



BOARD OF REGENTS
Video Conference
University System of Maryland

December 18, 2020

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order Chair Gooden

Educational Forum: *COVID-Related Learning Gap: The Higher Education Pipeline* Dr. Jing Liu
Assistant Professor in Education Policy
University of Maryland, College Park

Chancellor's Report Chancellor Perman

I. Report of Councils

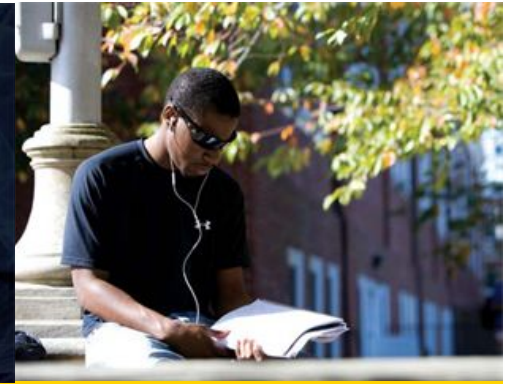
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|--|---------------|
| a. Council of University System Faculty | Dr. Brunn |
| b. Council of University System Staff | Dr. Shishineh |
| c. Council of University System Presidents | Dr. Breaux |
| d. University System of Maryland Student Council |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

PUBLIC COMMENT

2. Consent Agenda Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from November 13, 2020 Public and Closed Session (action)
- b. Committee on Education Policy and Student Life
 - i. Approval of meeting minutes from November 23, 2020 Public Session (action)
 - ii. Proposed Amendments to Committee Bylaws and Draft Committee Charge (action)
 - iii. Notification of Awards: Regents Scholarships and Elkins Professorships (information)
 - iv. Report on Academic Program Actions Delegated to the Chancellor, 2019-2020 (information)
 - v. COVID Update (information)
- c. Committee on Economic Development and Technology Commercialization
 - i. Approval of meeting minutes from December 2, 2020 Public Session (action)
- d. Committee on Governance and Compensation

- i. [Approval of meeting minutes from December 2, 2020 Public and Closed Sessions \(action\)](#)
 - ii. [Review of Committee Charters – Committee on Education Policy and Student Life \(action\)](#)
 - e. Committee on Finance
 - i. [Approval of meeting minutes from November 5, 2020 Public and Closed Sessions \(action\)](#)
 - ii. [Approval of meeting minutes from December 2, 2020 Public and Closed Sessions \(action\)](#)
- 3. Review of Items Removed from Consent Agenda
- 4. Committee Reports
 - a. Committee on Finance Regent Attman
 - i. [Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes – Long Term Plan for Collaboration on Business Process and System Modernization \(information\)](#)
 - b. Committee of the Whole Chair Gooden
 - i. [University of Baltimore Implementation Update \(information\)](#)
 - ii. [University of Maryland Global Campus President Search Update \(action\)](#)
 - iii. [BOR Nominating Committee \(action\)](#)
 - iv. [FY 2022 BOR Committee Assignments \(information\)](#)
 - c. Committee on Audit Update Regent Fish
 - i. [USM IT Security Environment \(information\)](#)
- 5. [Reconvene to Closed Session \(action\)](#) Chair Gooden



Projecting the Impact of the COVID-19 Spring School Closures on Student Learning

Jing Liu

Dec 18, 2020

+ Co-authors:

- Megan Kuhfeld, NWEA
- Jim Soland, University of Virginia
- Beth Tarasawa, NWEA
- Angela Johnson, NWEA
- Erik Ruzek, NWEA

COVID-19 Disruptions to the 2019-20 School Year

IMPACTS ON SCHOOLS:

- + 2-3 months of school building closures
- + Rollout of distance learning
- + Inequalities in digital access
- + High rates of absenteeism
- + Low teacher/student morale
- + Increased need for parental involvement



COVID-19 Disruptions to the 2019-20 School Year

SOCIETAL IMPACTS:

- + National health crisis
- + Huge surge in unemployment
- + Racial disparities in health/economic impacts
- + Increased food insecurity
- + Rise in mental health issues
- + Local/state budget cuts



What were the impacts of the COVID-19 spring 2020 school closures on student learning?

- + COVID-19 is an unprecedented disruption to students' lives.
- + Spring 2020 student assessments were canceled so we have little data to measure impacts on learning.
- + In this study, we draw upon prior literature on out-of-school time learning to produce a series of projections.



What do we already know about out-of-school time learning?

While the current interruption to learning is unprecedented, we do have prior research on how missing school impacts student learning:

1. Summer learning loss
2. Weather-related school closures (e.g., snow days)
3. Out-of-school time due to absenteeism

What do we already know about out-of-school time learning?

While the current interruption to learning is unprecedented, we do have prior research on how missing school impacts student learning:

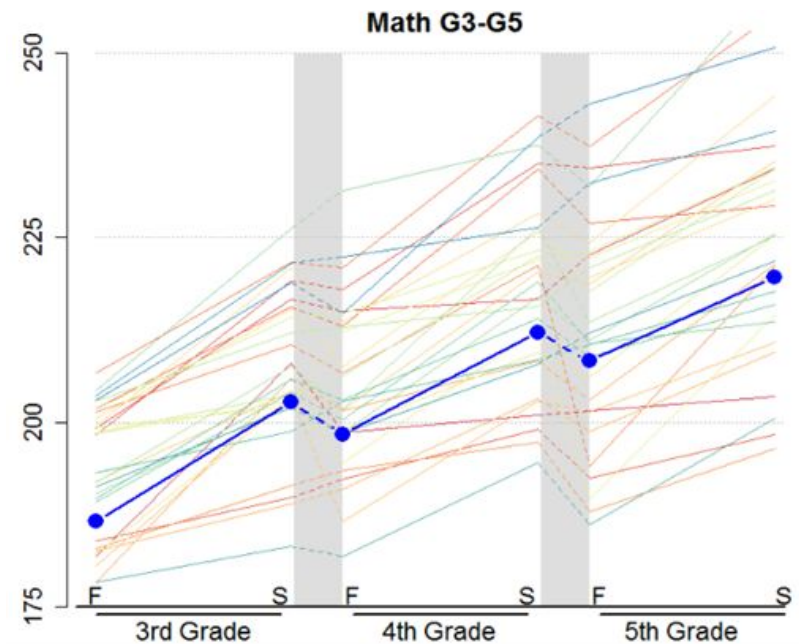
1. Summer learning loss
2. Weather-related school closures (e.g., snow days)
3. Out-of-school time due to absenteeism

Specifically, we drew on studies that:

- a) associated days/months of out school with standardized math and reading test scores,
- b) took place in the US within the last 20 years.

Summer learning loss

- + **Summer vacation** represents a long break from traditional schooling but is a wholly expected interruption from school.
- + Students often show learning slowdown or slide during traditional summer breaks (von Hippel et al., 2018; Kuhfeld, 2019)
- + However, the magnitude of summer loss and degree to which summer contributes to educational inequalities is highly debated (von Hippel, 2019)



Inclement weather school closures

- + **School closures** due to inclement weather mirror the unexpected aspect of COVID school closures, but weather-related closures only typically lasted a day or two and were geographically isolated.
- + Studies of snow-related school closures found a range of potential effects, ranging from null effects to .02 SD per day missed (Hansen, 2011; Goodman, 2014).
- + Studies of students displaced by Hurricane Katrina score approximately .10 SD below peers in other parts of the state the next year (Sacerdote, 2012).



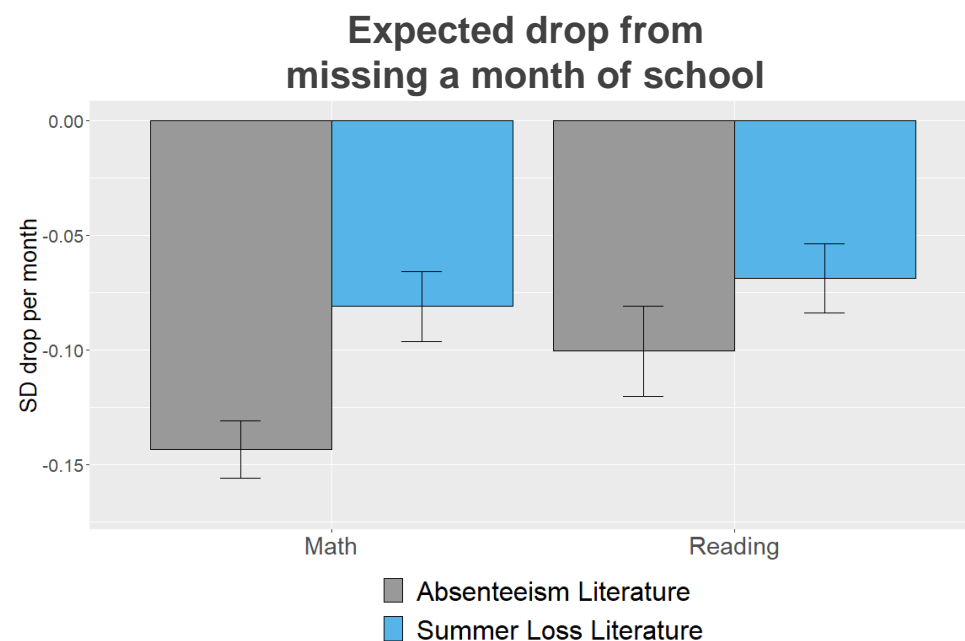
Absenteeism

- + **Absenteeism** most closely matches the situation for students who schools are providing remote instruction, but students do not show up (for whatever reason).
- + Missing ten school days decreased student mathematics test scores by 0.06 to 0.08 SDs, with slightly smaller effect sizes for ELA scores (Aucejo & Romano, 2016; Gershenson et al., 2017; Liu et al., 2019).
- + The negative effects of absences appeared to accrue linearly (Gershenson et al., 2017; Liu et al., 2019).



Synthesizing the three bodies of research

- + The inclement weather school closure literature did not provide usable estimates for our study
- + Absenteeism literature implies larger impacts on learning than out of school time related to summer vacation
- + Consequences for math appear to be larger than for reading



Projecting the impacts of COVID

- + What is the expected overall impact of missing three months of school based on prior out-of-school time literature?

Projecting the impacts of COVID

- + What is the expected overall impact of missing three months of school based on prior out-of-school time literature?
- + How might an extended out-of-school time period due to COVID school closures impact variability in student test scores?

Projecting the impacts of COVID

- + What is the expected overall impact of missing three months of school based on prior out-of-school time literature?
- + How might an extended out-of-school time period due to COVID school closures impact variability in student test scores?
- + How might inequalities in test scores associated with school poverty level be impacted by COVID?

What we cannot account for in these projections

- + The effectiveness of remote learning
- + Trauma due to various aspects of COVID and other national events
- + Different district strategies for rolling out for virtual instruction
- + How “normal” summer loss may interact with lengthened out-of-school time
- + Tutoring/family supports for learning
- + School budget cuts

Four COVID Learning Scenarios

- 1) **Typical Growth:** students continue to learn at a typical growth rate for a given grade/subject
- 2) **COVID Slide:** students lose ground during school closures at a rate associated with typical summer learning loss patterns
- 3) **Partial Absenteeism:** school closures are equivalent to missing 50% of school days (based on teacher surveys saying students received half the amount of normal instruction)
- 4) **Full Absenteeism:** school closures are equivalent to being fully absent from school

Four COVID Learning Scenarios

1) Typical Growth

2) COVID Slide



Estimated based on historic MAP Growth data from over five million US public school students across two school years (2017-18 to 2018-19)

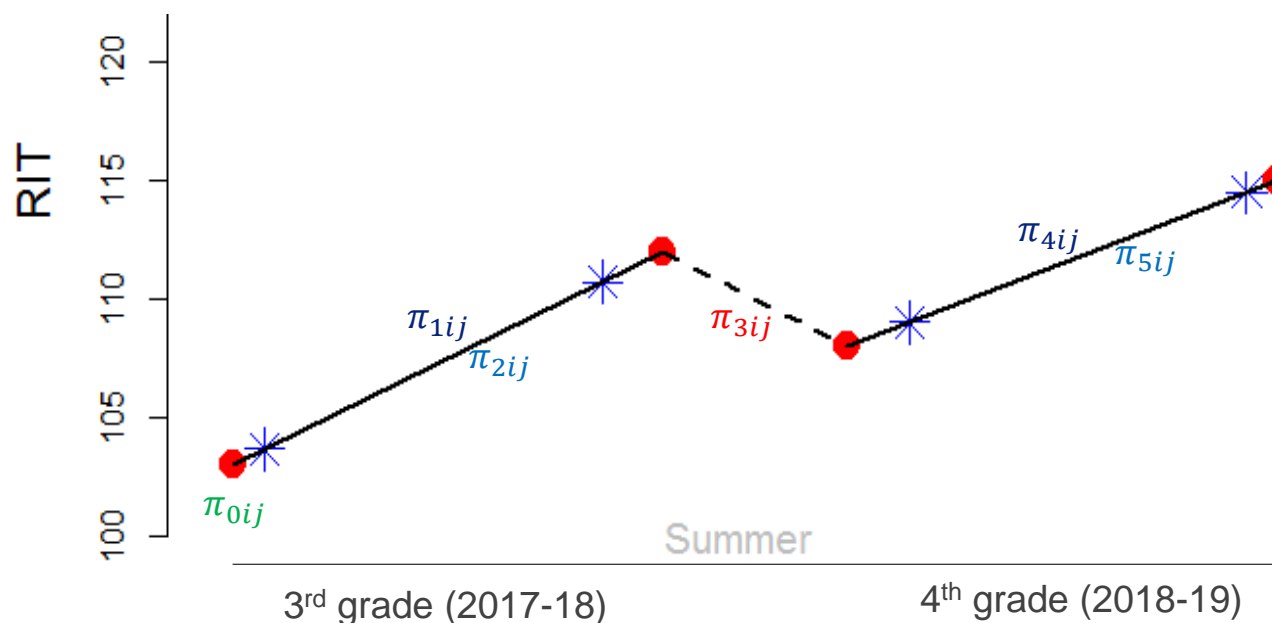
3) Partial Absenteeism

4) Full Absenteeism



Estimated based on aggregated effect sizes (.006 SD for each day absent in math and .0035 SDs for each day in reading) from prior absenteeism work (translated to the RIT scale)

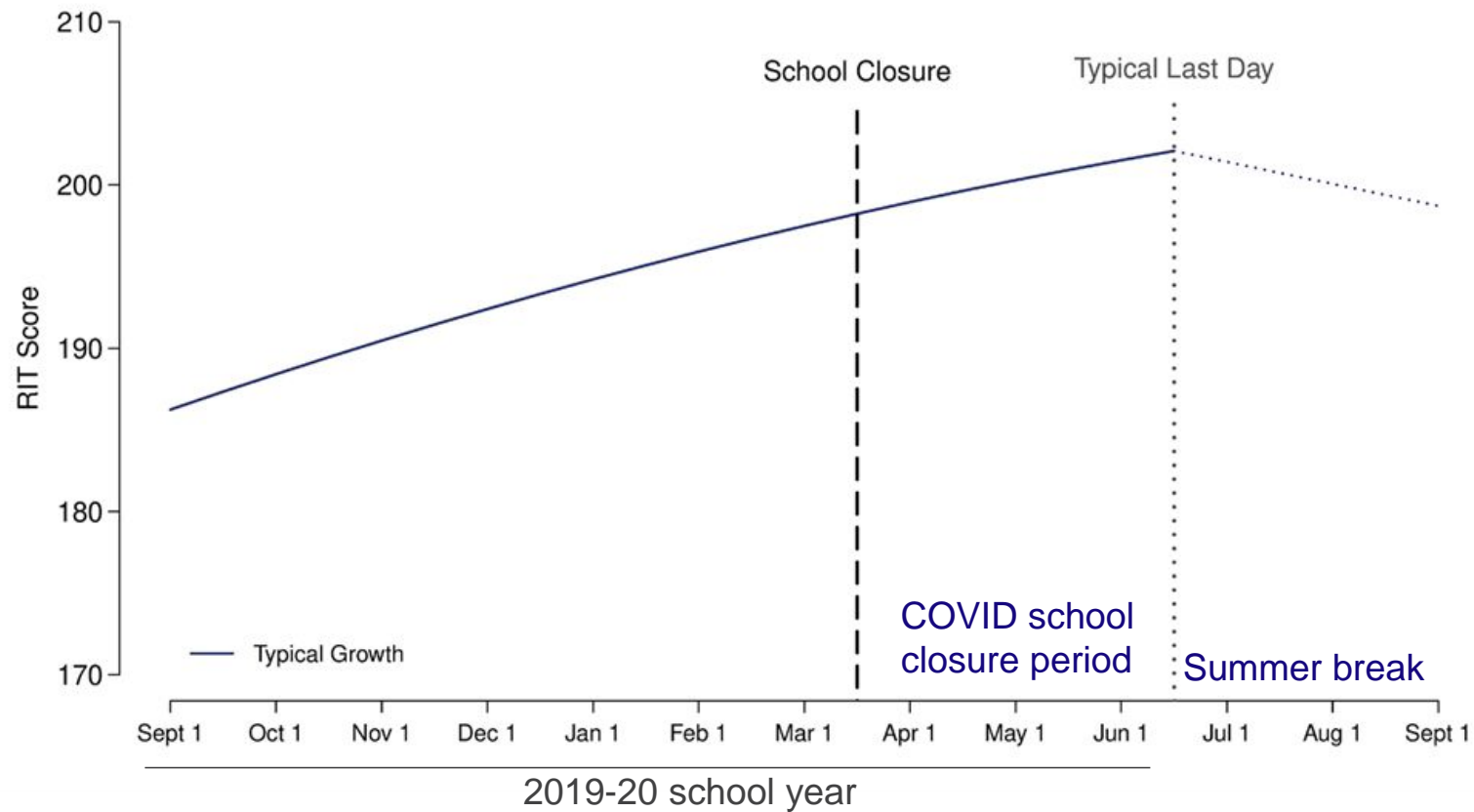
Growth model for estimating typical growth and summer slide



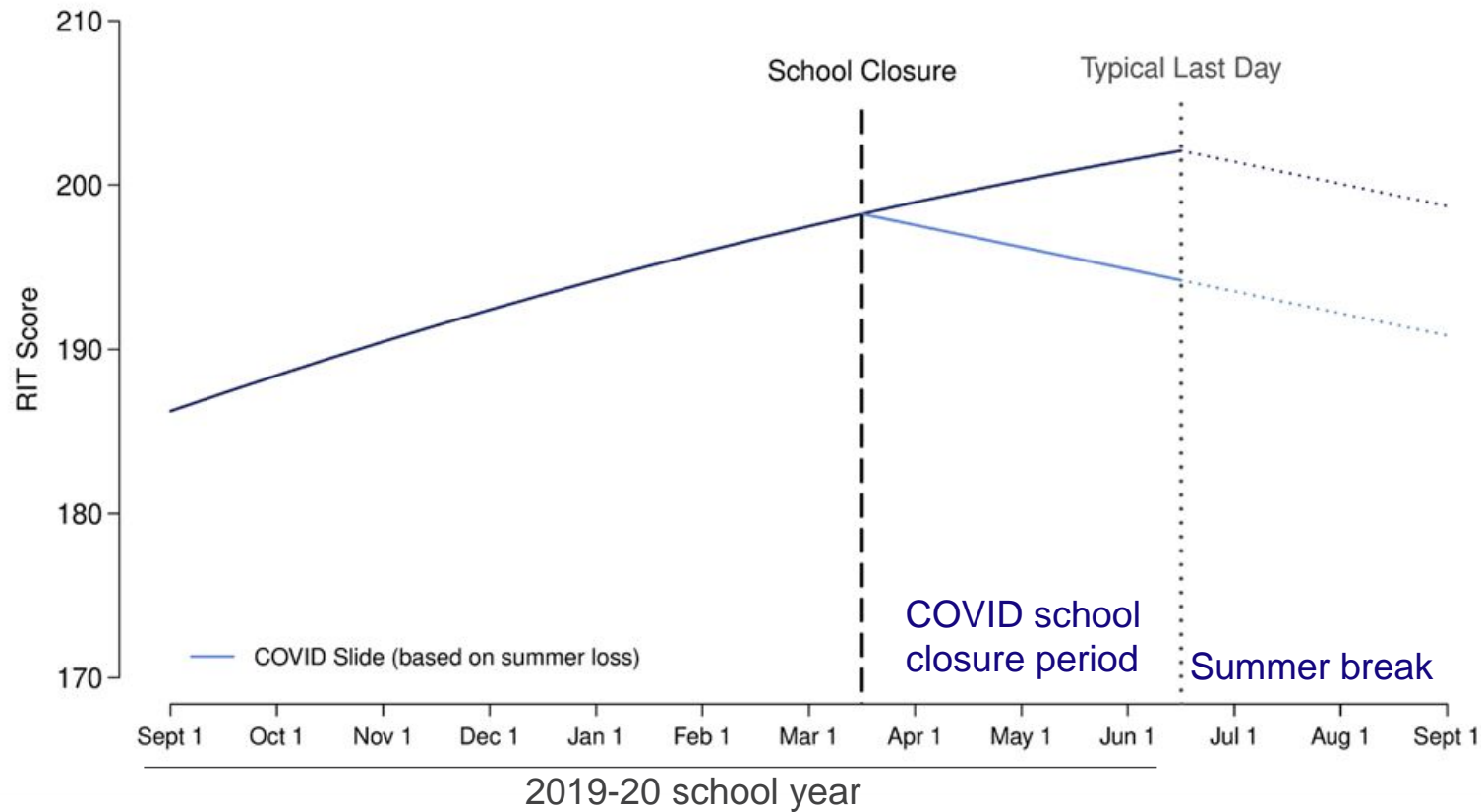
HLM formulation:

$$y_{tij} = \pi_{0ij} + \pi_{1ij}G3_{tij} + \pi_{2ij}G3_{tij}^2 + \pi_{3ij}Sum_{tij} + \pi_{4ij}G4_{tij} + \pi_{5ij}G4_{tij}^2 + e_{tij}$$

