; and (5) search committee members actively encouraging applications.

University of Maryland Eastern Shore

As of 2019, UMES not only boasts the second-highest diversity index for faculty of all national public four-year institutions (Chronicle of Higher Education), but they also show an increase in ethnic and racial faculty diversity over the last decade. They seek to maintain and enhance that standing by (1) prioritizing research and scholarship through specific grants, contracts, and community relationships whose focus lies in fostering diverse scholars and in creating social equity and (2) using UMES's newly constituted Office of Institutional Equity & Compliance as an integral part of the hiring process.

University of Maryland Global Campus

University of Maryland Global Campus has a robust recruitment strategy to ensure constant focus on successful ways to increase the diversity of faculty and staff. Those strategies include partnerships with various organizations that are experts in working with diverse populations of people (i.e., Military Spouse Employment Partnership and Operation IMPACT Network of Champions) and processes focused on increased hiring activities through trainings and workshops, job fairs, networking events, community service, and talent sourcing.

Section 5
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act

Each USM institution provided a statement detailing their process for reporting campus-based hate crimes, which is mandated by the Clery Act. Data were not required for this report, but annually, all institutions who receive Title IV (federal student aid) funding submit crime data to the Department of Education. Also, annually, institutions must publish and distribute an annual campus security report to all current students and employees. In most cases, these reports are on institutions' websites, so the information is also available to perspective students and their families.

Per a state report last year, we learned that although not every institution has a formal policy on hate-bias incidents, they do all have policies that effectively prohibit hate-bias incidents, by prohibiting activities such as verbal harassment, intimidation, and hostile expressions against other members of the campus community. Institutions treat hate-bias incidents as violations of the institutions' student conduct policies and respond as they would to other such violations: by investigating the complaint and punishing perpetrators as necessary.

Several institutions providing education about hate-bias incidents to students and other members of the campus community via the school's broader cultural diversity training. Others were actively implementing education and outreach regarding hate-bias incidents. Each institution has procedures for the reporting of hate crimes or hate bias incidents. Reports can be made directly to campus police, academic affairs, student affairs, and/or local law enforcement. Processes and options are available on institutions websites, posted around campus, and shared in orientation sessions and other educational sessions. The universities also have established Memorandums of Understanding (MOUs) with local law enforcement agencies to help ensure that any crimes can be reported and responded to quickly by both internal external police or security forces.

Conclusion

These reports demonstrate the importance institutions place on increasing the representation of traditionally underrepresented groups and creating a welcoming and inclusive environment for students, faculty, and staff. Most of the work to be done around these issues must take place at the campus level and depends upon involvement

from a wide variety of administrative units and academic schools, colleges, and departments, as well as individual community members. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising.

Diversity and inclusion issues are perennial topics on the agendas of the USM presidents, provosts, vice presidents for student affairs, and shared governance groups. Additionally, the USM Diversity and Inclusion Council, first convened under that name in 2016, was originally charged with:

- identifying specific challenges regarding inclusion and diversity facing the USM;
- doing research and data collection as needed;
- proposing actions, activities, policies, and processes;
- recommending programs and sharing good practices that serve to improve the campus climates around issues of diversity (of all kinds), inclusion, and equity; and
- providing advice on the development of guidelines, policies, and accountability processes for the System.

Members of the Council are from all USM institutions and represent multiple constituencies including, but not limited to, provosts; vice presidents for student affairs; chief diversity officers; LGBT program/office staff; legal counsel; Title IX officers; and members of the USM-wide student, staff, and faculty system-wide councils.

In addition to sharing successful practices with each other and addressing the System's and institutions' understanding of and familiarity with how inclusion and diversity issues affect students, faculty, and staff, the Diversity and Inclusion Council has contributed to:

1. the System's statement and guidelines on Freedom of Expression;
2. the development of the Symposium on Diversifying the Faculty;
3. important adjustments to the annual report on Cultural Diversity;
4. amendments to inclusion and diversity-related Board of Regents policies;
5. time-sensitive inquiries about diversity, equity, and inclusion issues; and
6. conversations and/or presentations about student activism and post-election campus climate issues as well as immigration and the effects of White House executive orders and associated issues on USM students, faculty, and staff

Finally, as has been noted in multiple Board of Regents meetings over the last several months, Chancellor Jay Perman has begun work to shift the USM's focus Toward Racial Equity and Social Justice. We have assessed, and will continue to assess, the USM's role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist action and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advancing social justice in our own communities by examining: (1) Equity and Climate in the USM, (2) Education and Research at the USM, and (3) the Service Mission at the USM. This work is just beginning in earnest. We have started to and will continue to work with critical stakeholders including, but not limited to, the Board of Regents, institutional leadership, the Diversity and Inclusion Council, and USMO staff to ensure progress and the identification of steps to be taken to achieve racial equity and social justice.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This work will continue, as there is no quick or singular fix. Our colleges and universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. All have identified a number of areas for continuous improvement and/or programs they are continuing to support, as it often takes years for the outcomes of these activities and strategies to be realized. The USM staff will continue to work with the institutions on their compliance with the statute guiding this report, with determining the best ways to bring this information to the Board of Regents, and, most importantly, with conducting the work needed to make USM institutions among the most representative, welcoming, and productive communities of higher education in the United States.