Projected Learning loss – Typical Growth



Projected Learning loss – COVID Slide



Four COVID Learning Scenarios

1) Typical Growth

2) COVID Slide

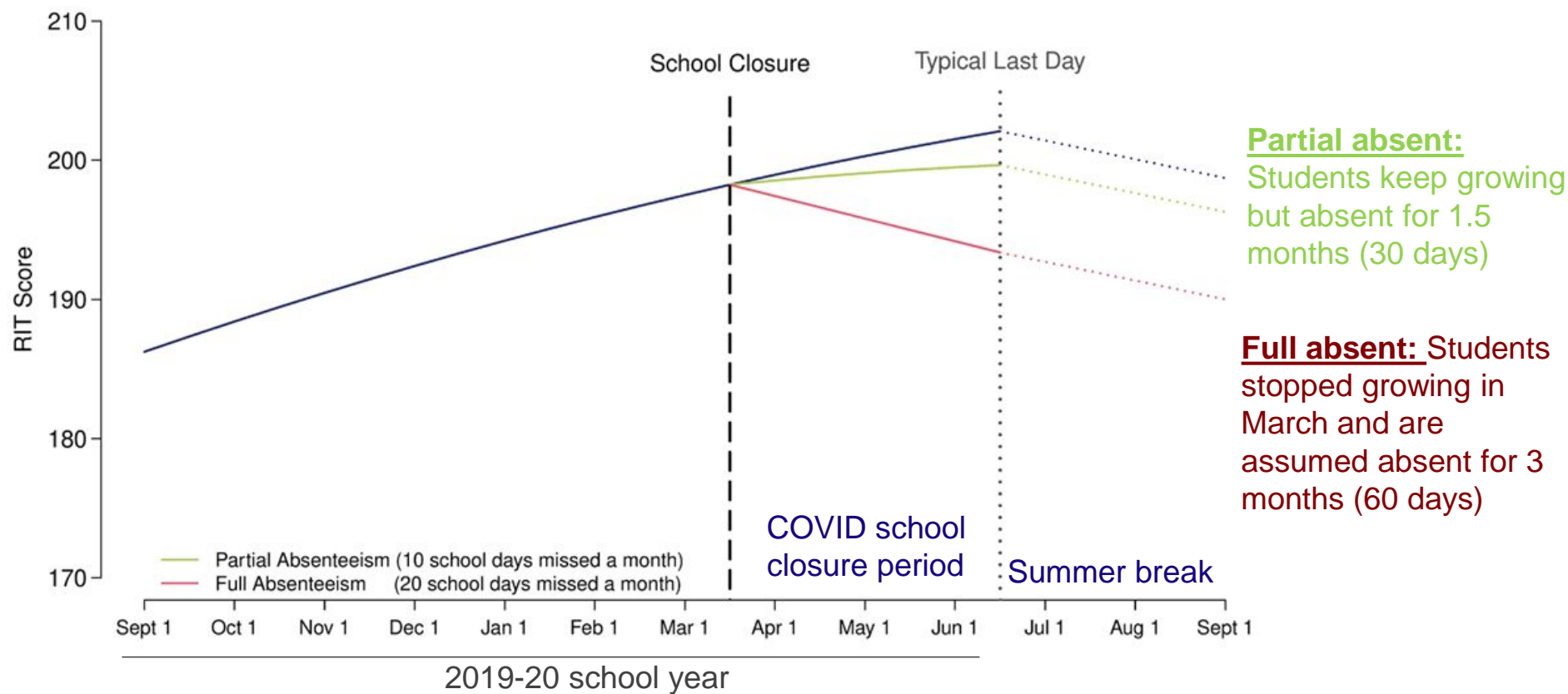
Estimated based on historic MAP Growth data from over five million US public school students across two school years (2017-18 to 2018-19)

3) Partial Absenteeism

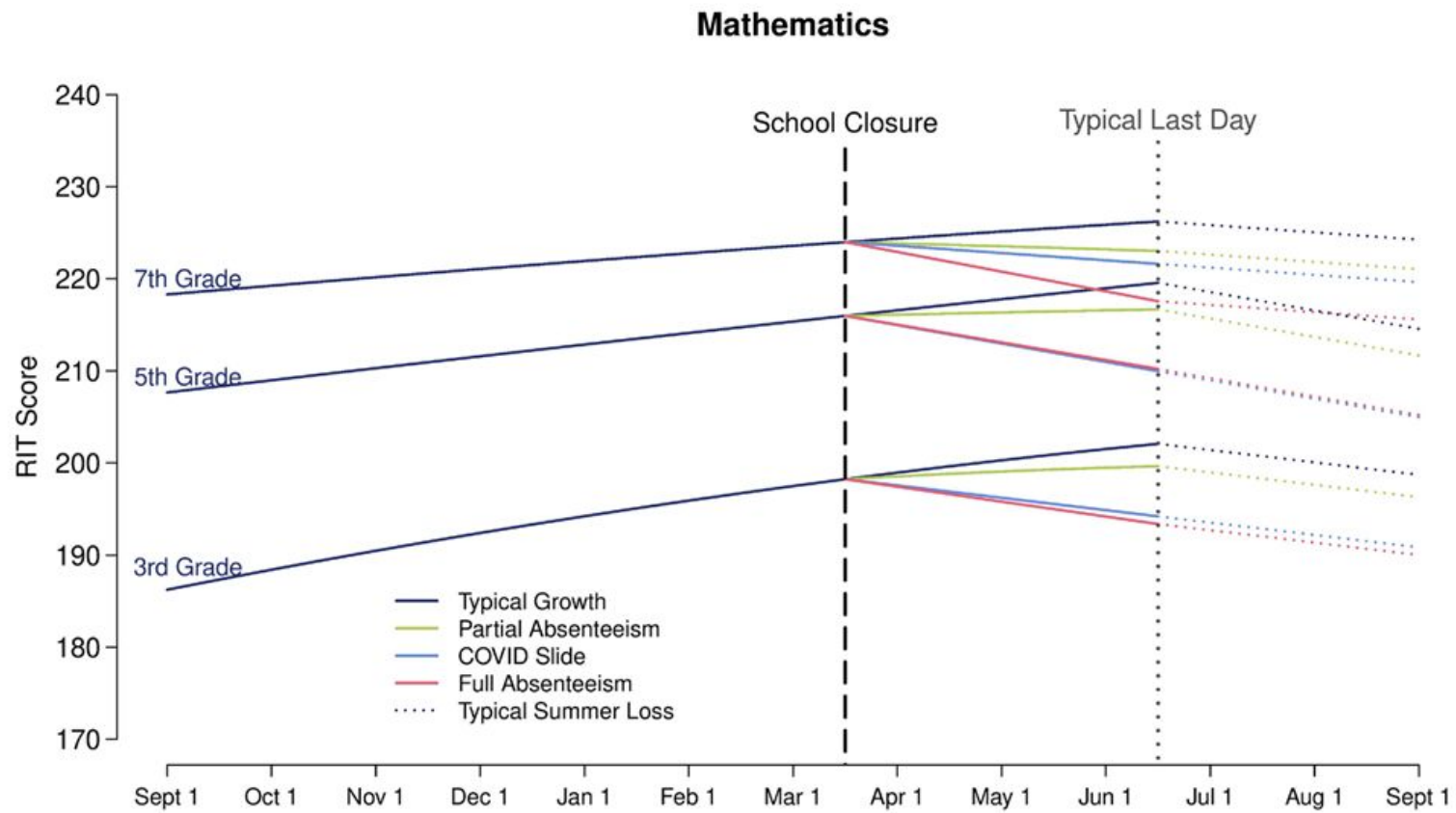
4) Full Absenteeism

Estimated based on aggregated effect sizes (.006 SD for each day absent in math and .0035 SDs for each day in reading) from prior absenteeism work (translated to the RIT scale)

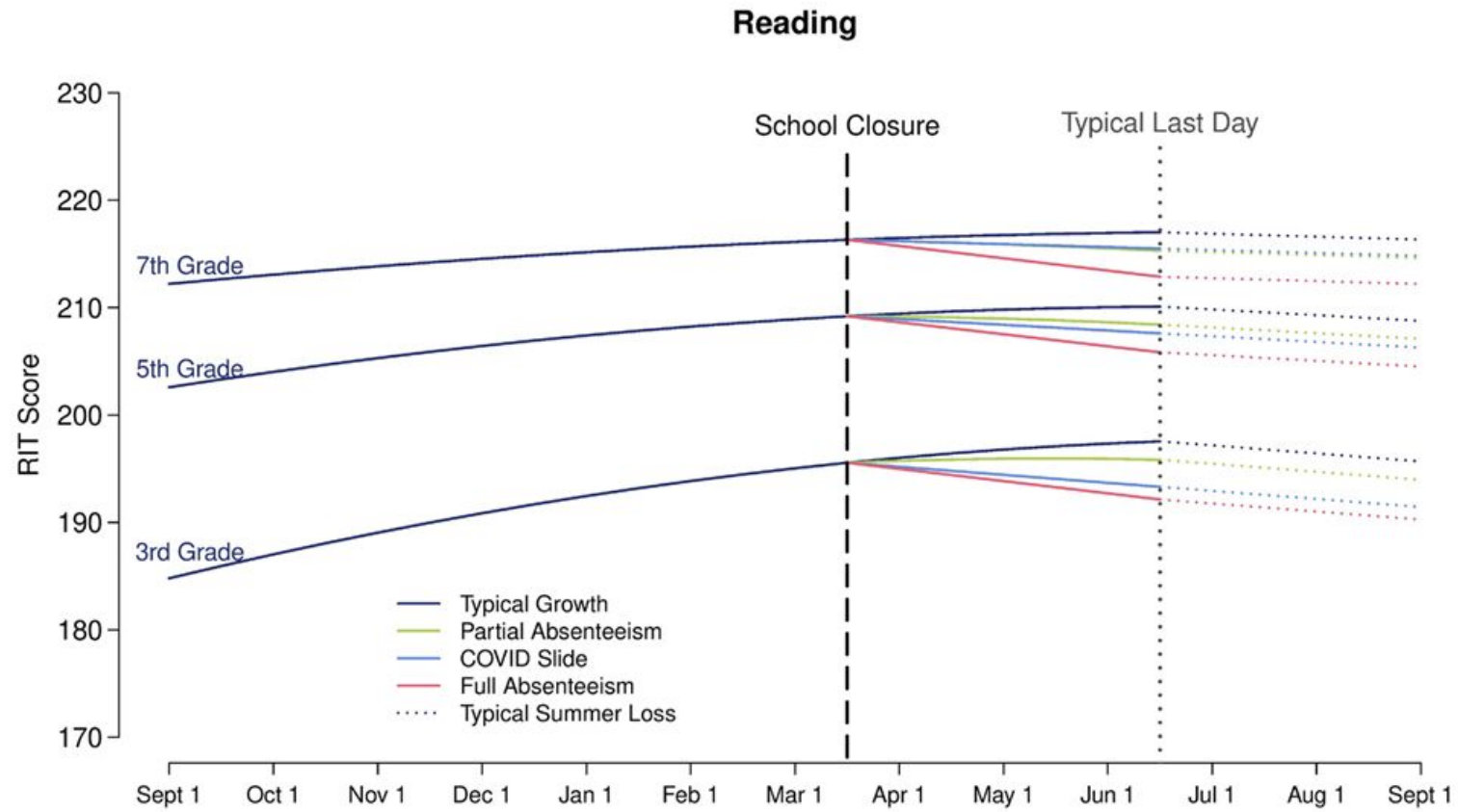
Projected Learning loss – Partial and Full Absenteeism



Projected Learning loss



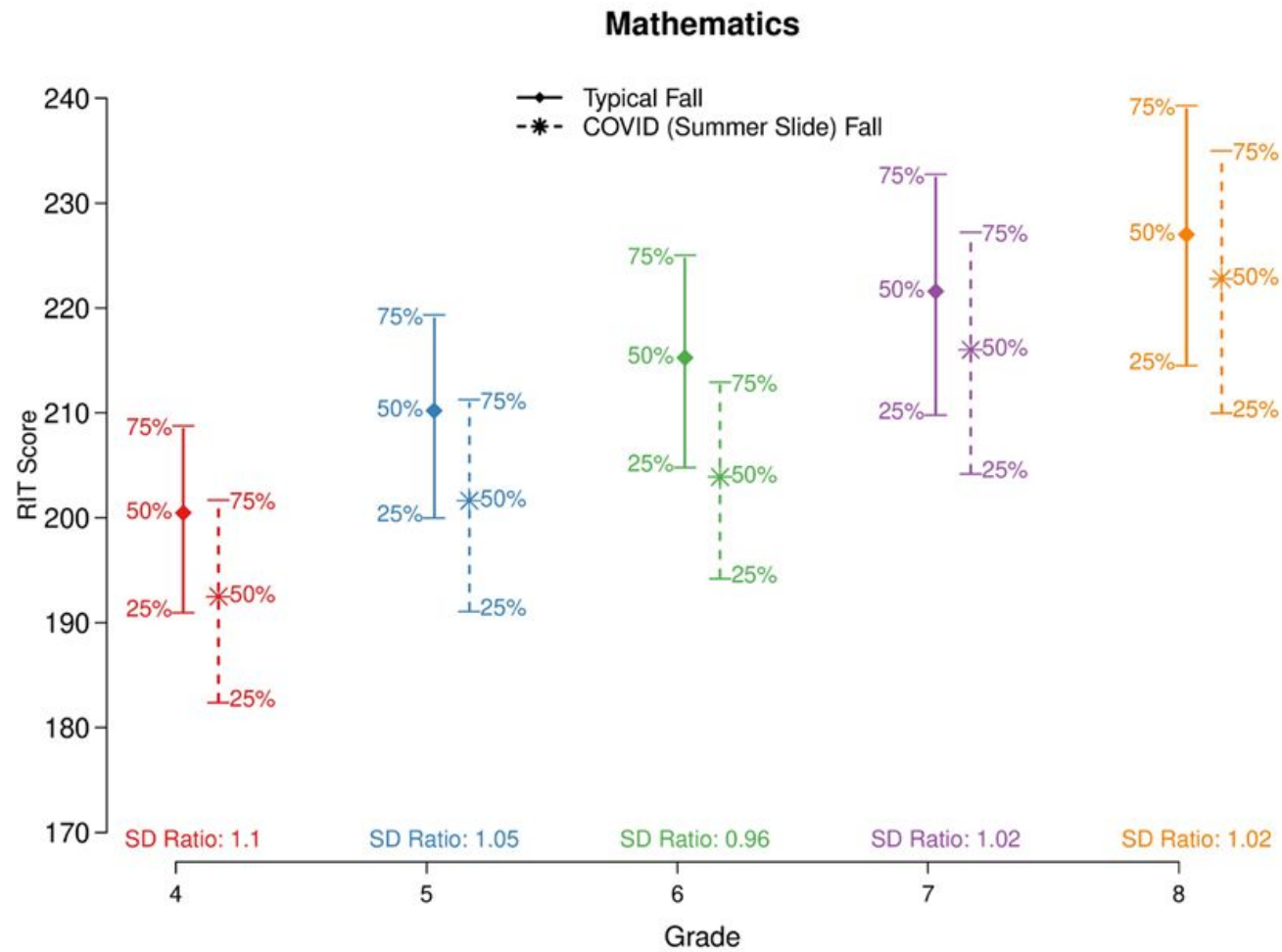
Projected Learning loss



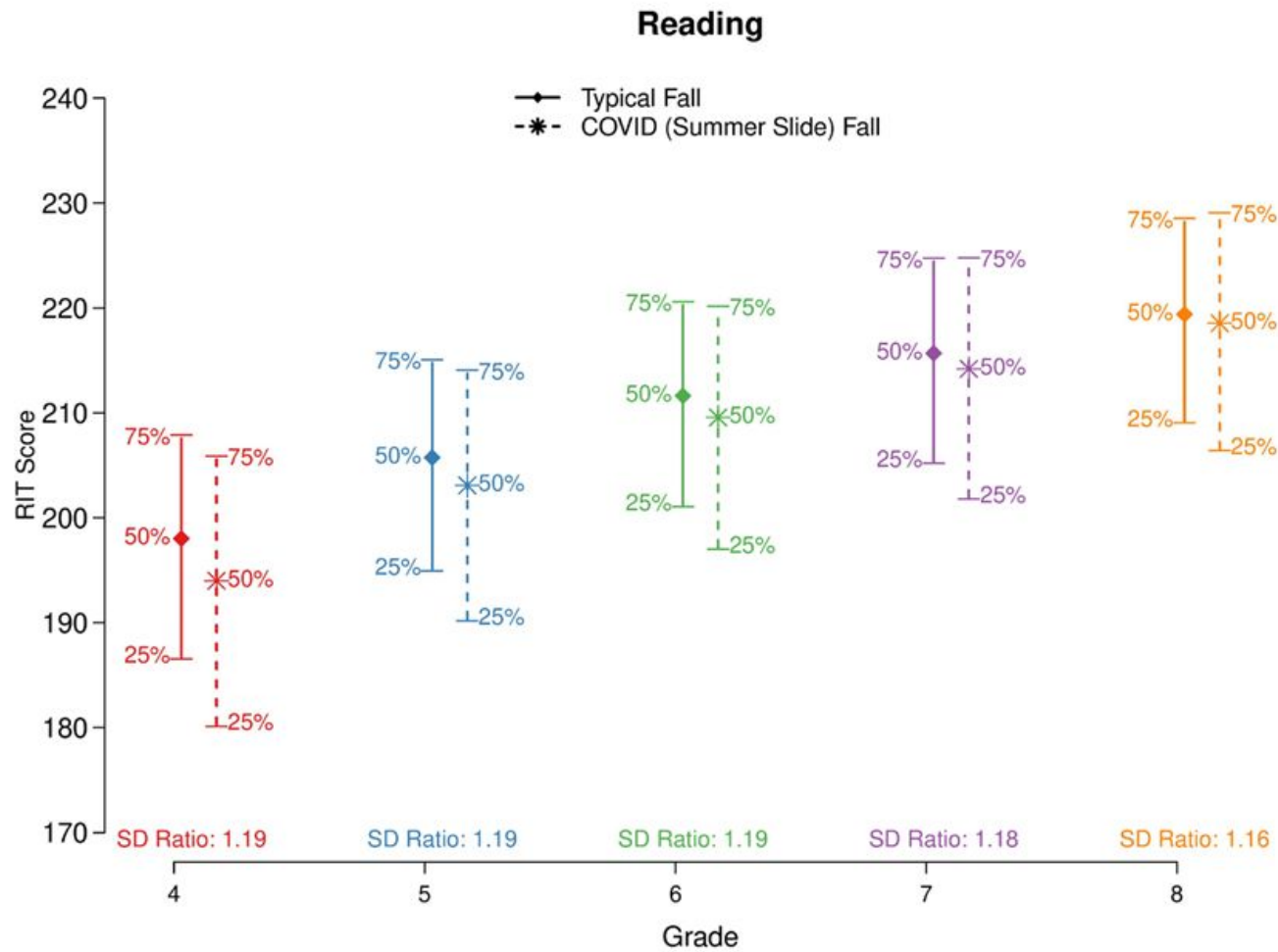
Projected variability in fall 2020 test scores

- + Using Empirical Bayes (EB) estimates from our growth models, we project fall 2020 test scores under two scenarios:
 - **Typical growth:** assuming students were in school the entire 2019-20 school year and then showed typical summer loss
 - **COVID slide:** assuming students were in school for 6.5 months and then experienced a 5.5-month summer break
- + We then plotted the projected fall score distributions under each scenario

Projected variability in fall 2020 test scores



Projected variability in fall 2020 test scores

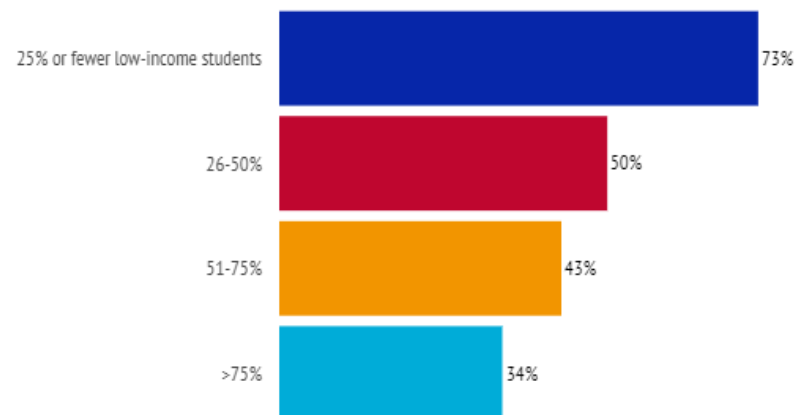


Projected inequalities by school-level poverty

+ Three achievement gap conditions:

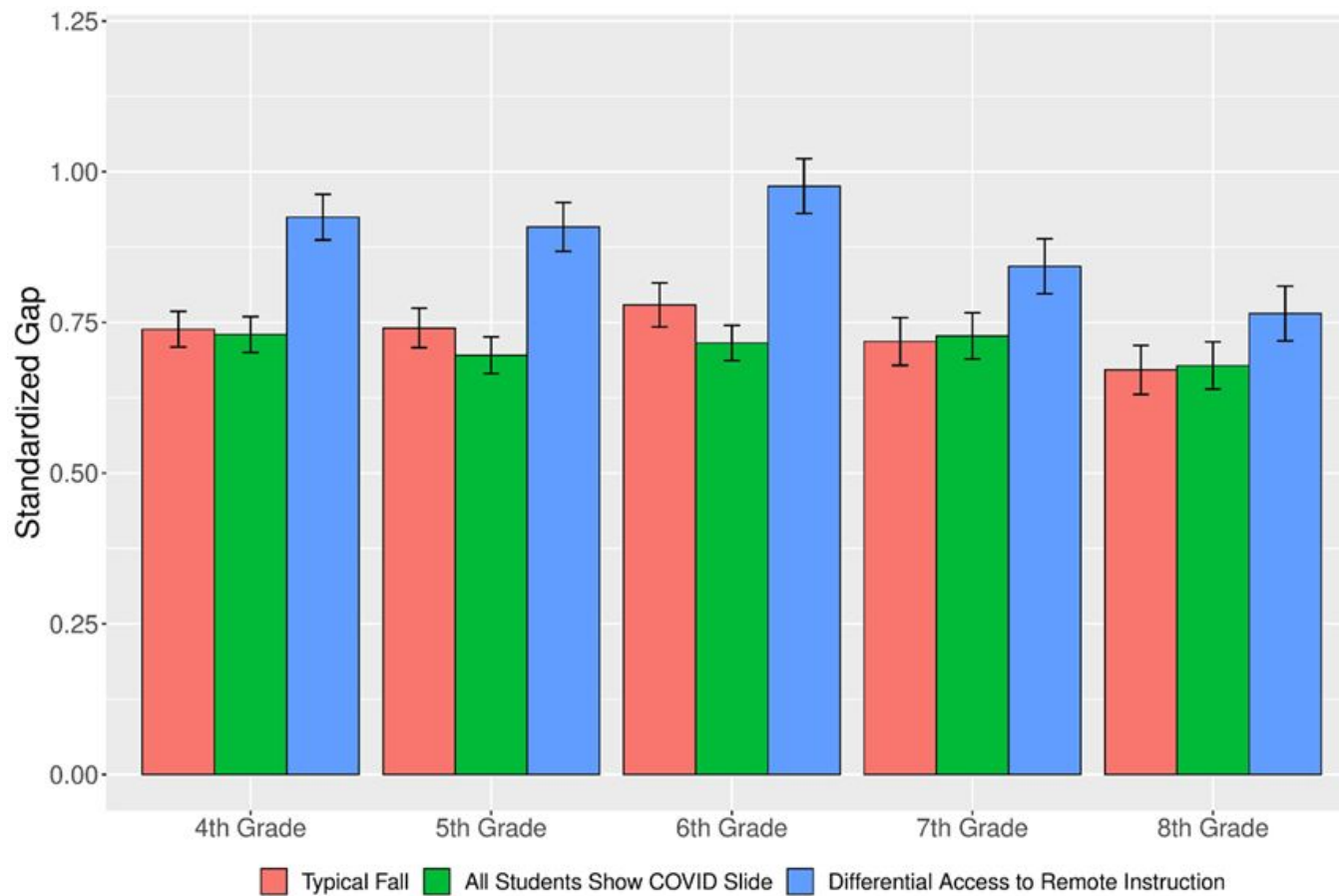
1. All students showed typical learning during the 2019-20 school year
2. All students showed COVID Slide
3. A different percentage of students showed COVID Slide depending on the likelihood of receiving remote instruction

Percentage of district leaders who said they were able to provide online learning opportunities to all students during Coronavirus-related closures (March 24 & 25)

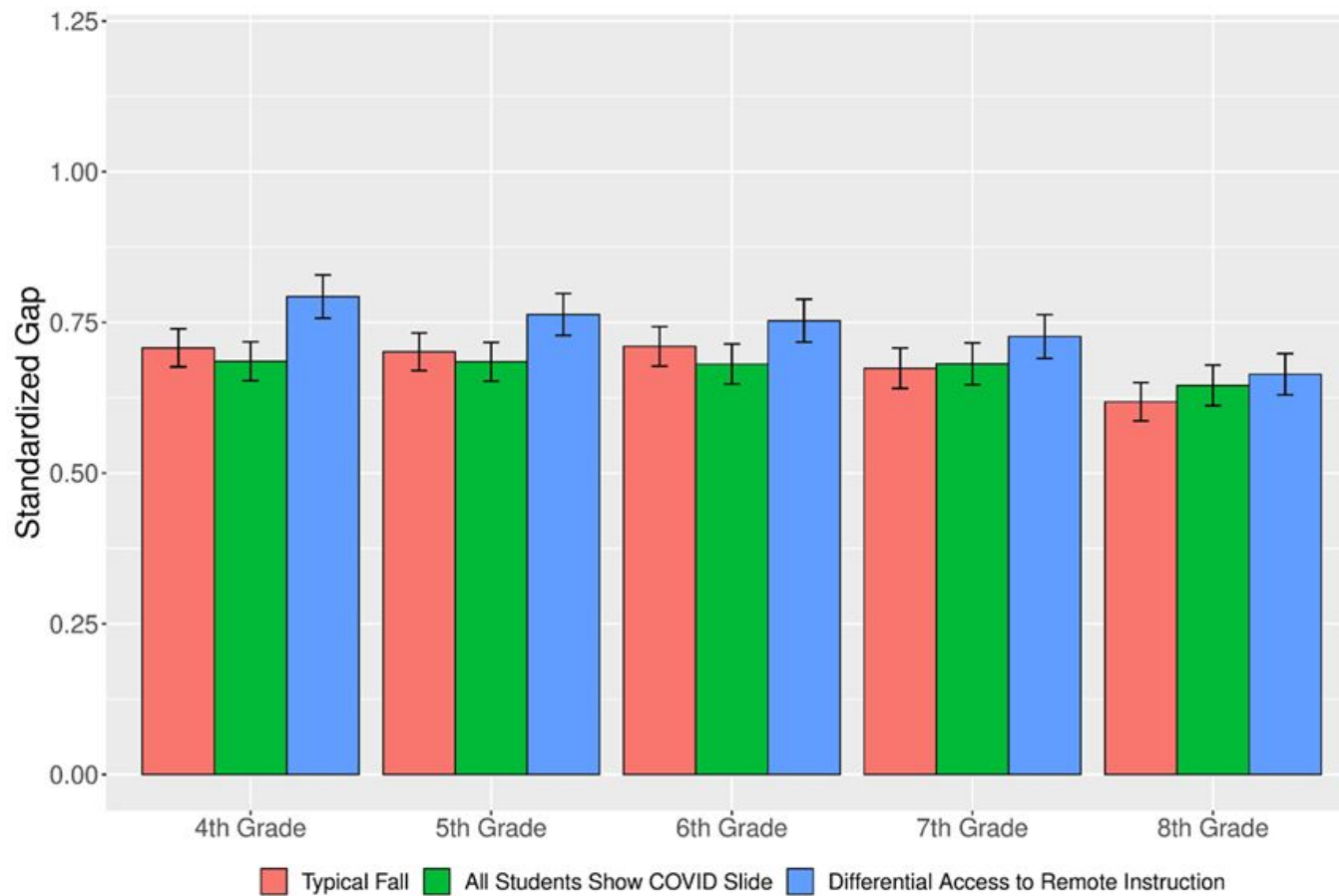


Source: <https://www.edweek.org/ew/articles/2020/04/10/the-disparities-in-remote-learning-under-coronavirus.html>

Projected inequalities by school-level poverty (math)



Projected inequalities by school-level poverty (ELA)



It's already December 2020... how are students performing this fall?

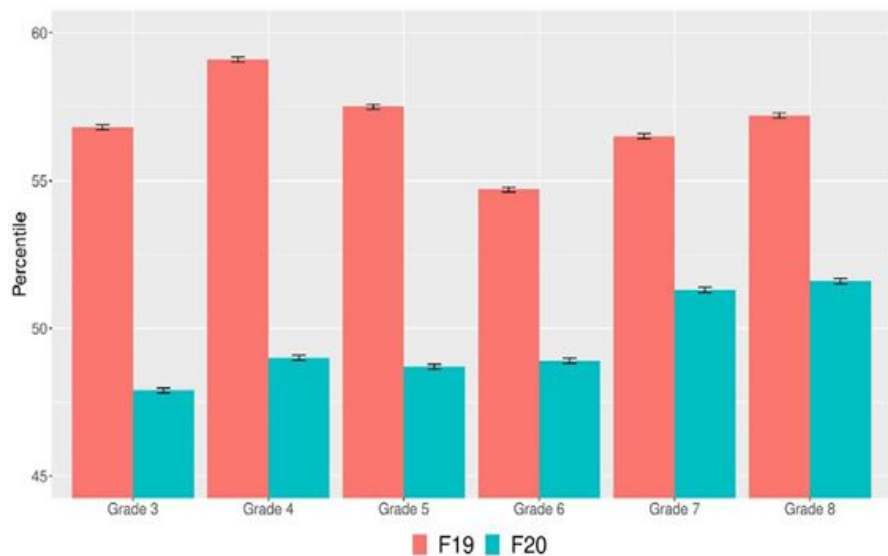
- + MAP Growth testing just finished
- + Nearly 4.4 million students in grade 3-8 took the test in fall 2020 either in-person or virtually.
- + A larger fraction of not-tested students were ethnic/racial minority , low achievers in fall 2019, and in schools with higher concentrations of socioeconomically-disadvantaged students



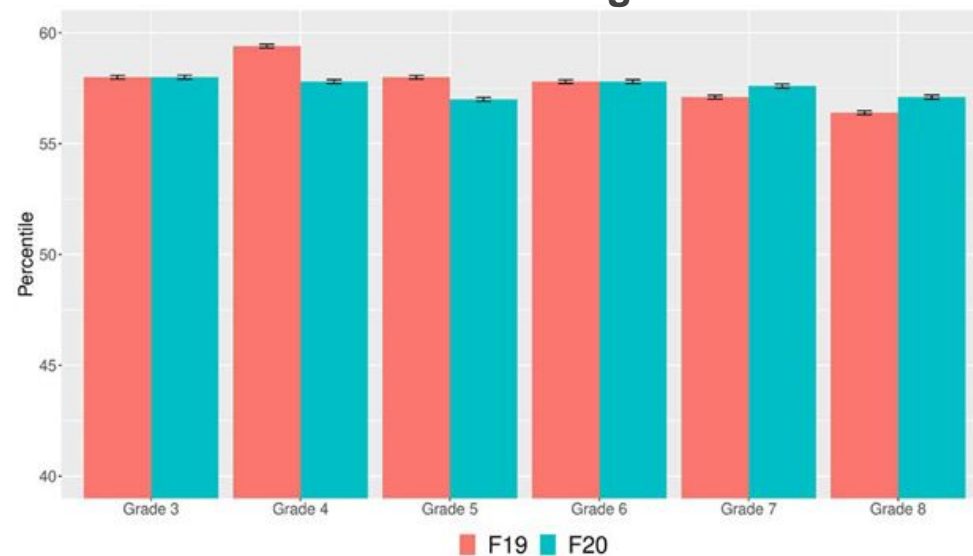
Comparability analysis of remote and in-person MAP Growth testing in fall 2020, Kuhfeld et al. (2020)

Compared to fall 2019, student achievement this fall was, on average, 5 to 10 percentile points lower in math, but similar in reading

Math

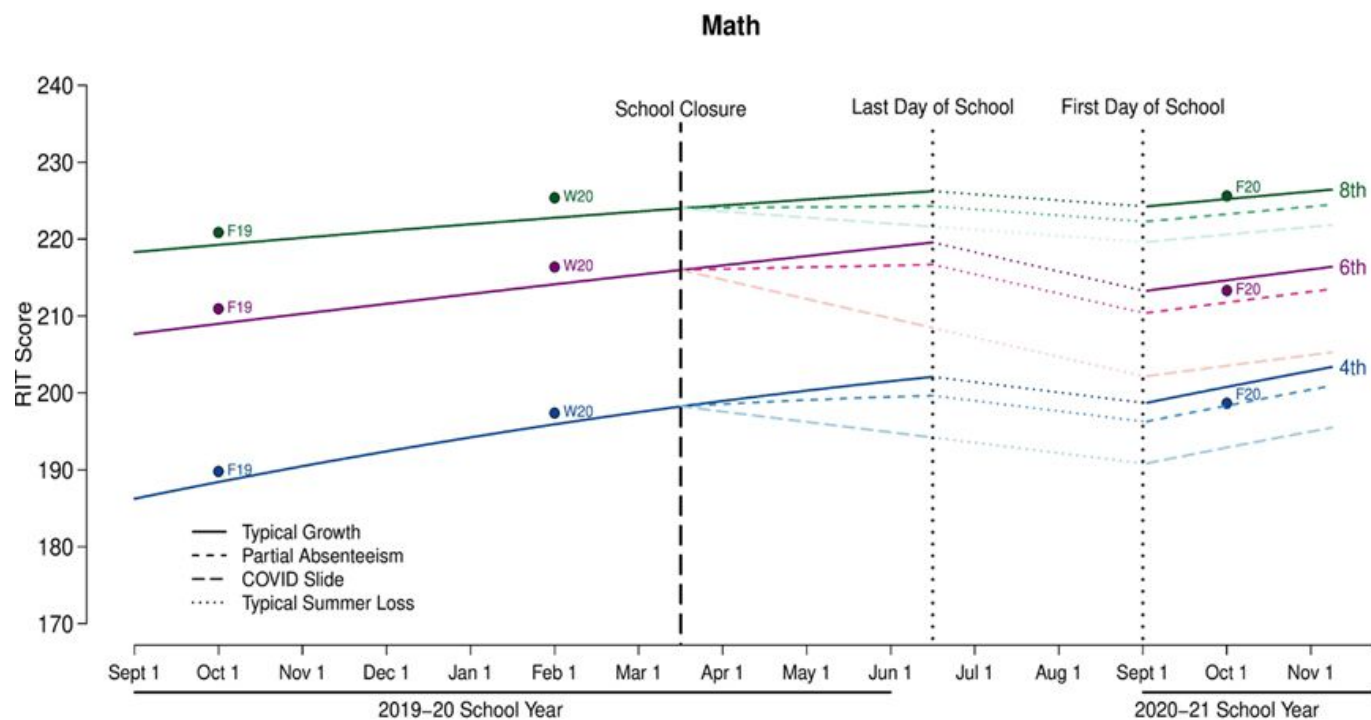


Reading



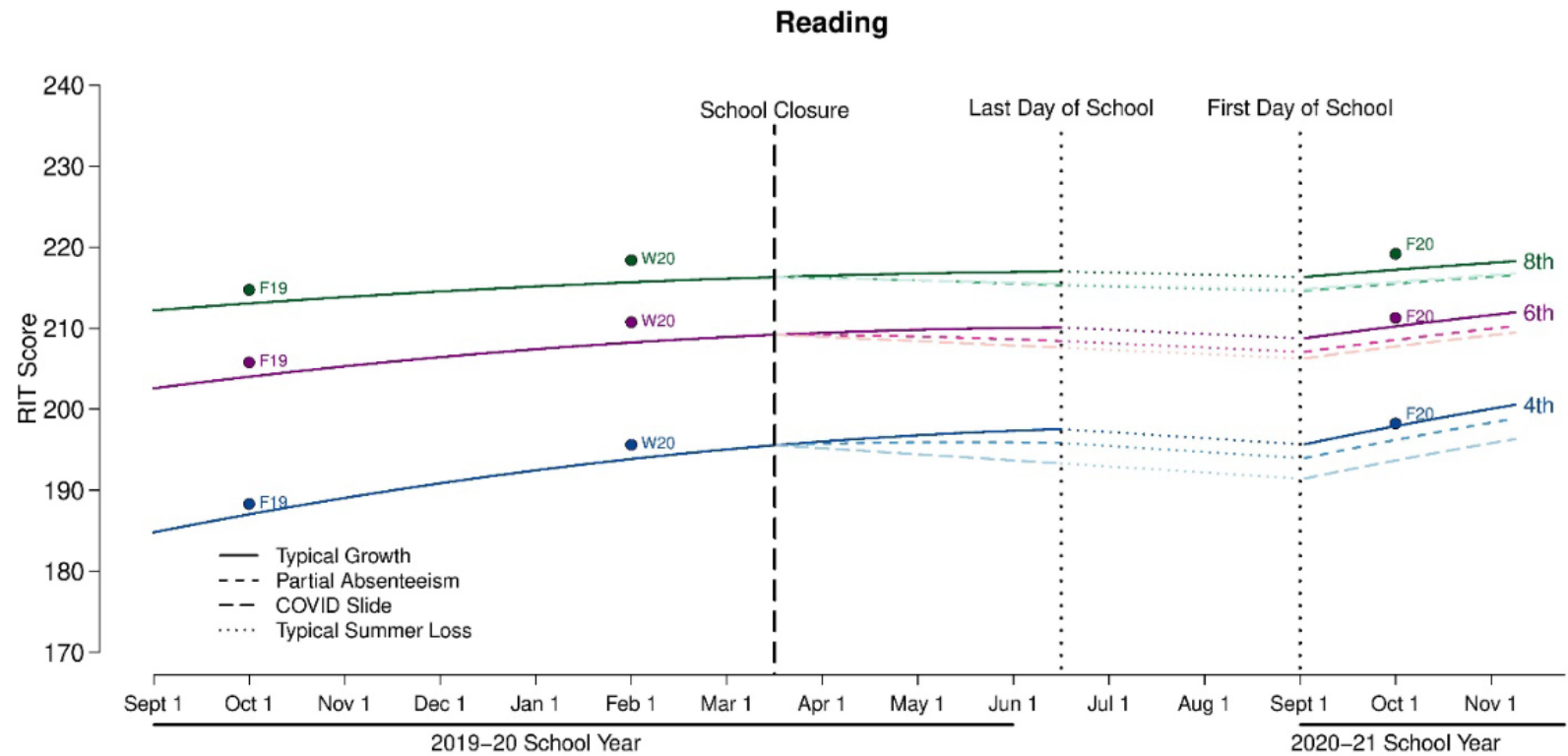
MAP Growth median achievement percentiles by grade level in Fall 2019 and Fall 2020

Compared to our prior projections, on average, in math, student achievement in fall 2020 was in line with projections for grades 4-6 and slightly above in grades 7-8



NWEA COVID learning projections with observed fall 2019, winter 2020, and fall 2020 average RIT scores overlaid

Students scored better than expected in reading



Final thoughts

- + COVID is likely to continue to impact all aspects of schooling throughout the 2020-21 school year
- + New results from fall 2020 data show both optimism and concerns, and call for immediate action to support students who have fallen behind
- + Annenberg Institute has released a set of research-based evidence briefs (<https://annenberg.brown.edu/recovery>) that discuss a wide range of topics related how to support schools and recover from learning disruptions due to COVID

Thank you!