Enclosures: USM Institutional Cultural Diversity Progress Reports

Institutional Programs of Cultural Diversity Annual Progress Report, 2020
Addendum ~ System-Wide Enrollment and Population by Ethnicity

~Undergraduate and Graduate Student Enrollment~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2018	Fall 2019
Underrepresented Minority	29.9% (44,395)	32.2% (52,258)	34.4% (60,626)	34.5% (59,472)
Other Minority	8.0% (11,869)	11.3% (18,257)	12.6% (22,187)	13% (22,417)
White	49.4% (73,471)	46.2% (74,899)	41.8% (73,842)	41.3% (71,199)
Foreign	4.5% (6,724)	5.0% (8,036)	5.3% (9,315)	5.4% (9,207)
Unknown	8.2% (12,217)	5.3% (8,550)	5.9% (10,453)	5.8% (9,919)
Total	148,676	162,000	176,423	172,214

~Faculty~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2018	Fall 2019
Underrepresented Minority	13.6% (1,841)	14.6% (2,220)	16.2% (2,691)	17.0% (2,864)
Other Minority	11.2% (1,513)	10.6% (1,619)	11.5% (1,913)	11.6% (1,946)
White	66.3% (8,977)	64.4% (9,795)	61.4% (10,205)	60.1% (10,105)
Foreign	6.7% (912)	6.0% (915)	6.6% (1,090)	6.8% (1,147)
Unknown	2.2% (296)	4.4% (672)	4.4% (727)	4.5% (755)
Total	13,539	15,221	16,626	16,817

~Staff~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2018	Fall 2019
Underrepresented Minority	34.7% (5,810)	34.2% (5,948)	34.1% (6,131)	34.9% (6,325)
Other Minority	6.1% (1,014)	6.2% (1,083)	7.0% (1,261)	7.2% (1,297)
White	55.8% (9,339)	53.9% (9,374)	51.4% (9,239)	50.9% (9,208)
Foreign	1.6% (265)	1.1% (185)	1.9% (336)	1.8% (324)
Unknown	1.9% (310)	4.5% (790)	5.6% (1,008)	5.3% (953)
Total	16,738	17,380	17,975	18,107

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.
Other Minority includes those identifying with Asian and multiple races.
Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.
Source: USM IRIS Diversity and Inclusion Dashboard - https://www.usmd.edu/IRIS 9.7.20

Institutional Programs of Cultural Diversity Annual Progress Report, 2020
Addendum ~ System-Wide Degrees Awarded by Ethnicity

~Undergraduate Degrees Awarded by Ethnicity~

Race/Ethnicity	FY16	FY17	FY18	FY19
Underrepresented Minority	28.8% (7,418)	28.9% (7,598)	30.1% (8,013)	30.9% (8,351)
Other Minority	12.8% (3,307)	13.5% (3,535)	13.5% (3,588)	14.3% (3,868)
White	52.0% (13,394)	51.2% (13,463)	49.8% (13,264)	48.6% (13,128)
Foreign	2.6% (662)	2.7% (699)	3.0% (795)	2.8% (755)
Unknown	3.8% (992)	3.7% (985)	3.7% (997)	3.5% (937)
Total	25,773	26,280	26,657	27,039

~Graduate Degrees Awarded by Ethnicity~

Race/Ethnicity	FY16	FY17	FY18	FY19
Underrepresented Minority	26.4% (3,308)	27.1% (3,387)	27.6% (3,747)	28.9% (3,755)
Other Minority	9.2% (1,153)	9.3% (1,164)	9.9% (1,338)	10.5% (1,365)
White	44.2% (5,534)	42.0% (5,250)	42.0% (5,704)	40.3% (5,233)
Foreign	14.0% (1,749)	15.3% (1,911)	14.2% (1,931)	13.6% (1,764)
Unknown	6.3% (786)	6.3% (781)	6.3% (862)	6.8% (883)
Total	12,530	12,493	13,582	13,000

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.
Other Minority includes those identifying with Asian and multiple races.
Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.
Source: USM IRIS Diversity and Inclusion Dashboard - https://www.usmd.edu/IRIS

9.7.20

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: UMCP Athletic Program Update

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 18, 2020

SUMMARY: President Darryll Pines and Athletic Director Damon Evans will provide an update on the University of Maryland, College Park Athletic Program.

ALTERNATIVE(S): The Committee could choose not to discuss the topic.

FISCAL IMPACT: TBD.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Regents receive this update.