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References

- + Hansen, B. (2011). *School year length and student performance: Quasi -experimental evidence*. Social Science Research Networking Paper.
- + Goodman, J. (2014). *Flaking out: Student absences and snow days as disruptions of instructional time*. NBER Working paper 20221.
- + Sacerdote, B. (2012). When the saints go marching out: Long-term outcomes for student evacuees from Hurricanes Katrina and Rita. *American Economic Journal: Applied Economics*, 4(1), 109-135.
- + <https://www.edweek.org/ew/section/multimedia/school-districts-reopening-plans-a-snapshot.html>
- + Liu, J., Lee, M., & Gershenson, S. (2020). *The short- and long-run impacts of secondary school absences*. (EdWorkingPaper: 20-125). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/xg6s-z169>
- + Gershenson, S., Jackowitz, A., & Brannegan, A. (2017). Are student absences worth the worry in US primary schools? *Education Finance and Policy*, 12 (2), 137-165.
- + Atteberry, A. & McEachin, A. (2020). School's Out: The Role of Summers in Understanding Achievement Disparities. (EdWorkingPaper: 20-82). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/2mam-bp02>
- + von Hippel, P. T., Workman, J., & Downey, D. B. (2018). Inequality in reading and math skills forms mainly before kindergarten: A replication, and partial correction, of "Are Schools the Great Equalizer?" *Sociology of Education*, 91, 323–357.
- + Kuhfeld, M., Condrón, D., & Downey, D. (2019). When Does Inequality Grow? A Seasonal Analysis of Racial/Ethnic Disparities in Learning in Kindergarten through Eighth Grade. (The Collaborative for Student Growth at NWEA Working Paper).
- + Kuhfeld, M. (2019). Surprising new evidence on summer learning loss. *Phi Delta Kappan*, 101 (1), 25-29.

NWEA school sample vs. US public schools (2017-18 through 2018-19)

	NWEA Sample of Schools				Population of US Public Schools Serving Grades 3-8		
	N	Mean	SD		N	Mean	SD
3rd grade	13,699	71.51	42.55		53,430	70.87	44.72
4th grade	13,621	73.03	45.54		53,180	72.54	47.21
5th grade	13,220	75.83	54.75		51,881	74.69	55.75
6th grade	9,006	104.08	107.37		37,688	101.47	110.08
7th grade	7,452	123.14	122.29		31,995	117.88	129.00
8th grade	7,344	124.27	124.38		31,770	118.47	130.32
Percent FRPL	18,479	0.50	0.30		72,062	0.51	0.31
Percent Hispanic	18,480	0.20	0.24		72,063	0.24	0.27
Percent Black	18,480	0.17	0.25		72,063	0.15	0.23
Percent White	18,480	0.53	0.33		72,063	0.51	0.33
Percent Asian	18,480	0.04	0.07		72,063	0.04	0.09
City	18,483	0.29	0.45		72,075	0.28	0.45
Suburb	18,483	0.33	0.47		72,075	0.33	0.47
Town	18,483	0.11	0.32		72,075	0.11	0.32
Rural	18,483	0.26	0.44		72,075	0.28	0.45

NWEA school sample vs. US public(2020-21)

Table 4. School Characteristics of the Fall 2020 NWEA Sample of Schools and the U.S. Public Schools Serving Each Grade Level

Group	Grade	Number of schools	Average School Enrollment	% FRPL	% White	% Asian	% Hispanic	% Black	% LEP	% Gifted	% Disabled	City	Rural	Suburb	Town
Fall 2020 NWEA Sample	3	5,533	478	0.50	0.64	0.03	0.17	0.14	0.10	0.06	0.14	0.27	0.28	0.33	0.12
Fall 2020 NWEA Sample	4	5,366	479	0.50	0.64	0.03	0.18	0.13	0.10	0.06	0.14	0.26	0.29	0.32	0.12
Fall 2020 NWEA Sample	5	5,105	482	0.50	0.64	0.03	0.18	0.13	0.10	0.06	0.14	0.26	0.29	0.32	0.12
Fall 2020 NWEA Sample	6	2,996	511	0.48	0.69	0.03	0.14	0.12	0.06	0.08	0.15	0.20	0.39	0.27	0.14
Fall 2020 NWEA Sample	7	2,584	529	0.47	0.69	0.03	0.14	0.13	0.05	0.09	0.15	0.20	0.40	0.25	0.15
Fall 2020 NWEA Sample	8	2,567	529	0.47	0.68	0.02	0.14	0.13	0.05	0.09	0.15	0.20	0.40	0.24	0.15
U.S. public schools	3	57,859	449	0.55	0.55	0.04	0.22	0.17	0.12	0.04	0.15	0.30	0.27	0.33	0.11
U.S. public schools	4	57,962	448	0.55	0.55	0.04	0.22	0.17	0.11	0.04	0.15	0.30	0.27	0.32	0.11
U.S. public schools	5	57,894	449	0.55	0.54	0.04	0.22	0.17	0.11	0.05	0.15	0.30	0.27	0.32	0.11
U.S. public schools	6	44,151	456	0.56	0.55	0.04	0.21	0.18	0.09	0.05	0.17	0.29	0.31	0.28	0.12
U.S. public schools	7	35,949	452	0.56	0.55	0.03	0.20	0.19	0.07	0.06	0.18	0.29	0.34	0.26	0.12
U.S. public schools	8	36,329	462	0.56	0.55	0.03	0.20	0.19	0.07	0.06	0.18	0.29	0.34	0.25	0.12

Note: FRPL=free or reduced priced lunch, LEP=limited English proficiency. This table is presented for the schools included in the first analytic sample for reading, but results are highly similar for across the various analytic samples. The school characteristics were retrieved from a school-level covariate data file produced by the Stanford Education Data Archive (SEDA) version 3.0 (Reardon et al., 2019). The sources of the variables are the Common Core of Data (CCD) collected by the National Center for Educational Statistics and the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC). The U.S. public school population comparison for each grade was determined by limiting to the schools that offered a given grade.

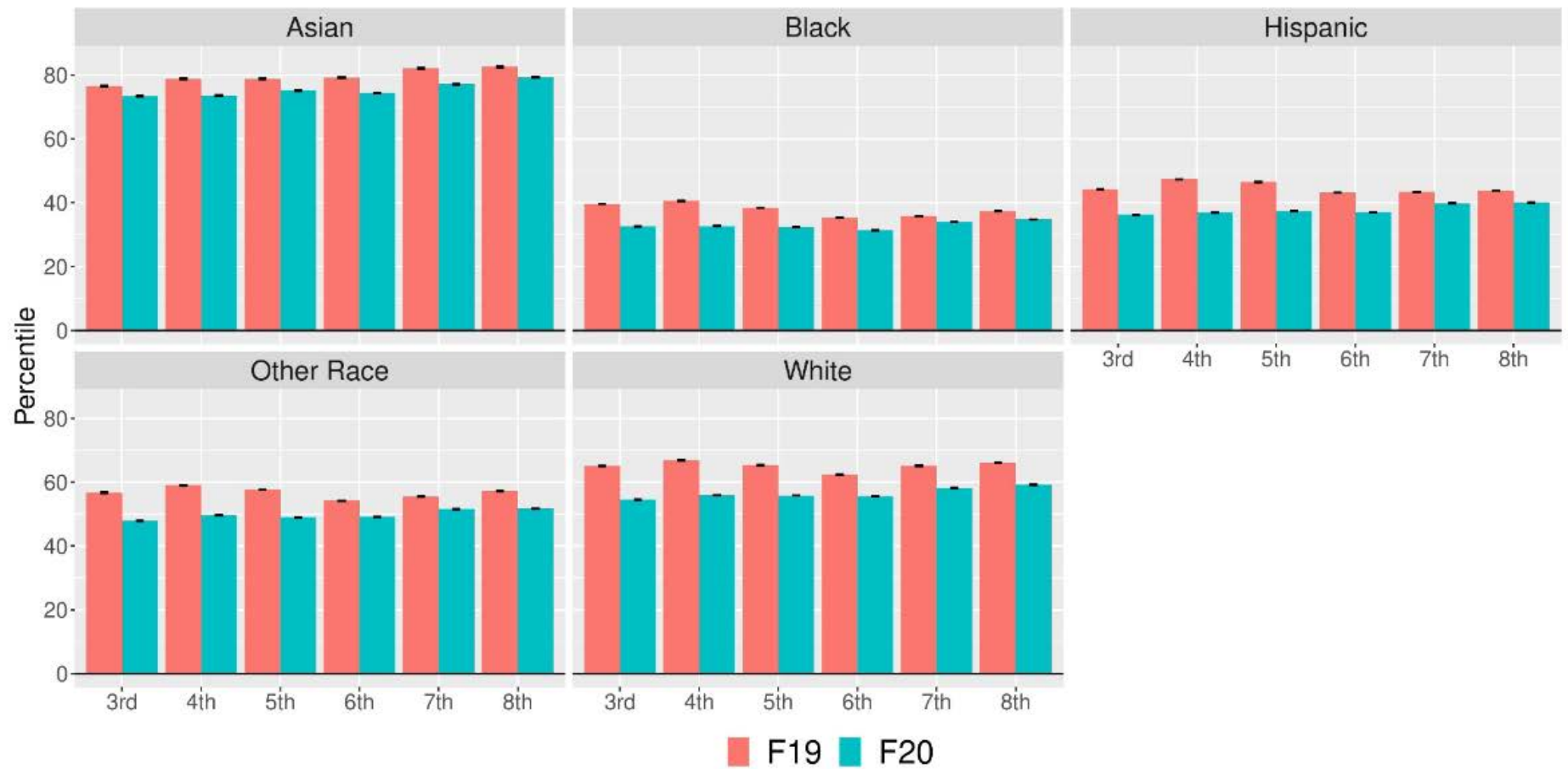
How do we establish the validity of remote tests for research purposes?

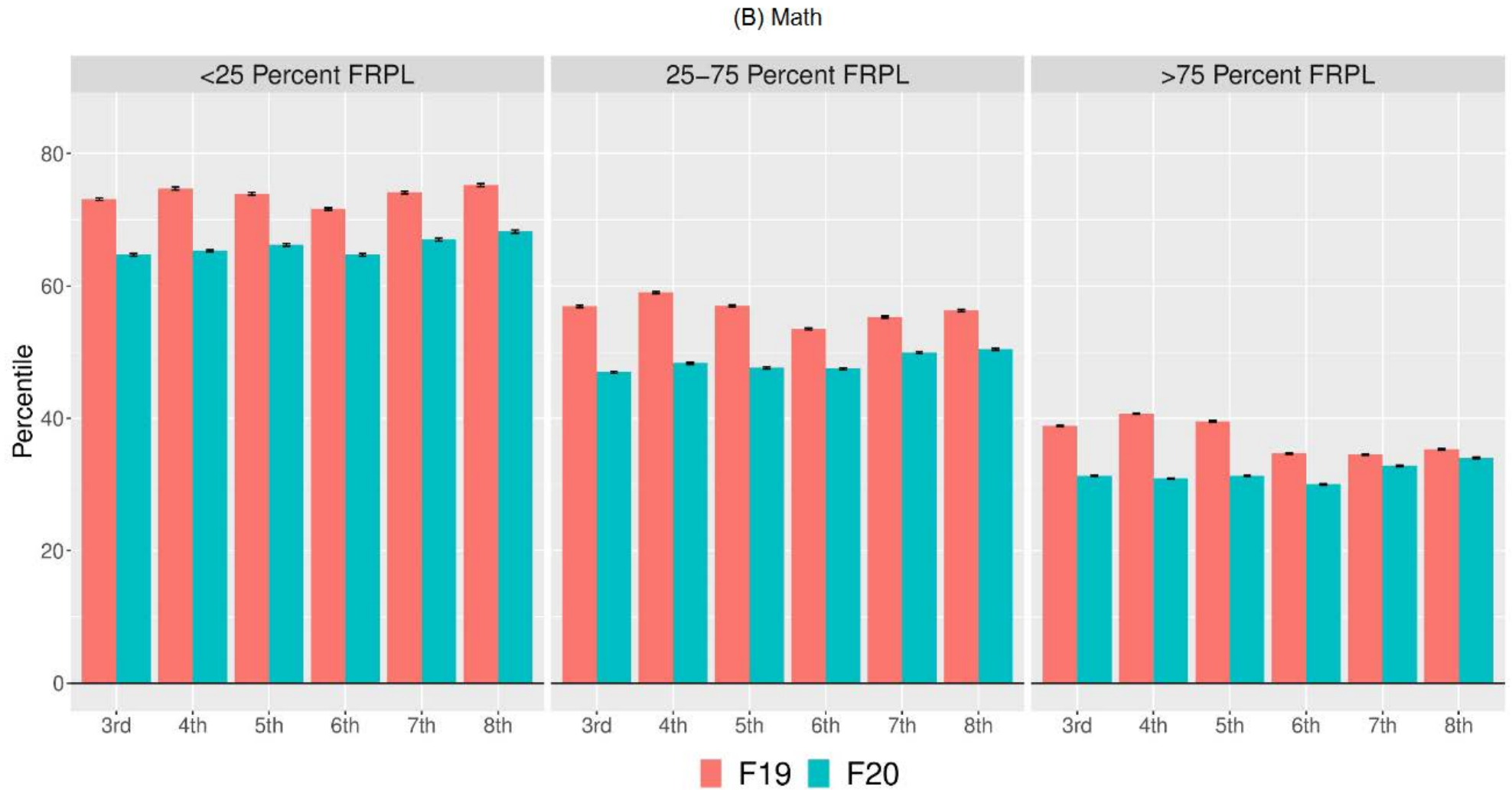
- + Do students who test in-person this fall show similar test results as those who tested remotely?
- + Comparison groups (based on fall 2020 plans):
 - **Remote opening:** Tested normally in F19/W20 and remotely in F20
 - **In-person opening:** Tested in-person in all three timepoints
 - **Hybrid opening:** Combination of students in school and at open
- + Timepoints: Fall 2019, Winter 2020, Fall 2020

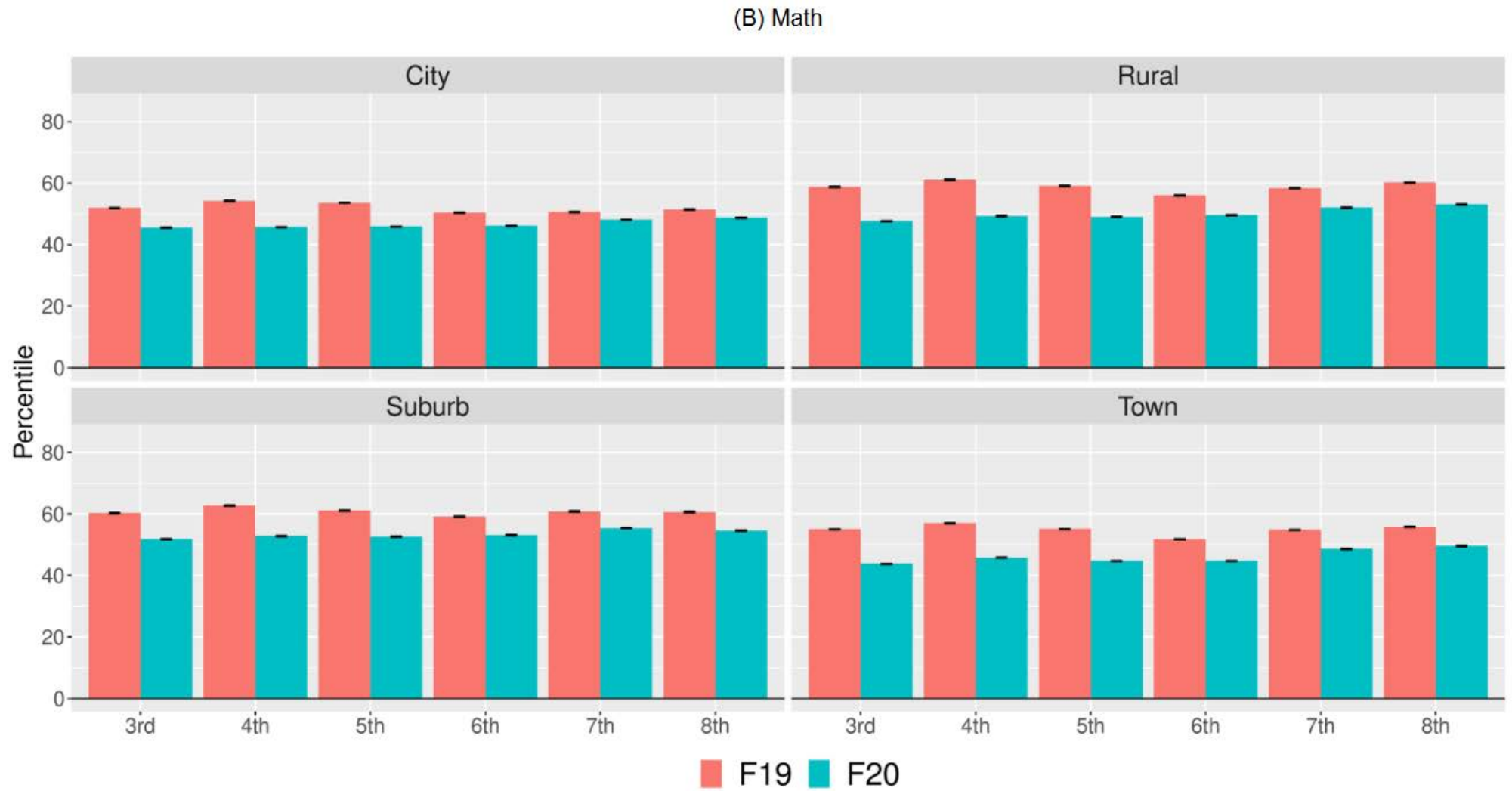
COVID-19 Disruptions to the 2019-20 School Year



(B) Math





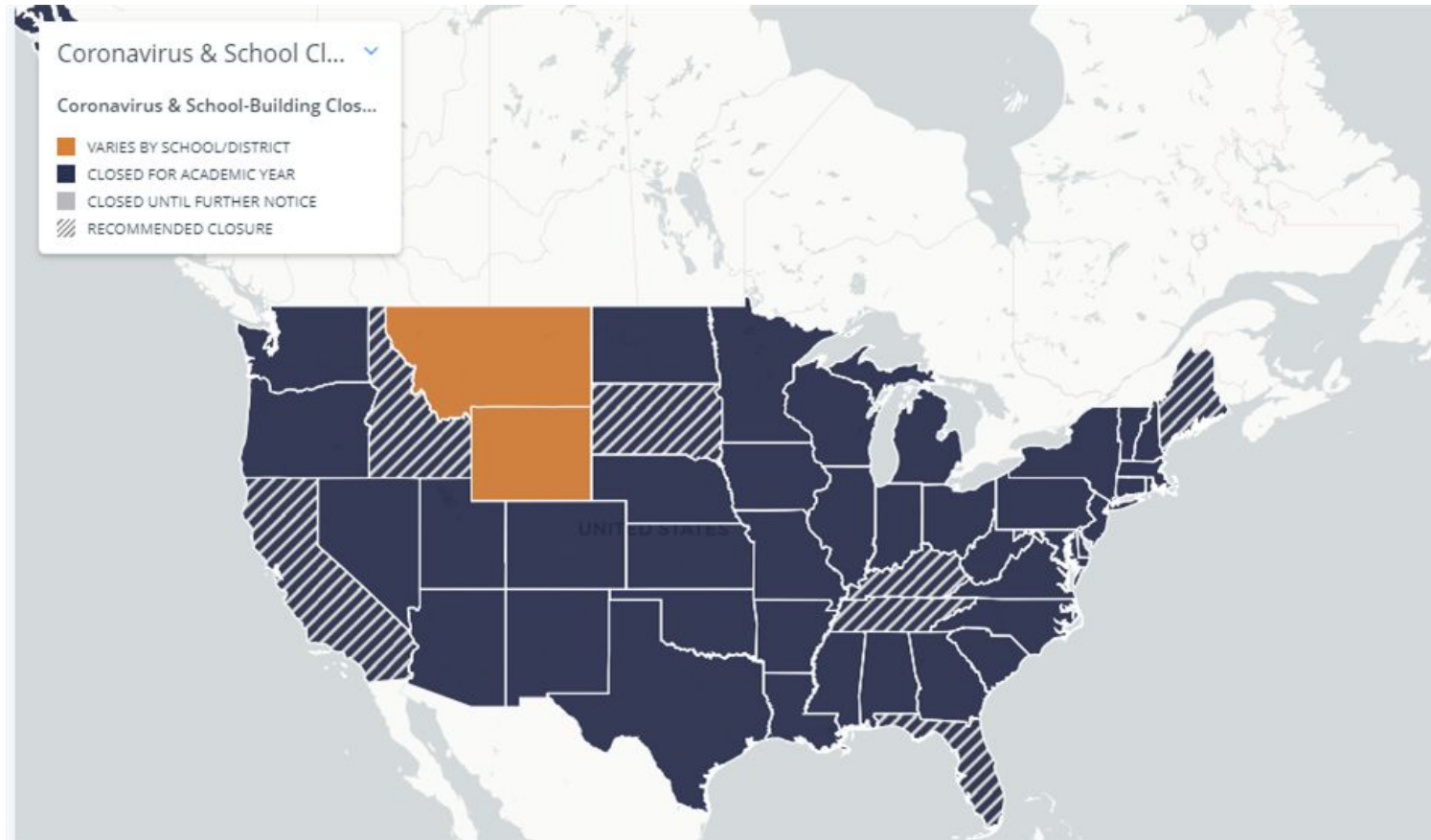


What does remote testing look like?

- + Happens in the student's home (or wherever there is wifi) on a computer or tablet
- + Remotely proctored by a teacher or administrator



COVID-19 Disruptions to the 2019-20 School Year



<https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html>

What are the impacts of the COVID-19 school closures on student learning?

The Washington Post
Democracy Dies in Darkness

Education

Millions of public school students will suffer from school closures, education leaders have concluded

The New York Times

The Education Issue

Will This Be a Lost Year for America's Children?

50 Million Kids Can't Attend School. What Happens to Them?

America's younger students will need help catching up.

Los Angeles Times

CALIFORNIA

A generation left behind? Online learning cheats poor students, Times survey finds



UNIVERSITY SYSTEM *of* MARYLAND

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

Thank you, Chair Gooden. And let me once again thank all of you for your efforts on behalf of the USM and the students we serve. As we approach the holiday season—and the completion of the fall semester—the members of this board, our presidents and institutional leaders, and our faculty and staff can take great pride in the work we’ve undertaken together. As we look forward to the coming spring semester, I know I can count on each and every one of you to continue this important work.

I thank Dr. Jing Liu for his presentation on the COVID-Related Learning Gap and the Higher Education Pipeline. His presentation is an important reminder that the impact of COVID will continue to challenge us well into the future—and those challenges will involve far more than our health.

In a few minutes, I’ll give what should be my final COVID update of the year. But first, while it’s been only a few weeks since we last met, there’s been no shortage of news across the System that I’d like to share.

I will begin with Dr. Gregory Fowler being named the next president of the **University of Maryland Global Campus** (UMGC). Dr. Fowler has been with Southern New Hampshire University (SNHU) for the past nine years, serving as president of SNHU’s Global Campus since September 2018. He is the right leader—at the right time—for UMGC, and I look forward to working with him. I thank Regent Sam Malhotra and the members of the presidential search committee, I thank Dr. Larry Leak for his service as interim president, and I thank Javier Miyares for his eight years leading UMGC to enormous success.

I want to note that when he takes office in January, Dr. Fowler will be the sixth new USM leader I’ve welcomed in my first year as chancellor. Last May, Anthony Jenkins began his tenure as president of **Coppin State University** (CSU); in July, Darryll Pines became president of the **University of Maryland, College Park** (UMCP); in September, it was Bruce Jarrell formally taking over the presidency at the **University of Maryland, Baltimore** (UMB); in October, Anne Khademian began her service as executive director of the **Universities at Shady Grove** (USG); and earlier this month, Eileen Abel became the inaugural executive director of the **University System of Maryland at Southern Maryland** (USMSM).

So, what I’d like to say is—that’s enough for now! No more changes for a while. Freeman, that means no cabinet posts in the Biden administration for you! In all seriousness, I thank all of our leaders—old and new—for your commitment to higher education in Maryland, to the USM, and to the students we serve.

Earlier this week, we received news that philanthropist MacKenzie Scott is making transformative gifts to **Bowie State University** (BSU) and the **University of Maryland Eastern Shore** (UMES), two of Maryland's preeminent Historically Black Institutions. The gifts—\$25 million to Bowie State and \$20 million to UMES—are among the largest unrestricted gifts ever awarded to an institution within the USM. This incredible generosity is particularly meaningful now, in the midst of a pandemic that disproportionately harms students of color, students in poverty, and first-generation students. Bowie State and UMES are national leaders in advancing education equity, and they have long graduated students who are a source of strength to the state and the region. These gifts will allow the universities to increase financial aid for students, invest in academic programs and innovations, and expand the institutions' endowments, enabling long-term stability and growth. I congratulate UMES and Bowie State on these historic gifts.

In other impressive news, **University of Maryland, Baltimore County (UMBC)** senior Sam Patterson was one of 32 U.S. students awarded the prestigious Rhodes Scholarship this year. Sam is a Meyerhoff Scholar and a member of the Honors College; he's a triple major at UMBC and will receive two BS degrees—one in math; one in statistics—and a BA degree in economics this spring. He'll study the economics of transportation at the University of Oxford next year.

Congratulations are also due to UMBC for winning Campus Compact Mid-Atlantic's 2020 Engaged Campus Award for its work as a community-engaged, civically engaged university. In addition, Dr. Chris Rakes and Dr. Michele Stites in UMBC's Department of Education have together won a \$3 million NSF grant to transform undergraduate teacher preparation programs in secondary mathematics. And while I know President Hrabowski prefers that UMBC accolades go to his people, I'd be remiss if I didn't take a moment to commend Freeman, himself, and his wife Jacqueline for volunteering to take part in the Moderna COVID-19 vaccine trial at UMB's School of Medicine. This decision to serve as an example, persuading people in general—and people of color in particular—that they can trust the science behind the vaccine, will make a real and meaningful difference. Thank you, Freeman.

Of course, we're all thrilled that the Moderna/NIAID vaccine being tested at the University of Maryland School of Medicine just yesterday gained FDA approval for emergency use. Vaccine approvals are the first real sign of hope we've had since the pandemic began. But the UMB clinical trials represent just one front on which the university is waging the battle against COVID-19. For the second time this year, UMB's School of Nursing has approved an early exit for nursing students so that they may bolster Maryland's nursing workforce. In all, 182 nursing students who were scheduled to graduate yesterday—Dec. 17—were, instead, approved for exit on Nov. 30.

And, as you know, UMB continues to serve its Baltimore City neighbors. UMB's Office of Community Engagement, in collaboration with the Foundry Church, is once again providing West Baltimore families holiday gifts at steeply reduced prices. Each year, UMB's Community Engagement Center transforms into a Christmas pop-up shop, where West Baltimore residents can pick up presents for just a few dollars apiece and share in the joy of gift-giving over the holiday season.

Towson University (TU) is also helping meet the critical need for nursing professionals; 51 nursing graduates—two-thirds of the winter 2020 graduating class—opted to leave early and join the workforce. With COVID surging, these and all of our frontline health care workers deserve a special measure of appreciation. Additionally, Towson recently celebrated the largest single donation from an alum in the institution's 154 years—a \$5.3 million gift from Dr. Fran Soistman Jr., class of 1979. The gift will be used to support the College of Health Professions, the College of Business & Economics, TU athletics, and programming to advance equity, diversity, and inclusion.

Generosity was also on display at the University of Maryland, College Park, as Phillip and Elizabeth Gross announced a \$6.8 million gift to the university. The gift allows expansion of the Incentive Awards Program. The program, which currently reaches students in Prince George's County and Baltimore City, will now include five freshmen from Montgomery County who will be awarded four-year scholarships.

I'm also pleased to note that UMCP's Student Government Association is redistributing more than \$400,000 to help classmates during the pandemic. The money will support the school's crisis fund, train students to respond to mental health emergencies, and fight food insecurity. In addition, for the sixth consecutive year, UMCP has attained a top 10 ranking in *The Princeton Review's* annual survey of the Top Schools for Entrepreneurship. In the 2021 rankings, UMCP is sixth for undergraduate entrepreneurship education overall and third among all public universities.

UMGC has also had some exciting philanthropy news recently, as alumna Bonnie Broh-Kahn and her husband recently established endowment funds through a \$1 million bequest to the university. The gift provides funding for scholarships as well as support for the Student Aid Fund for Emergency Relief to help students facing financial hardships. And in other news, last month the new U.S. Naval Community College (USNCC) announced that UMGU was one of five institutions nationwide chosen to help launch the college as it prepares to welcome its first students next year. UMGU will help shape USNCC's course design, student support services, and transfer credit policies.

Two Bowie undergraduates captured first place at the International Business Agility Labs: Accounting Competition, hosted by the Center for Global Business at the University of Maryland Smith School of Business. Included in the competition were teams from Maryland, Ghana, and Hong Kong. Also at BSU, Dr. Julius Davis—an Elkins Professor for both 2020 and 2021—was honored with Campus Compact Mid-Atlantic's Early Career Engaged Scholarship Award, recognizing his work launching the Center for Research & Mentoring of Black Male Students & Teachers.

At the **University of Baltimore (UB)**, seven finalists have been announced for the 2020 Attman Business Pitch Competition. More than three dozen UB students—undergraduates and graduates—representing a wide range of academic backgrounds and disciplines, submitted applications for their enterprising ideas. A team of judges representing the Baltimore startup ecosystem narrowed the pool down to seven businesses for the live finale, to be held virtually on January 19 and hosted by UB's Center for Entrepreneurship and Innovation.

As some of you may know, earlier this month—for the first time in its 50-year history—Maryland Public Television (MPT) dedicated a week to spotlighting Historically Black Colleges and Universities. The USM's three HBCUs—Bowie, **Coppin State University (CSU)**, and UMES were featured. MPT also hosted CSU President Anthony Jenkins and members of his leadership team on its weekly political program, State Circle, to talk about the importance of HBCUs and how Coppin's soon-to-graduate health care students will help lead the fight against COVID. Coppin, UMES, and UMBC were also among six partnering universities that received a five-year, \$6.8 million NASA award to nurture students in the STEM fields.

The **University of Maryland Center for Environmental Science (UMCES)**, in partnership with the National Oceanic and Atmospheric Administration, released the first-ever "report card" for U.S. coral reefs. The report is a resource for communities and decision-makers throughout the nation, starting a dialogue about the various contributors and potential solutions to the threats affecting these vulnerable

resources. In addition, UMCES launched its first edX professional certificate course—Science for Environmental Management. The course will help UMCES develop the next generation of scientists, business leaders, policymakers, and educators who are better equipped to meet environmental challenges of the 21st century.

In addition to the transformative gift mentioned earlier, UMES has received some impressive honors recently as well. President Heidi Anderson has been elected to a three-year term on the board of directors of the American Association of State Colleges and Universities. Dr. Lakeisha Harris, dean of the School of Graduate Studies, was selected to serve on the HBCU Contracting Competitiveness Academy, a year-long White House pilot program intended to help HBCUs better compete for federal contracting opportunities. And UMES alumnus James Akinola, a combat medic assigned to Fort Jackson in South Carolina, was recently named the 2020 U.S. Army Soldier of the Year.

In other honors, I want to acknowledge Dr. Mary DiBartolo, professor of geriatric nursing at **Salisbury University's** (SU) School of Nursing, who was recently inducted into the American Academy of Nursing's 2020 Class of Fellows. The induction recognizes Dr. DiBartolo's extraordinary contributions to the nursing profession. Also at SU, senior Jessica Pierce was named a finalist for the prestigious Marshall Scholarship. If selected, she would be the first SU student to earn the honor, allowing her to travel to the University of Edinburgh to pursue a PhD in neuroscience with a focus on epilepsy research.

Thanks to action taken by this board last month, two **Frostburg State University** (FSU) campus buildings will now honor the history and legacy of Frostburg's African American community. A new residence hall will be known as Brownsville Hall, honoring the largely African American community that was displaced between the 1920s and the 1960s as FSU's campus footprint grew. And the Lincoln School—the site of a one-room, segregated schoolhouse for Brownsville residents—will become the Adams/Wyche Multicultural Center at the Lincoln School, thanks to a generous gift from FSU alumni Sandra Wyche Adams, class of 1986, and Tyrone Adams, class of 1987. While honoring its past, FSU is also looking toward the future, with a ribbon-cutting ceremony welcoming the first tenant—Delmock Technologies—to the Advanced Technology Center at Frostburg State University. Frostburg was also honored by Campus Compact Mid-Atlantic, as the FSU Student Government Association was awarded the 2020 Excellence in Service Student Group Award.

As Dr. Abel settled in as executive director at USMSM, there was some exciting news out of Southern Maryland. A heat sanitization box designed and developed by entrepreneurs at the St. Mary's County TechPort—a UMCP-managed business incubator that also supports USMSM—is providing critical assistance to frontline health care workers. The Semi-Automated Heat Bioburden Reduction Module—or “Hot Box”—capable of decontaminating 24,000 masks daily, was featured in a policy announcement on Dry Heat by the U.S. Food and Drug Administration.

In other news from USM's higher education centers, the **Universities at Shady Grove** (USG) held its 11th Annual Scholarship and Donor Recognition Celebration. The virtual event honored more than 650 scholarship recipients and donors, including private donors, the USG Board of Advisors, local businesses, foundations, community organizations, individuals, and state legislators.

And just last week, I had the pleasure of taking part in the **University System of Maryland at Hagerstown's** (USMH) annual Feaste at Yuletide scholarship fundraiser. The virtual Feaste & Frolic event raised nearly \$50,000 in scholarship support for USMH students.

And, finally, across the System, our USM family and friends came out in force to support students facing financial hardship during COVID. Donations poured into the institutions' student emergency funds, and by year's end, those donations totaled \$2.4 million Systemwide. This generosity among our friends is such a blessing.

In other business, I have the [USM's 2020 Annual Report](#) to share with you.

As you'll recall, last June I delivered a report that focused on the recently concluded academic year, highlighting institutional accomplishments across the System. Today, I have the pleasure of presenting the USM's full Annual Report, outlining our Systemwide success.

The progress we've made in priority areas is clearly and concisely conveyed. The report highlights our commitment to access and affordability as well as quality and completion. It also showcases the USM's impact on workforce development, company creation, and economic growth. In addition, it outlines our efforts to create a culture of philanthropy, promote sustainability, practice good financial stewardship, and foster equity, inclusion, and civic engagement. The report is available online right now, but once it's printed, I'll make sure everyone gets a copy.

Regents, as we close out 2020, with two COVID vaccines having now secured FDA approval, I know we're filled with hope that this is, indeed, the beginning of the end of this pandemic. At the same time, we know we have several more difficult months ahead of us, and, as COVID cases and deaths spike, we must continue our fight to end this virus and keep our people safe.

Without question, the USM is deeply engaged in this fight.

Just yesterday, the COVID vaccine developed by Moderna and the National Institute of Allergy and Infectious Diseases gained FDA approval for emergency use. This is a milestone for the world, yes, but it's also a milestone for us—for the University System.

UMBC alumna Dr. Kizzmekia Corbett and her colleague Dr. Barney Graham led the team of scientists at NIAID who helped develop the Moderna vaccine. When asked about the involvement of Black scientists in vaccine development, Dr. Anthony Fauci proudly acknowledged Dr. Corbett. Is there any more powerful endorsement of our educational mission?

Our involvement with the Moderna vaccine doesn't stop with Dr. Corbett. The School of Medicine at UMB led clinical trials of the vaccine to determine safety and efficacy, enabling its quick approval—and saving countless lives.

Dr. Jarrell marked his first day as UMB president by taking part in the vaccine trial—to show his confidence in the vaccine and to set an example for those who might be skeptical of it.

Dr. Hrabowski and his wife Jacqueline also took part in the trial—expressly to highlight the urgent need for African Americans, Latinx, and other people of color to participate in medical studies.

Without doubt, there is justified distrust of a vaccine among communities of color. This nation's history of medical research, and medical interventions, on Black and Brown people, on Indigenous people, is appalling. But these are the very communities that are being disproportionately harmed by COVID. These are the very people we need to save. There's simply no alternative.

I'd have you look at the System's institutional leadership. Of 12 USM presidents, more than half are Black women and men. We have the opportunity to send a message to our communities that this is a life-or-death proposition. And we can do it from a place of empathy and understanding. Because our presidents do understand the distrust, the skepticism. And, when a vaccine is available for public use, they've pledged to get vaccinated, and to ask their communities to do the same.

Our students are also taking up the cause. Our COVID Research & Innovation Task Force has launched a PSA Challenge for USM students, soliciting creative public service announcements urging Marylanders to get vaccinated and to comply with safe COVID practices.

The USM's people—our epidemiologists; our public health and infectious disease experts; our leadership, faculty, and students—have the credibility and compassion to make the case for vaccination, and all of us will be doing just that.

And once a vaccine is more widely available, our USM campuses will step up as vaccine distribution sites. Five of our universities have already been asked by state and local health departments to make their facilities available. And, of course, all five have enthusiastically agreed—Towson, Frostburg, UMB, College Park, UMES. We're working on a Systemwide agreement to facilitate more campus distribution sites should the state ultimately need them.

Meanwhile, UMCES will be partnering with the state for freezer access, given the ultra-cold conditions in which the Pfizer vaccine must be stored.

I mentioned earlier in my report that UMB's nursing school allowed their students early exit in order to join the workforce, but UMB wasn't the only university to do so. At Towson, 51 nursing students—fully two-thirds of the winter graduating class—opted to leave early and join their colleagues in battling COVID.

But our current students, too, are in this fight. We're working on paths to engage our nursing and pharmacy students in the state's mass vaccination program. We hope to open up these paths to other health professions students in the future.

These paths include direct employment of our students by health care institutions, volunteer opportunities—and, notably, options to offer for-credit clinical rotations to students engaged in “mass vax” efforts so that they might serve while also making valuable progress toward their degree.