COMMITTEE ACTION:	DATE: September 18, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734 or 301-445-1906	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Approval of Chancellor's Authority to Issue Guidance Increasing the Annual Leave Carryover Limit under BOR VII – 7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: September 18, 2020

SUMMARY: Due to various circumstances related to the Coronavirus pandemic, staff at USM institutions have not been using annual leave at the expected rate and are at risk of permanently forfeiting some of that leave. Under BOR VII – 7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees, a maximum of 400 hours may be carried into a new calendar year. The Chancellor seeks approval of the Board of Regents ("Board") to authorize institutions to temporarily increase the number of hours of annual leave employees may carry into a new calendar year, in accordance with the attached guidance document, "Temporary Exception to Annual Leave 'Carryover' Limit through Calendar Year 2022." The proposed exception increases the current 400-hour limit to 480, two additional work weeks. Employees who separate from employment would not be entitled to receive compensation for any unused portion of these additional 80 hours.

This guidance permitting an exception to Board policy falls under the Board's "Temporary Delegation of Authority to the Chancellor to Amend Board Policy as Needed to Implement Response to COVID-19," approved March 19, 2020. The Chancellor's authority under that temporary delegation permits him to "suspend or amend" any Board policy to respond to the Coronavirus pandemic. This authority was "initially granted for a maximum of one year and with a fiscal limit of less than $10 million dollars." Although the proposed exception would be authorized within the Delegation's permitted one-year period, the effect of the action would extend beyond one year. For this reason, the Chancellor seeks the Board's explicit approval to take this action.

ALTERNATIVE(S): The Board could deny the Chancellor authority to issue the attached guidance.

FISCAL IMPACT: This action is not expected to have a material fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Board approve the Chancellor's authority to issue the proposed guidance.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

Temporary Exception to Annual Leave "Carryover" Limit through Calendar Year 2022

Due to circumstances associated with COVID-19, employees may be unable to use all of their available accrued annual leave, resulting in potential loss of this leave under existing policy. This guidance permits institutions to provide a temporary exception to the number of hours of accrued annual leave that may be carried into a new calendar year under BOR VII – 7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees. That policy applies to all regular status nonexempt and exempt staff employees of the University System of Maryland, except to the extent that the provisions of a collective bargaining agreement between an institution and one of its bargaining units provide otherwise.

Under that policy, employees are permitted to carry a maximum of 400 hours of accrued annual leave into a new calendar year. Under this temporary exception, through the final pay period beginning in calendar year 2022, an institution may permit a maximum of 480 hours (60 work days of 8 hours each) of annual leave to be carried into a new calendar year by all regular full-time employees so long as the following conditions are met:

- Employees who separate from the University System of Maryland will not be entitled to compensation for any unused portion of the hours of additional annual leave in excess of 400 that were carried over under this exception to current policy.
- Likewise, any unused portion of the additional 80 hours will not be transferred to a state agency or university outside the University System of Maryland if an employee transfers to such state agency or university.
- The 480 maximum hours will be pro-rated for leave-eligible, part-time employees working 50% or more.

Despite this exception to current policy, supervisors should approve requests for use of annual leave to the extent operations permit and should encourage employees to schedule annual leave usage well before the end of the calendar year.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Toward Racial Justice and Equity: Building our USM Community

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 18, 2020

SUMMARY: At the July 22 Board meeting, the Board endorsed a framework to assess equity and structural racism in the USM. The framework, published at https://www.usmd.edu/usm/workgroups/diversity/, outlines three areas of inquiry: equity and climate, education and research, and service mission. In today's meeting, USM presidents will share information about their campus' marquee program related to social justice, race, or structural racism in the areas of education, research, and service. They will also discuss areas for further work.

ALTERNATIVE(S): Information item.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: Information item.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906	

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: September 18, 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

REVISED

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: September 18, 2020
Time: Approximately 12:00 p.m.
Location: Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

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

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [ ] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [X] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [ ] To consult with counsel to obtain legal advice on a legal matter.

(8) [ ] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [ ] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Discussion of scheduling of multi-year reviews of USM presidents;
2. The awarding of new contracts for ERP services and IT networking hardware and software maintenance;
3. Presentation on the USM Common Trust Fund investment performance;
4. The development of the proposed FY 2022 Operating Budget submission and potential adjustments to the submission;
5. Information update regarding a specific personnel contract at UMB subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
6. Discussion regarding a President's transition; and
7. Disccusion on communication strategies regarding COVID-19-response.

REASON FOR CLOSING:

1. To handle an administrative matter regarding the scheduling of multi-year reviews of USM Presidents (§3-103(a)(1)(i));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of the new contracts (§3-305(b)(14));
3. To maintain confidentiality of discussions of the investment of public funds (§3-305(b)(5));
4. To maintain confidentiality (pursuant to executive privilege) of the proposed operating budget prior to the Governor's submission to the legislature (§3-305(b)(13));
5. To maintain confidentiality of a discussion regarding a specific employment agreement (§3-305(b)(1)(i) and (ii));
6. To maintain confidentiality of a discussion regarding a specific individual's employment (§3-305(b)(1)(i) and (ii)); and
7. To handle an administrative matter concerning USM's communication strategies regarding COVID-19 (§3-103(a)(1)(i)).