This local work is every bit as important as our regional partnerships and our global vision. Last month, the USM signed an agreement with Connected DMV, a regional economic development consortium coming out of the Washington Board of Trade. The business, academic, and government leaders who make up this group are focused on developing a strategic and sustaining post-COVID economic recovery plan for the Capital Region.

The USM is a lead academic partner in this effort—and I'm proud to serve on the steering committee.

For our part, we're focused on establishing a regional pandemic response, preparedness, and biodefense strategy that will address existing and emerging public health threats. This work complements our own USM pandemic preparedness and response activities designed to marshal Systemwide capabilities and assets.

We have deep expertise in, for instance, data tracking and forecasting, public health policy, vaccine development, bio-production, quantum computing, supply chain solutions. We have what the region and the nation need to help prevent what we've just been through these past 10 months, and we're leveraging that expertise every day.

And we're applying what we know close to home, too—mining decades of scholarly leadership in how to control disease spread, but also applying the on-the-ground experience we gained by resuming on-campus instruction this semester.

At our last meeting, I mentioned our lessons learned document. The COVID project managers on each campus are now synthesizing the changes they'll make next spring based on how they did this fall.

I'd be disingenuous if I didn't acknowledge that that the biggest issue come spring will be testing. We're investigating a rapid-return, self-administered test that would allow for more frequent testing and easier capture of a positive result through the infection cycle.

It would allow for routine testing of all students on campus (vs. surveillance samples), and it positions us for faster catch-and-release from quarantine, which is good for everyone.

Yesterday, we had more than 2,200 new COVID cases in Maryland. I don't believe we can look at this surge and go about business as usual.

Our universities were **never** bubbles unto themselves. The conditions in the communities surrounding our institutions have everything to do with the conditions on campus. And those community conditions are deteriorating.

And I'll say one more thing: I think we can confidently project that, with new CDC leadership under the Biden Administration—with Dr. Rochelle Walensky in charge—there will be an expectation of more robust testing at U.S. universities.

I look forward to updating you on our testing plans at our next meeting.

So, yes, we have another difficult semester in front of us. But with a vaccine in mass distribution by late spring or early summer, I'm optimistic for a fall that looks closer to what we know.

But, at the same time, we've learned so much from this experience—how to optimize remote instruction, how to adapt courses for online delivery, how to meet the needs of our students in a way that honors their differences.

We cannot let all the progress we've made in access and innovation languish should on-campus instruction once again become the norm. Instead, we should strive to integrate our strategies, platforms, and resources for both on-campus and online learning. That's how you emerge from a crisis stronger, more agile, and more resilient.

Madame Chair, this concludes my report.

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COUNCIL of UNIVERSITY SYSTEM FACULTY

Board of Regents Report

December 18, 2020

Since the last report in November, CUSF has focused on several action plan items. The work is detailed below.

1. Board of Regents Faculty Awards & Recognition Committee

The committee has made their selections. They are in the process of writing the candidates credentials for the Board.

2. Ed Policy Committee

The committee has two subcommittees Academic Integrity and Interdisciplinary Professional Education (IPE).

The **Academic Integrity subcommittee** has met with Dr. Bishop and Dr. Lee to review details and iron out format issues. We are striving to present to CUSF our draft proposal at the January 19th meeting for final approval. Assuming the draft is approved in January, the draft will be submitted to the AAAC, USMSC, President's Council and CUSS for feedback.

The **IPE subcommittee** is focusing their efforts on a coordinated examination of digital badging and certificates with the William E. Kirwan Center for Academic Innovation.

3. Faculty Concerns Committee

Subcommittees:

The **technological subcommittee** is in the process of setting up a meeting with all the institutions CIO's and the CIO of the Maryland Judiciary to collect information of how the schools and state are approaching the privacy and liability issues related to the recent Data Act. They are also seeking more information from campus legal teams on the way schools are treating the intellectual property rights of faculty created work product uploaded to online classes.

The **structural inequality subcommittee** has started organizing a panel discussion with the Vice Presidents' of Diversity and Inclusion from UMGC, TU, and UMD for our January 19th meeting. The topics will include a definition of structural racism and how faculty can identify institutional infrastructure and classroom curriculum concerns to improve equality. The committee intends this to be a beginning discussion. They are looking to plan a webinar panel discussion in March or April where they will be extending the discussion to include faculty, students and staff panelists.

The **Covid-19 ad hoc subcommittee** has prepared a survey that they are putting out to faculty through CUSF to try to determine what faculty feel to be the most important issues to be addressed related to COVID 19 currently. I attach the link here so that you might see the topics being discussed. [COVID ISSUE SURVEY](#) The survey is also being distributed to the other Councils to see if they too would like to use the document.

4. Rule and Membership Committee

We voted to remain on Zoom through the Spring and are considering making this an auxiliary way to meet in the future. We amended our bylaws to allow voting by electronic methods.

5. Legislative Affairs & Policy Committee

The legislative affairs committee has met with CUSS to set our date for Annapolis Day. It is February 17, 2021. Discussions on how to conduct the meeting on the virtual format are still ongoing.

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

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Council of University System Staff (CUSS) Report

Board of Regents Meeting

December 18, 2020

This report serves as an update on the activities of the Council of University System Staff (CUSS) since the last report in November 2020. CUSS has hosted two online meetings in this time (one in November and one in December). The November meeting was the annual Joint Councils meeting, hosted virtually for the first time ever. Updates from each of these meetings can be found below.

November Joint Councils Meeting

Each year, the three Councils host an annual Joint Councils meeting, typically in November to hear updates from the USM Office, bring the three groups together, and explore potential areas of collaboration. The Councils were greeted by President Pines, given that the meeting would have taken place at the University of Maryland, College Park if it was in person and also had a chance to hear from Chancellor Perman and Vice-Chair Regent Gossett. We would like to thank these special guests for taking time out of their days to join us and share remarks. Additionally, the Councils were able to get an update on Advocacy Day from Patrick Hogan and Andy Clark, as we prepare for what that day will look like virtually. Lastly the Chairs for each Council were able to share their "State of the Council" addresses so each group could hear about what the others were working on and explore areas for partnership. Overall the meeting went quite well and participants really rallied behind the ideas of "system-ness" and recognizing we are all stronger when we work together.

December CUSS Meeting

In addition to the Joint Council meeting, CUSS held a virtual meeting earlier in December hosted by the USM Office. The Council appreciated hearing budget updates from Ellen Herbst and explored the potential for some collaboration between CUSS and the USM Women's Form to partner on a few areas in the coming months, including potentially Advocacy Day, continuing along the trend of being stronger together. Several guests from the USM Office also joined this meeting to firm up details about Advocacy Day.

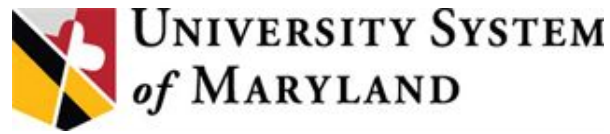
The next virtual meeting of the Council will be held in on Tuesday, January 19, 2021 and hosted by UMGC. We look forward to hearing more from that campus as they welcome their new President, Dr. Fowler. Please do not hesitate to contact me directly (lailams@umbc.edu) if you have any questions, suggestions, or concerns.

Happy holidays!

Respectfully submitted,

Dr. Laila M. Shishineh

Chair – Council of University System Staff



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
December 18, 2020

The Council of University System Presidents (CUSP) continues to convene weekly to address issues related to the COVID-19 pandemic. Since its November report to the Board, CUSP met on the following dates: November 18, December 4, December 9, and December 14.

As we turn toward the spring semester, CUSP is looking at the lessons learned during the fall. A tremendous amount of work has been done by the functional groups across the universities to review what worked well and to identify opportunities for change. The functional groups have included areas such as academic affairs, student affairs, finance and administration, human resources, athletics, communications, and more.

There are many takeaways. Overall, our faculty were well-prepared for remote teaching this fall. The trainings the campuses offered were beneficial to those who needed to both upskill and refine their use of technology. Students are adapting, but are challenged by increased demands on their time, new learning formats, access to technology, and more. The strategies of de-densifying residence halls and setting aside facilities for quarantine and isolation as needed was effective. The campuses continue to look at this model for the spring and will refine housing operations as needed. Significant attention was given to cleaning protocols, disinfecting high frequency touch points, managing air circulation, for example. Early, frequent, and clear communication was key to keeping the campus community informed on decisions, reminders, and other pertinent information.

It is important to note that the positivity rates on USM campuses remained lower than the surrounding communities. Not intended to be boastful, this point illustrates that our diligent monitoring, screening, social distancing, mask enforcement, and testing activities were effective. The campuses conducted surveillance testing throughout the semester, and comprehensive testing post-Labor Day and before Thanksgiving break. The goal with post-Thanksgiving was to ensure students weren't heading home with the virus. This testing process not only made us aware of virus on campus, which occurred at very low levels, it also helped us play our role in managing community spread.

The contact tracing process is complex and critical to virus management. Without doubt, the collaboration of our universities with their local health departments was invaluable to our efforts. The type of support varied from county-to-county, but included assistance with contact tracing, testing, training, and implementation of the CRISP alert database. Additionally, the departments provided the universities with an understanding of community context and improved public health processes.

Our attention is also focused on the availability of vaccines. With the State receiving its first doses and developing its distribution plan, CUSP is discussing implications for our campuses and how we might be able to assist in this process, logistically and in terms of educating our stakeholders and the larger community. As this planning unfolds, we will update the Board.



USM Student Council Report for the USM Board of Regents

December 11, 2020

The USM Student Council has continued to have impressive levels of engagement and growth. Our primary focus areas remain government relations; diversity, equity and inclusion; mental health; student affairs; student fees; and communications. Our government relations efforts have included researching relevant bill proposals that are in the works to be presented during the 2021 Maryland Legislative Session.

The focus of the USM Student Council since the last Board of Regents meeting has been to help our primary areas gain momentum through cross-institutional membership and plans of action. In addition, much of the last month has been our busiest time of the year because of another core responsibility of the USM Student Council—our role in the student regent selection process.

The student regent application process yielded nine very strong candidates from across the USM. The entirety of our official December meeting was allocated to getting to better know the candidates through interviews followed by time for thoughtful deliberation, caucusing and voting. We are pleased to share that we are sending four finalists for consideration to the Chancellor. Alongside our report this month, we are sharing the collaboratively designed questions that each candidate was asked during the meeting. Due to interest and need, we will have a supplementary special meeting on Sunday, December 13, 2020 to discuss topics important to our members and their constituents that they wish to address prior to the start of 2021.

Our USMSC leadership team continues to be present for the Chancellor and student meet ups. This past month the focus was on understanding towards better supporting and celebrating our international student community members across the system.

USMSC collaborative work with CUSF and CUSS continues and is reaping many positive benefits. The joint councils meeting went very well and plans for joint advocacy endeavors for the Maryland General Assembly in the Winter are underway. In our meetings we have noticed overlapping themes across students, faculty and staff as related to COVID-19 adaptations, flexibility and “silver linings”. As a result, we have a COVID-19 group in the works that will have representation across constituencies to develop holistic, solution-oriented recommendations for consideration across councils, institutions and the USM.

USMSC and the MHEC Student Advisory Council are in continued conversation during this key planning term for higher education in the state of Maryland. We are in



USM Student Council Report for the USM Board of Regents

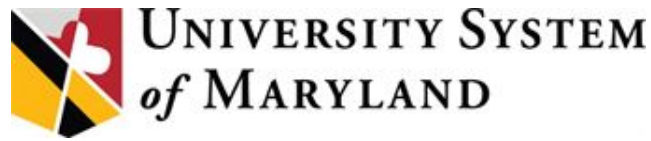
December 11, 2020

process of setting up a special meeting similar to the format we had for the USM Naming Policy feedback session that will allow the MHEC Student Advisory Council to have an in-depth conversation with the USMSC to gain our input into MHEC's development of the forthcoming Maryland State Plan for Postsecondary education. In addition, the MHEC Student Advisory Chair and I plan to attend each group's open meetings to further bridge efforts and understanding.

Of note, the USMSC as a whole continues to express appreciation for the tremendous work being done day in and day out by leaders at the institutional and system levels as well as by faculty, staff and fellow students during this time. Students look forward to continued conversations and collaborations as related to academic flexibility and compassion during COVID-19, affordability, mental health resources and environmental sustainability work across the system.

With Respect and Appreciation,

Annie Rappeport
2020-2021 USMSC President



DRAFT

University System of Maryland Board of Regents
Via Zoom
November 13, 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, November 13, 2020 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Attman, Bartenfelder, Edwards, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Neall, Pope, Rauch, Sansom, and Wood; Presidents Anderson, Breau, Larry Sanford (for Goodwin), Hrabowski, Interim Provost & EVP Roger Ward (for Jarrell), Jenkins, Leak, Nowaczyk, Pines, Schatzel, Schmoke, and Wight; Chancellor Perman, Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Educational Forum: *USM Civic Engagement* presented by Dr. Nancy Shapiro, Delanie Blubaugh from Frostburg State University, and Lauren Wyatt from the University of Baltimore. They discussed actions taken to ensure student engagement in civic activities taking place on their campuses, as well as providing civic educational resources to ensure individuals are making informed decisions about the upcoming election.

Chancellor's Report. Chancellor Perman presented the report, acknowledging and commending the regents for their hard work under these difficult circumstances and how they remained deeply engaged to meet those challenges. He also thanked Dr. Nancy Shapiro and the student leaders for their presentations and impressive work on civic engagement. Additionally, he echoed Chair Gooden's reference to the historic voter turnout—especially among our young people. And he mentioned his delight in Regent Bobby Neall remaining on the board, in the midst of the announcement of his retirement as Maryland Secretary of Health. He also welcomed Dr. Larry Leak as interim president of the University of Maryland Global Campus.

Chancellor Perman then acknowledged the numerous accomplishments and outstanding rankings at the various universities, commending all of the institutions for their tremendous commitment to community outreach and engagement.

He made mention of the spike in COVID cases in Maryland and across the nation; and, stressed that everyone must be fully ready for a possible pivot to earlier online-only instruction and student move-outs. He talked about the System's commitment to reflecting on lessons learned and apply them to our immediate and long-term efforts. In that vein, those lessons from the universities in reference to teaching and learning, in campus life and student services, facilities management, communication, IT, and athletics are being compiled.

Chancellor Perman shared that he has begun monthly virtual get-togethers with students across the System. This is his opportunity to better understand their experiences, their challenges, what they want from their education and whether they are getting it. He also continues to meet regularly with the presidents, center directors, and their cabinets which contributes to their collaboration and solidarity as a System. Additionally, Chancellor Perman is working to remain engaged with all the institutions by visiting every campus and regional center and to make regular visits a priority in his schedule.

He closed out his report by saying he is glad that we tried to fulfill our mission in education, research, and service; we tried to support the students who need what our campuses provide, and to keep them safe when the very concept of safety is threatened. He also stated that he is glad he put his faith in the System's faculty and staff, who have worked so hard to provide an education worthy of the USM's name. And he is glad for the trust of our students who remind us every day why we took on this work in the first place.

I. Report of Councils

- a. University System of Maryland Student Council (USMSC). Ms. Rappeport presented the report, indicating that the focus of their meeting has been to strengthen the organization internally as well as through continued engagement of students with the Chancellor and USM Votes efforts. They had unanimously favorable support for their statement of opposition to the proposed Department of Homeland Security D/S rule which USMSC viewed as having detrimental impacts for the entire system if passed. Their next steps in this continued effort include bridges between USMSC and the Maryland Higher Education Commission (MHEC) Student Advisory Council. Lastly, of note, the USMSC as a whole continues to express appreciation for 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.
- b. Council of University System Faculty (CUSF). Dr. Brunn presented the report and stated that CUSF has been focused on several action plan items; namely, formulating committees to address the following areas:
 - i. Board of Regents Faculty and Recognition Committee
 - ii. Ed Policy Committee
 - iii. Faculty Concerns Committee
 - iv. Rule and Membership Committee
 - v. Legislative Affairs and Policy Committee

There was also discussion of the potential to consult with the CIO of the Maryland Judiciary as they have faced many IT issues that correlate to USM security, academic integrity and other issues.

Lastly, she mentioned that a resolution encouraging faculty to give students time to participate in voting and election process activities on and surrounding the November 3rd election was unanimously approved.

- d. Council of University System Staff (CUSS). Dr. Shishineh presented the report, indicating that last year the Council focused on best practices in shared governance; however, this year they will take it one step further with a focus on collaboration across shared governance.

Additionally, the Joint Councils met regularly and discussed shared challenges across constituency groups while looking for areas to collaborate. They also are hosting Advocacy Day, which will probably be held virtually, and are exploring some other potential Joint Council committee work and/or meeting opportunities.

- e. Council of University System Presidents (CUSP). Dr. Breaux presented the report stating the screening, monitoring, and testing for COVID-19 was key to understanding any spread on USM campuses. CUSP worked with the Maryland Department of Health on making more efficient the notification of students with positive tests results. It was found that by participating in the health information exchange with the *Chesapeake Regional Information System for our Patients (CRISP)*, data sharing between participating institutions and the department of health expedited the time in which campuses were notified of students with positive test results. Managing the costs of the pandemic has been a key priority. As has been reported, every source of revenue—tuition and fees, auxiliary services, state appropriations, and grants and contracts—has retracted. CUSP addressed voter engagement ahead of the election with the goal of getting students more active in the electoral process. The campuses supported a variety of activities and resource sharing across the USM. Campuses provided web pages and portals, organized student fora, made videos, and more.

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

Consent Agenda

Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes' revision from June 19, 2020 Closed Session (action)
 - ii. Approval of meeting minutes from September 18, 2020 Public and Closed Sessions (action)
 - iii. Approval of meeting minutes from Special Board Meetings Public and Closed Sessions (action)
 - 1. September 27, 2020
 - 2. October 19, 2020
- b. Committee on Governance and Compensation

- i. Approval of meeting minutes from December 2, 2020 Public and Closed Sessions (action)
 - ii. Review of Committee Charters – Committee on Education Policy and Student Life (action)
 - c. Committee on Finance
 - i. Approval of meeting minutes from September 10, 2020 Public and Closed Sessions (action)
 - ii. University of Maryland, Baltimore: Renovation of Building I for School of Nursing Expansion at The Universities at Shady Grove (action)
 - iii. Towson University: Increase Authorization for New Science Complex (action)
 - iv. University of Maryland, Baltimore County: Real Property Transfer (information)
 - d. Committee on Advancement
 - i. Approval of meeting minutes from October 28, 2020 Public and Closed Sessions (action)
 - ii. Approval to the Revised USM BOR VI-4.00 – Policy on the Naming of Facilities and Programs (action)
 - iii. Quasi-Endowment Grant Approval (action)
 - iv. Approval of Committee Charter (action)
 - e. Committee on Audit
 - i. Approval of meeting minutes from October 30, 2020 Public and Closed Sessions (action)
 - ii. Proposed Revisions to the Audit Committee Charter (action)
 - f. Committee on Economic Development and Technology Commercialization
 - i. Approval of meeting minutes from November 5, 2020 Public Session (action)
- 3. Review of Items Removed from Consent Agenda
- 4. Committee Reports
 - a. Committee on Audit Update. Regent Fish presented the report on the Review of Financial Disclosures of the Regents, Chancellor, and Presidents.
 - b. Committee on Finance Regent Attman
 - i. University System of Maryland: Amendment to the Forty-Second Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds and Associated Conversion of Cash-Funded Projects to Revenue Bond Funding. Regent Attman moved that the Forty-Second Bond Resolution and the associated conversion of cash-funding of selected capital projects to revenue bond funding, and the authority to spend cash immediately if needed to be reimbursed from the proceeds of the next bond issue, anticipated for

February 2021. Regent Pope seconded the motion; and it was unanimously approved.

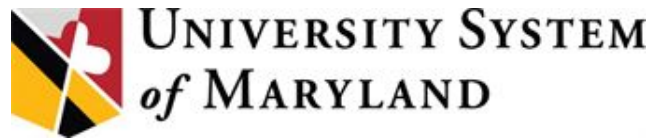
- ii. Fall 2020 Enrollment Update and FY 2021 FTE Estimate. Regent Attman, along with Assistant Vice Chancellor of Institutional Research, Data & Analytics, Chad Muntz presented an Enrollment Update that found USM enrollment improved since the enrollment projections were originally approved. Also, estimated full-time equivalent from Fall credit hours improved since enrollment projections were approved. There were enrollment changes that included retention improvements, fewer transfers from community colleges, fewer first-time students, pandemic shift to remote learning and primary online universities, fewer graduate students (non-US citizens), and more part-time students. USM is tracking with most national public 4-year trends.

c. Committee of the Whole

Chair Gooden

- i. Establish a new Standing Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. Regent Gossett moved that the Workgroup on Intercollegiate Athletics be dissolved effective June 30, 2021; amend Article X of the Bylaws; and approve the creation of a new standing Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, effective July 1, 2021. He also indicated that the Chancellor would develop and present a proposed charter for the new standing committee to the Board when it meets in April 2021. Regent Gourdine seconded the motion, and it was unanimously approved.
 - ii. UMGC President Search Update. Regent Malhotra presented an update on the search for a new president at UMGC. He indicated that we are in a strategically important time in UMGC history, especially with the shift to online learning, which is of value during pandemic. Whoever fills this position will have to navigate through a tortuous terrain for online learning since there are so many other for-profit schools competing for the same group of people. The new leader needs to be able to take on this challenge. Great progress has been made and the search committee is on schedule to deliver final candidates for consideration by Thanksgiving. They have met with various stakeholders, agreed on a profile to solicit candidates, and identify candidates to be most successful. Ninety candidates were received, and interviews will be conducted in order to propose a handful of candidates.
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 Fish, seconded by Regent Bartenfelder; unanimously approved.)

Meeting adjourned at 10:50 a.m.



DRAFT

University System of Maryland Board of Regents
Via Zoom
November 13, 2020

Closed Session Minutes

Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 11:00 a.m. on Friday, November 13, 2020 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Attman, Bartenfelder, Edwards, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Neall, Pope, Rauch, Sansom, and Wood; Chancellor Perman, Vice Chancellors Herbst, Hogan, McDonough; Ms. Wilkerson, and AAGs Bainbridge and Langrill.

1. Meeting with the Presidents

As part of their performance review, the Board met individually with Presidents Breaux and Wight. (§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 Pope; seconded by Regent Johnson; unanimously approved), which included the following items:

- a. Naming Requests (§3-305(b)(1)(i) and (2))
 - i. University of Maryland, College Park: Residence Halls in Honor of Mr. Hiram Whittle, Ms. Elaine Johnson-Coates, Mr. Pyon Su and Mr. Chunjen Constant Chen
 - ii. Frostburg State University: Rename Former Public Safety Building to the Adams/Wyche Multicultural Center at the Lincoln School
 - iii. Frostburg State University: Naming of Residence Hall, Brownsville Hall
- b. Ratification of the Salisbury University MOU with the Maryland Classified Employees Association for Nonexempt Employees (§3-305(b)(9))
- c. University of Maryland, College Park: Enterprise Resource Planning (ERP) Replacement through ERP Platform Subscription and Implementation (§3-305(b)(14))

3. Allegations Related to a University Employee

The Regents discussed a personnel matter related to an employee. (§3-305(b)(1))

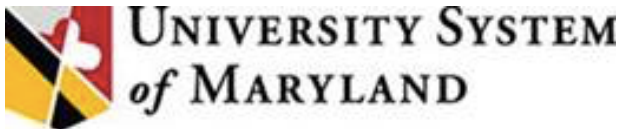
4. Collective Bargaining Update

The Regents discussed collective bargaining and USM's position. (§3-305(b)(9))

5. Specific Matter Related to a University Employee

The Regents discussed a personnel matter related to an employee. (§3-305(b)(1))

The meeting adjourned 12:38 p.m.



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 Monday, November 23, 2020. The meeting was convened at 2:00 p.m. Committee members present were: Regents Gourdine (chair), Gooden, Johnson, Leggett, Malhotra, Sansom, Schulz, and Wood. Chancellor Perman and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom: Ms. Bainbridge, Dr. Beise, Dr. Bishop, Dr. Caraco, Dr. Coleman, Dr. Davis, Dr. Foust, Dr. Goodman, Dr. Hurte, Dr. D. Johnson, Dr. Lee, Dr. Lewis, Ms. Marano, Dr. Mathias, Dr. R. Murray, Dr. Niemi, Dr. Olmstead, Dr. Perrault, Dr. Rous, Professor Sellers, Dr. Shapiro, Dr. Travis, Dr. Ward, Ms. Wilkerson, Dr. Young, and Dr. Zimmerman. Guests also participated via the public, listen-only line.

Action Item

Proposed Amendments to Committee Bylaws and Draft Committee Charge

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, made this presentation to the committee. Proposed amendments to the Education Policy and Student Life section (Article IX, Section 4) of the Bylaws of the Board of Regents of the University System of Maryland and a draft committee charge were presented to and discussed by this committee in September 2019. Unintentionally, the item was received as information and was not acted upon. The materials are being re-presented to the Committee for action.

In June 2019, the Association of Governing Boards (AGB) released its final report of the governance review they performed on the USM Board of Regents. Based on their thorough analysis complete with interviews with many stakeholders, the AGB recommended that the Board's committees review and/or develop committee bylaws, charges, and practices to ensure expectations and structures remain consistent with System priorities. In the summer of 2019, Chair Gourdine and the USM Academic and Student Affairs team reviewed and drafted amendments to the EPSL section of the Board of Regents Bylaws and drafted a charge for the committee. In September 2019, the committee members approved of the drafts, but since action was not taken, the documents have not been incorporated into the Board's governing documents. Recently, the USM team and Chair Gourdine reviewed the documents and deemed them still appropriate to be presented to the committee for action.

Bylaws: The team does not recommend any substantive deletions, but there are many areas where expanded language is proposed. Changes include:

- the addition of the phrase "to report or recommend" to reflect the action that can take place around the matters being described;
- the inclusion of institutional mission statements as a basis for the work being done at the institutions;

- the inclusion of specialized centers and institutes, which reflects a BOR policy for which the USM Academic and Student Affairs team is responsible;
- clarification that the committee hears new academic program proposals but also regularly reviews existing programs;
- the inclusion of work done in various student support services areas; and
- the deletion of a bullet referring to reporting and making recommendations, as the team suggests this action be described throughout the document and not in an independent bullet.

None of the changes reflect new work being done or new work that will need to be done. The changes reflect attempts to more accurately capture what's already happening on campuses and what's already being addressed by EPSL.

EPSL Charge: The role and responsibilities closely reflect EPSL's description as noted in the bylaws and focus on academic- and student-affairs related policies and matters for all institutions. The listing of topics is as comprehensive as possible without going into too much detail. Matters include, but are not limited to, Title IX; access and affordability; P20; review of institutional mission statements and goals; a variety of student services; diversity and inclusion; creation of and review of academic program proposals; and faculty affairs. The charge also leaves room for topics to be initiated by regents and other stakeholders.

Assistant Vice Chancellor Lee asked for clarification regarding mentions of intercollegiate athletics (ICA) in these EPSL documents in light of the recent creation of the standing committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. Chair Gooden noted that the existence of the new standing committee is not intended to remove EPSL review of academic performance metrics. EPSL's role in intercollegiate athletics will be considered as the new committee is being fully developed and can continue to be reflected in these documents.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve (1) amendments to EPSL section of the Board of Regent Bylaws and (2) the EPSL Committee Charge and Role and Responsibilities. The motion was moved by Regent Sansom, seconded by Regent Schultz, and passed unanimously.

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

Information Items

Notification of Awards: Regents Scholarships and Elkins Professorships

Annually, the University System of Maryland Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of its faculty. Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, shared information about the USM Regents Scholars Program Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, and two of last year's Elkins Professors shared information about the Elkins Professorship.

The **USM Regents Scholars Program** was created to provide outstanding students with the financial freedom to pursue academic studies at USM institutions. Substantial endowments have been established by individuals and corporations in order to cover the estimated cost of attendance for tuition and fees, living expenses, and academic materials. A typical full scholarship for a first-year student or transfer student for 2020-21 would be approximately \$24,870 per year. This figure is higher than last year's total even though charges for FY21 in-state tuition, fees, room and board

were held flat. Partial scholarships were also awarded. For academic year 2020-2021, 13 new and 6 continuing students were awarded a total of \$284,700. Dr. Coleman shared how transformational these scholarships are to students. She read a letter from a recent scholarship recipient who expressed her gratitude and shared how her life changed after receiving a Regents Scholarship.

The **Wilson H. Elkins Professorship** is supported by endowed funds and designated to supplement an existing faculty line and/or to support faculty research. Special effort is made to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of the institution and the entire University System of Maryland. The Professorship is an opportunity for the faculty member and institution to build on their strengths to be of greater service to its students and to society. Dr. Julius Davis (Bowie State University) and Professor Mortimer Sellers (University of Baltimore), two 2019-2020 winners, were present to share details of their Elkins-funded work. Professor Sellers has used the funding to support the Law and Justice Program that: 1) offers classes; 2) coordinates UB students working with partner NGOs on specific law and justice projects; 3) receives cooperating experts for a series of public lectures; 4) pursues research in law and justice; and 5) publishes books and articles. Dr. Davis has used the professorship to expand and institutionalize the Center for Research and Mentoring of Black Male Students and Teachers with its foci on recruiting Black males into teacher education programs and the profession, addressing college access concerns for that group, as well as conducting research.

Both Dr. Davis and Professor Sellers have also received 2020-2021 funds to continue their work. Additional 2020-2021 awards were made to (1) Coppin State University to support the work of Dr. Kesslyn Brade-Stennis who plans to facilitate community change by creating policy and service-related community engagement experiences for students at Coppin and across the USM in an effort to promote social justice leadership and community empowerment; (2) the University of Maryland, College Park to support the work of Dr. Don DeVoe who plans to involve graduate, undergraduate, and high school students in research focusing on advancing a unique platform for developing personalized cancer immunotherapies through the automated manipulation of individual cancer and immune cells, groundbreaking work at the intersection of engineering, biology, and the medical sciences; and (3) multiple faculty across institutions in Western Maryland to support their collaborative efforts to adopt, adapt, create, and scale the use of fully accessible, freely-available educational resources as part of the Maryland Open Source Textbook initiative. Led by Frostburg State University, the project aims specifically at increasing access, affordability, as well as student achievement through enhanced pathways and course redesign.

Multiple regents expressed their appreciation for and amazement with the important work being done by the Elkins Professors. In response to a question from Chancellor Perman, the presenters shared work that has been or will be published based on their Elkins-funded work. Regent Schulz expressed interest in learning more about the academic innovation efforts around the Maryland Open Source Textbook initiative. Dr. MJ Bishop, Director of the Kirwan Center for Academic Innovation, will share that information with the committee.

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

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this report to the committee. In accordance with Board Resolution III-7.03, this annual report is submitted to the Board of Regents to account for all academic program actions delegated to the Chancellor. Between September 2019 and August 2020, the Chancellor approved 26 new certificates, 6 modified certificates, 22 modified degrees, and 23 title changes. He also approved the suspension or

discontinuation of 12 degrees, 2 areas of concentration within degrees, 4 certificates, and 3 additional locations. In addition, the Board of Regents approved 17 new degree programs. Dr. Coleman noted that this is an uptick in activity over 2018-2019. A chart detailing the Chancellor's actions and programs approved by the Board for a total of 115 approvals for this report was circulated in advance. Regents engaged in a brief discussion regarding the possibility of increased suspensions due to the pandemic and the need to continually review and revise how courses are being delivered and innovations that may help improve student success.

COVID-19 Update

COVID-19 has greatly affected many aspects of our lives and our institutions' functioning. It has required months and months of intense and sustained work, collaboration, adjusting, and readjusting by our institutional and System leaders. Chancellor Perman shared that although Salisbury University will have in-person learning still taking place after Thanksgiving, the other USM institutions' semesters are either done or will move fully online. Students are being encouraged to get tested before they go home and discussions regarding plans for testing in the spring have been underway for weeks. As of today, institutions are planning for their spring semester to closely resemble the fall semester. Since leadership knows more, there will be improvements and enhancements where possible, but most classes will remain online, campuses will continue to be de-densified, and masks and other public health measures will still be required. Chancellor Perman noted USM's work with the University of Maryland Medical System regarding vaccine including our offerings of freezer space, healthcare-related students as vaccinators, early graduation of qualified nurses, and other measures. Dr. Perman thanked USM students, faculty, and staff for their dedication through the fall and expressed that it is leadership's partnership with those stakeholders that helped make the fall as smooth as possible. Chair Gourdine also expressed her appreciation to all involved in the planning and execution of such complexities.

Chancellor Perman also shared that UMBC student, Mr. Sam Patterson ('21), is now the second student in UMBC history to receive a Rhodes Scholarship. Only 32 American students (three from Maryland) are awarded the prestigious scholarship each year. Sam will pursue an M.Sc. in the Nature, Society, and Environmental Governance program at the University of Oxford in England focusing on the economics of transportation before attending Harvard University for a Ph.D. UMBC Provost Philip Rous shared his appreciation for the well wishes and spoke highly of Sam, his achievements, and his future.

Action Item

Adjournment

Chair Gourdine thanked the meeting participants and wished all happy holidays. Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Leggett, seconded by Regent Malhotra, and unanimously approved. Regent Gourdine adjourned the meeting at 3:17 p.m.

Respectfully,

Regent Michelle Gourdine
Chair



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

TOPIC: Proposed Amendments to Committee Bylaws and Draft Committee Charge

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 23, 2020

SUMMARY: These materials were presented to and discussed by this committee in September 2019. Unintentionally, the item was received as information and was not acted upon. The materials are being re-presented to the Committee for action.

As recommended in the University System of Maryland Governance Review Final Report developed by the Association of Governing Boards, USM Board committees should bring clarity to committee work by reviewing and/or developing committee bylaws, charges, and practices to ensure expectations and structures remain consistent with current System priorities. The Committee on Education Policy and Student Life will review and make recommendations regarding the (1) proposed amendments to its description within Article IX, Section 4 of the Bylaws of the Board of Regents of the University System of Maryland and (2) a draft committee charge.

ALTERNATIVE(S): Regents can offer recommendations that can be agreed upon during the meeting or taken back for further exploration and consideration.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve (1) amendments to EPSL section of the Board of Regent Bylaws and (2) the EPSL Committee Charge and Role and Responsibilities.

COMMITTEE RECOMMENDATION: Approval		DATE: November 23, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu



BYLAWS OF THE BOARD OF REGENTS
OF THE UNIVERSITY SYSTEM OF MARYLAND

(Adopted by the Board of Regents, April 5, 1989; Amended, September 27, 1990; Amended February 27, 1991; Amended June 9, 1995; Amended August 25, 1995; Amended December 1, 1995; Amended April 12, 1996; Amended April 4, 1997, Amended December 8, 2000, Amended August 23, 2002; Amended September 12, 2003; Amended December 12, 2003, Amended October 21, 2005, Amended September, 2008, Amended April 15, 2011, Amended December 7, 2012, Amended April 11, 2014, Amended June 10, 2016, Amended December 9, 2016, Amended February 22, 2019; Amended April 6, 2020 to be effective immediately)

Pages 10 and 11

Article X

Section 4. Committee on Education Policy and Student Life.

A. The Committee on Education Policy and Student Life shall consider and report or recommend to the Board on all matters relating to institutional mission statements and education policies and programs for all institutions and major units, and all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services.

a. This Committee shall consider and report or recommend to the Board proposals for new academic programs and review and report to the board on the review of existing academic programs that align with the institution's mission, strategic plan, and priorities.

b. This Committee shall also consider and report or recommend to the Board on matters and policies relating to faculty, including but not limited to conditions affecting recruitment, appointment, rank, tenure, and retention, and issues brought to the Advisory Councils and USM Office of Academic and Student Affairs.

B. This Committee shall also consider and report or recommend to the Board matters and policies related to students and student support services including, but not limited to, student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; athletics; student health and wellness; student government; and student organizations.

C. This Committee shall also consider and report or recommend matters and policies on inter-institutional cooperation, System-wide activities to include, but not limited to, research, training and public service, collaboration with affiliated organizations, and alumni engagement.

D. On all matters provided for in paragraphs A, C, D and E, this Committee shall report to the Board and make recommendations as appropriate.

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| [E.](#) This Committee shall also consider [and report or recommend to the Board](#) related matters brought to it by the Chancellor or the Board.

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UNIVERSITY SYSTEM
of MARYLAND

Board of Regents
Committee on Education Policy and Student Life

DRAFT

Charge:

The Committee on Education Policy and Student Life shall perform all necessary business and provide guidance to the Board of Regents on issues that pertain to academic affairs and student affairs functions at the institutions within the University System of Maryland.

Role and Responsibilities:

The Committee on Education Policy and Student Life shall consider and report or recommend to the Board of Regents on matters concerning academic and student affairs-related policies and programs for all institutions and major units including, but not limited to, all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services; matters and policies relating to faculty; student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; athletics; student health and wellness; student government; and student organizations; and the overall intellectual, social, and emotional climate of the university.

Members of the Committee on Education Policy and Student Life are appointed annually by the Chairperson of the Board. The Committee holds at least five regularly-scheduled meetings during the fiscal year. The members of the Committee may expect to receive information for review in order to consider and report or recommend to the Board of Regents on any of the following matters:

- A. Institutional mission statements and goals
- B. Establishment and disestablishment of schools and colleges
- C. Proposals for new academic programs
- D. Review of existing academic programs and enrollments within those programs
- E. P-20 partnerships and initiatives
- F. Academic transformation and innovation
- G. Academic integrity
- H. Civic education and civic engagement
- I. Student life and student services
- J. Diversity and inclusion
- K. Student enrollment, recruitment, and retention
- L. Transfer and articulation
- M. Access and affordability
- N. Student health and wellness
- O. Academic issues related to intercollegiate athletics
- P. Campus safety and security
- Q. Title IX and sexual misconduct

- R. Faculty life and faculty conduct
- S. Faculty policies and procedures including, but not limited to, appointments in rank and promotion to tenure
- T. Faculty workload
- U. Faculty awards nominations
- V. Honorary degree nominations
- W. Extramural funding
- X. Relevant issues, reports, or requests as brought to the USM by the Maryland Higher Education Commission and other state agencies
- Y. Additional pertinent issues as raised by the student, staff, and faculty advisory councils; university administrators; USM officials; and regents



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

TOPIC: Notification of Awards:

USM Regents Scholars Program, AY 2020-2021 and the Wilson H. Elkins Professorships, FY21

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 23, 2020

SUMMARY: Annually, the University System of Maryland (USM) Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of its faculty. The prestigious USM *Regents Scholars Program* awards scholarships to exceptional students to pursue their education at one of the USM institutions. Full and partial scholarships are awarded to first-year and transfer students to attend an undergraduate program on a full-time basis.

The *Wilson H. Elkins Professorship* is designated to supplement an existing faculty line and/or to support faculty research. Special effort is made to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of the institution and the entire University System of Maryland. The Professorship is an opportunity for the faculty member and institution to build on their strengths to be of greater service to its students and to society.

The Regents Scholars Program and Elkins Professorships are supported by endowed funds, which are managed by USM officials.

The following report on the *Regents Scholars Program* delineates the two types of scholarships and the projected spending for AY 2020-2021. The Elkins Professorship summary reveals the names, institutions, and project descriptions of the FY21 awardees.

Additionally, recipients from last year's Elkins Professorship awards cycle will share how the award they received played a role in their success over the last year.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: November 23, 2020

BOARD ACTION:

DATE:

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

jboughman@usmd.edu

University System of Maryland Regents Scholars Program

AY 2020-2021

The prestigious Regents Scholars Program has been created to provide outstanding students with the financial freedom to pursue academic studies at one of the nation's finest university systems. Consideration is given to exceptional students, both first-year and transfer students, applying for admission to full-time undergraduate programs at one or more of the University System of Maryland institutions. Substantial endowments have been established by individuals and corporations in order to cover the estimated cost of attendance for tuition and fees, living expenses and academic materials.

Two types of scholarships are available:

- full scholarships - cover the entire estimated costs of in-state tuition, fees, room, board, books and academic materials
- partial scholarships - range from \$3,000-5,000 per year for educational expenses, such as tuition, books, room & board

A typical full scholarship for a first-year student or transfer student for 2020-21 would be approximately \$24,870 per year. Please note that this figure is higher than last year's -- even though charges for FY21 in-state tuition, fees, room and board were held flat -- due to incorporating the cost of single room accommodations per social distancing protocols.

Some Regents Scholarships have additional criteria relating to particular disciplines or to students' demonstration of financial need. Some scholarships have no qualifying factor other than merit. The awards are funded in part by endowments established by University System benefactors committed to academic excellence.

A quote from one of the faculty letters of recommendation may provide emphasis for the importance of these scholarships in recognizing truly talented students:

"A member of Phi Theta Kappa, Student's academic prowess is apparent. What particularly impresses me this year is the [extensive involvement with creative writing]. Not many in the STEM area venture into such corners of campus life. Student demonstrates every day that embracing the holistic aspect of a sound undergraduate education is not just for a grade or to please the professors. Student has exceptional creative writing skills as demonstrated in our hardest assignments this year."

Projected Spending for the University System of Maryland Regents Scholarships**AY 2020-2021**

Type of Scholarship	New Awards	Continuing Awards	Typical Award Amount	Aggregate Amount	Note
Regents – full	3 first-year students	2 students originally awarded as first-year students	\$24,870	\$124,350	The Typical Award and Aggregate Amounts for Full Regents Scholarships include the value of the Remission of Tuition provided by the USM Institutions.
	3 transfer students	2 students originally awarded as transfer students	\$24,870	\$124,350	The Typical Award and Aggregate Amounts for Full Regents Scholarships include the value of the Remission of Tuition provided by the USM Institutions.
Regents – partial	3 first-year students	1 student originally awarded as first-year student	\$4,000	\$16,000	
	4 transfer students	1 student originally awarded as transfer student	\$4,000	\$20,000	
Total	13 new students	6 continuing students	Either \$4,000 or \$24,870	Approximately \$284,700	

Wilson H. Elkins Professorship

The Elkins Professorship, which began in 1978 at the University of Maryland, College Park, was established to perpetuate the name and contributions of Wilson H. Elkins, a former Rhodes Scholar who led the University of Maryland to new levels of distinction as its president from 1954 to 1978. When the new University System of Maryland began in 1988, Dr. Elkins agreed that the professorship bearing his name should extend to the entire USM family. The Professorship may be used to recruit an outstanding individual to an institution to fill a vacancy or to provide special recognition and support to retain a current outstanding member of the faculty. An internal USM committee evaluates nominations and makes special effort to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of their institution and the entire University System of Maryland. Direct involvement with undergraduate and/or graduate students and outreach to other institutions within the System are hallmarks of the Elkins Professors. The Professorship is an opportunity for institutions to build on their strengths and to be of greater service to their students and to society.

2020-2021 Elkins Professorship Awardees

Elkins Traditional Professorships

Award to Bowie State University to support the work of Dr. Julius Davis, who won a partial award last year, and plans to expand and institutionalize the Center for Research and Mentoring of Black Male Students and Teachers with its foci on recruiting Black males into teacher education programs and the profession, addressing college access concerns for that group, as well as conducting research. \$45,000

Award to Coppin State University to support the work of Dr. Kesslyn Brade-Stennis who plans to facilitate community change by creating policy and service-related community engagement experiences for students at Coppin and across the USM in an effort to promote social justice leadership and community empowerment. \$45,000

Award to the University of Baltimore to support the work of Professor Mortimer Sellers who will receive part two of a two-year award he won last year. The funding will provide continued support to the Law and Justice Program that: 1) offers classes; 2) coordinates UB students working with partner NGOs on specific law and justice projects; 3) receives cooperating experts for a series of public lectures; 4) pursues research in law and justice; and 5) publishes books and articles. \$35,000

Award to the University of Maryland, College Park to support the work of Dr. Don DeVoe who plans to involve graduate, undergraduate, and high school students in research focusing on advancing a unique platform for developing personalized cancer immunotherapies through the automated manipulation of individual cancer and immune cells, groundbreaking work at the intersection of engineering, biology, and the medical sciences. \$30,000 per year for two years

Elkins Academic Transformation Professorships

Multiple awards to faculty across institutions in Western Maryland to support their collaborative efforts to adopt, adapt, create, and scale the use of fully accessible, freely-available educational resources as part of the Maryland Open Source Textbook initiative (part of the Maryland General Assembly's 2017 Textbook Costs Savings Act). Led by Frostburg State University, the project aims specifically at increasing access, affordability, as well as student achievement through enhanced pathways and course redesign. \$40,000



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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 23, 2020

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2019 and August 2020, the Chancellor approved 26 new certificates, 6 modified certificates, 22 modified degrees, and 23 title changes. He also approved the suspension or discontinuation of 12 degrees, 2 areas of concentration within degrees, 4 certificates and 3 additional locations.

In addition, the Board of Regents approved 17 new degree programs.

A chart detailing the Chancellor's actions and programs approved by the Board for a total of 115 approvals for this report is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: November 23, 2020
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BOARD ACTION:	DATE:
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SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu
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**Academic Program Actions
AY 2019 - 2020**

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates, Concentrations/Modified Programs and Degree Changes	Title Changes	
Bowie State University		B.S. in Business Administration A.O.C. in Data Analytics (8-17-2020)		M.Ed. in Culturally Responsive Teacher Leadership (6-19-2020)
Coppin State University	Suspend B.S. in Entertainment Management (6-25-2020) Discontinue B.S. in Geography (6-25-2020) Discontinue at USM Hagerstown (USMH) RHEC B.S. in Sport Management (6-25-2020) Suspend M.Ed. in Curriculum and Instruction (8-10-2020) Suspend M.S. in Reading (8-10-2020)			
Frostburg State University		B.S. in Chemistry A.O.C. in Pre-Pharmacy (4-6-2020) Ed.D. in Educational Leadership- Online (1-8-2020) M.Ed. A.O.C. in Curriculum and Instruction- Online (1-8-2020) M.Ed. A.O.C. in Educational Leadership- Online (1-8-2020) M.Ed. A.O.C. in Literacy Education- Online (1-8-2020) P.B.C. in Business Analytics (5-20-2020) P.B.C. in Healthcare Management (5-20-2020) P.B.C. in Literacy Education- Online (4-6-2020) P.B.C. in Management (5-20-2020) P.M.C. in Educational Leadership – Online (1-8-2020)	B.S. in Earth Science to <i>Earth Sciences</i> (5-18-2020)	B.S. in Life-Cycle Facilities Management (6-19-2020)

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MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Salisbury University		B.F.A. in Art with a track in Graphic Design Programs- Offer at Universities at Shady Grove (USG) RHEC (10-28-2019) Doctor of Nursing Practice- Online (10-28-19) M.S.N. in Nursing- Online (10-28-2019) P.B.C. in Health Care Management- Online 10-28-2020)		B.A. in Outdoor Education Leadership (9-20-2019) B.S. in Data Science (9-20-2019) B.S. in Integrated Science (6-19-2020)
Towson University	Discontinue A.O.C. in School Health (6-25-2020) Suspend M.S. in Social Science (5-18-2020) Suspend M.S.N. Program (2-24-2020) Suspend P.B.C. in Nursing Education (2-24-2020)	B.S. in Communication Studies-Substantial Modification to Curriculum (11-4-2019) B.S. in Healthcare Management at Towson University Northeastern Maryland (TUNE) (8-20-2020) P.B.C. in Educational Administrator I (11-4-19) P.B.C. in Global Citizenship in Education- Stand-Alone Certificate (7-6-2020) P.B.C. in Health Leadership (6-25-2020) P.B.C. in Online Learning and Teaching (8-20-2020) P.B.C. in School Library Media (11-4-2019) U.D.C. in Entrepreneurships (8-20-2020)		M.S. in Athletic Training (6-19-2020)

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Baltimore	Suspend P.B.C. in Digital Media Production (2-24-2020) Suspend P.M.C. in Library Technology (2-24-2020)	B.A. in English-Substantial Modification to Curriculum (2-24-2020) B.A. in Policy, Politics, and International Affairs-Online (4-6-2020) B.S. in Applied Information Technology-Substantial Modification to Curriculum (4-6-2020) B.S. in Business Administration- Online (4-6-2020) B.S. in Criminal Justice Completer Program- Online (7-6-2020) L.L.M. in Taxation- Online (12-4-2019) M.S. in Taxation- Online (12-4-2019) P.B.C. in Estate Planning- Online (12-4-2019)	B.S. in Health Systems Management to <i>Health Management</i> (4-6-2020) M.S. in Health Systems Management to <i>Health Administration</i> (4-6-2020)	B.A. in Legal Studies (11-22-2019) B.S. in Cyber Forensics (6-19-2020)
University of Maryland Baltimore		M.S. in Law- Online (8-10-2020) P.B.C. in Global Health Program Monitoring and Evaluation (7-6-2020) P.B.C. in Global Health System and Innovation (10-1-2019) P.B.C. in Substance Abuse and Addictions Nursing (8-21-2020) P.B.C. in Vulnerability and Violence Reduction (7-6-2020)	M.S. in Health and Social Innovation A.O.C. in Biomedical Entrepreneurship to <i>Scientific and Medical Entrepreneurship</i> (8-10-2020) C.A.S. in Advanced Education in General Dentistry A.O.C. in Pathology to <i>Oral and Maxillofacial Pathology</i> (10-28-2020) P.B.C. in Biomedical Entrepreneurship to <i>Scientific and Medical Entrepreneurship</i> (8-10-2020)	M.S. in Global Health (6-19-2020) M.S. in Vulnerability and Violence (6-19-2020)

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland Baltimore County	Suspend P.B.C. in Music Entrepreneurship (12-20-2019)	B.S. in Modern Languages and Linguistics AOCs in 1) Two Language and 2) Language and Culture Studies (8-3-2020) P.B.C. in Applied Social Research Methods (1-8-2020) P.B.C. in Learning and Performance Technology- Online (6-26-2020) U.D.C. in Security Studies in existing B.A. in Political Science (6-26-2020)	B.A. in African American Studies to <i>Africana Studies</i> (8-3-2020) B.A. in Modern Language and Linguistics A.O.C. in Linguistics to <i>Applied Linguistics</i> (1-8-2020) B.A. and B.S. in Psychology, Theoretical and Experimental program to <i>Psychology</i> (12-20-2019) B.S. in Information Systems Management to <i>Information Systems</i> (2-24-2020) M.A. in Instructional Systems Development to <i>Learning Performance Technology</i> (1-8-2020) P.B.C. in Distance Education to <i>eLearning</i> (1-8-2020) U.D.C. in Psychology of the Workplace to <i>Industrial-Organizational Psychology</i> (12-20-2019)	

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland College Park		Degree Change M.A. in Measurement, Statistics, and Evaluation to M.S. (8-17-2020) M.P.S. Award Program New Iteration in Public Safety Leadership and Administration (11-6-2019) P.B.C. in Innovation and Entrepreneurship (8-20-2020) P.B.C. in Professional Studies New Iteration in Health Data Analysis (7-1-2020) P.B.C. in Professional Studies New Iteration in Information Risk, Privacy, and Security (7-1-2020) P.B.C. in School Improvement Leadership-Online (7-1-2020) P.B.C. in Supporting Children with Intensive Behavior Needs-New Stand-Alone (4-6-2020)	B.A. in Film Studies to <i>Cinema and Media Studies</i> (4-6-2020) M.S. in Survey Methodology to <i>Survey and Data Science</i> (7-1-2020) M.S. in Veterinary Medical Science to <i>Comparative Biomedical Sciences</i> (7-1-2020) P.B.C. in Survey Statistics to <i>Fundamentals of Survey Statistics</i> (4-6-2020) Ph.D. in Veterinary Medical Science to <i>Comparative Biomedical Sciences</i> (7-1-2020)	B.A. and B.S. in Immersive Media Design (11-22-2019) B.A. in Real Estate and the Built Environment (2-21-2020) B.A. in Religions of the Ancient Middle East (11-22-2019) B.S. in Biocomputational Engineering (5-1-2020) M.A. in International Relations (5-1-2020) M.S. in Applied Political Analytics (5-1-2020) Doctor of Public Health- Board of Regents Approved (11-22-2019); Objection submitted to MHEC pending.

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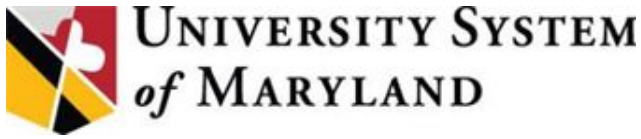
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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Eastern Shore	Suspend B.A. in Jazz and Popular Music (5-18-2020) Suspend B.A. in Music Education (5-18-2020) Discontinue B.S. in Business Education (5-18-2020) Discontinue A.O.C. in Mechanical Engineering in B.S. in Engineering Technology (4-6-2020) Discontinue Additional Locations : 1) Allegany Career Technology Center (2-24-2020), 2) Community College of Baltimore County – Catonsville (2-24-2020), and 3) Frederick Community College (2-24-2020)	B.S. in Aviation Science- Substantial Modification to offer at Prince George's Community College (11-4-2020)	B.S. in Computer Science/Data Processing to <i>Computer Science</i> (10-28-2019) B.S. in Construction Management/ Technology to <i>Construction Management Technology</i> (10-28-2019) B.S. in Elementary/Special Education to <i>Special Education</i> (6-26-2020) M.S. in Clinical Rehabilitation Counseling to <i>Rehabilitation Counseling</i> (8-17-2020)	
University of Maryland Global Campus	Suspend B.S. in Investigative Forensics (8-3-2020) Suspend Doctor of Management Program that includes the A.O.C. in Community College Policy and Administration (5-18-2020)	P.B.C. in Cloud Computing and Networking (5-18-2020) P.B.C. in Cyber Operations (5-18-2020) P.B.C. in Digital Forensics and Cyber Investigation (5-18-2020) P.B.C. in Strategic Communication (5-18-2020) U.D.C. in Digital Marketing (4-6-2020) U.D.C. in Public Safety Executive Leadership (8-3-2020)	U.D.C. in Digital Marketing to <i>Facebook Digital Marketing</i> (8-3-2020)	

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The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

December 2, 2020

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on 12:30 pm on December 2, 2020 virtually. Regent Leggett called the meeting to order at 12:31 pm.

Regents present were I. Leggett (chair), N. Sansom, E. Fish, G. Attman, S. Malhotra, B. Gossett, R. Rauch.

USM personnel present were J. Perman, T. Sadowski, L. Ryan, E. Herbst, J. Boughman, and T. McDonough.

Others present were A. Delia and S. Sheppard.

Featured Start-Up: Aeon Technologies (Information Item)

Vice Chancellor Sadowski introduced Al Delia, Vice President for Regional Development and Engagement at Frostburg State University. Mr. Delia explained that the partnership began 2.5 years ago with her desire to expand her company to Western Maryland. They are glad to say they are now located on their campus. They have been great partners and have been great in helping with COVID testing. They have great hopes and aspirations for their partnership in the future. Ms. Brown explained how from a project as an intern, she acquired a government contract and started Amethyst Technologies. She explained Amethyst's strengths and capabilities. She described how they started off as an engineering company and have developed deep expertise in global health. Amethyst had a history of working in diagnostics, quality assurance and vaccine manufacturing, which prepared them for today's challenges. They wanted to expand from bwtech@UMBC to Frostburg, so a year ago, they started Aeon Technologies at Frostburg State University. Initially they were going to set up for a wide array of analytical testing. They pivoted due to COVID into a clinical lab that is providing results to clients, including Frostburg State University, in no more than 24 hours. Ms. Brown is graduate of the University System of Maryland, and this is the second company she is starting in partnership with USM. They have hired USM graduates and interns. Allegheny County provided seed funding to make the lab possible via grants to support job creation in Western Maryland.

Regent Leggett asked if they are looking at other places around the state that they are looking at, and Ms. Brown responded that they were. Her new partners bring strength to that. Regent Malhotra congratulated Mr. Brown on graduating from the 8A program and seeing success. He asked if she has looked at State of Maryland contracts to provide support services. Ms. Brown said they are more familiar with federal procurement than state procurement. Regent Malhotra said that services provided in rural areas are a big deal for the state. Other organizations like charities do not include what Amethyst provides. Mr. Perman expressed his appreciation for Ms. Brown's assistance to Frostburg

State. He asked if they are thinking about antigen, point of care, antibodies testing as it evolves. Ms. Brown said they are expanding and at the forefront in understanding the latest technologies available.

Global Pandemic Prevention and Biodefense Center & BioHealth Capital Region Update and COVID Response – Rich Bendis, President & CEO of BioHealth Innovation, Inc, (Information Item)

Mr. Bendis explained that region was ranked #6 in terms of U.S. Biopharma clusters and is now #4. The goal is to be #3. He explained that Maryland is playing a pivotal role in the coronavirus pandemic. There are positive trends in venture capital investment and wet lab space, though they will still need more space. He applauded the Maryland Momentum Fund. He reviewed the Connected DMV as an organization and the Center, specifically, and the challenges and opportunities. An integrated approach would mean getting out in front of pandemics. The Center would provide a way to connect than doing physical research, because the universities and industry are where the research should happen. They will start with antibody research to rally around. They are in the process of performing a Steering Committee, for which Dr. Perman and Secretary Schulz have agreed to participate. They are in a 6-month strategy/planning phase to begin implementation in Summer of 2021. The only formal academic collaboration at this time is with the USM because they believe the USM will be critical.

Regent Leggett asked why they are not looking to the federal government funding for the planning phase, and Mr. Bendis answered they are prioritizing federal support for research down the road. Chancellor Perman said they are happy to be central in this effort, and connecting is the way to overcome these pandemics.

USM Office of Economic Development Update – Tom Sadowski, Vice Chancellor for Economic Development (Information Item)

Vice Chancellor Sadowski added more information on BioHealth Assets from a USM perspective and provided an update on the USM COVID Research & Innovation Task Force, including a public health communications challenge that will launch soon. Regent Leggett suggested that university and other athletes can be great influencers for that cause. He reviewed rankings, including the Milken Study, Princeton Review/Entrepreneur Magazine, and Maryland Future 20.

Regent Leggett commented that working together as an entire System and with the private sector will allow for even greater progress moving forward. Mr. Sadowski said combining efforts with UMB and UMCP in terms of research has been a great example. Regent Gossett said that public information campaigns around this great information are needed, and he also applauded ways to work collaboratively within the state and across the region. He also agreed that MPower is a great example, and there could be opportunities to work outside the state. Vice Chancellor Sadowski commented about funding and being a part of the Maryland Marketing Partnership, some of which has pivoted to talk about strengths in relation to COVID. Chancellor Perman said that what he has learned in recruiting industry is that if we project ourselves as user-friendly, industry wants to come. We have to be able to demonstrate our assets. Even things like using library facilities, core labs, etc., can be valuable in creating partnerships.

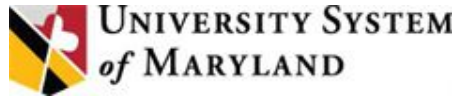
The meeting ended at 1:42 pm.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization

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USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
December 2, 2020
Zoom

Minutes of the Public Session

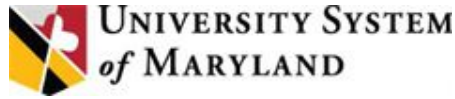
Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:35 a.m. Wednesday December 2, 2020 via Zoom.

Those in attendance included Regents Rauch, Attman, Gossett, Gourdine, Neall, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik, and Ms. Wilkerson.

- 1. Approval of Public and Closed Session Minutes from November 5, 2020 Committee on Governance and Compensation Meeting.** The Regents approved the public and closed session minutes from the November 5, 2020 Committee on Governance and Compensation meeting (Moved by Regent Gossett, seconded by Regent Attman; unanimously approved).
- 2. Review of Committee Charter - EPSL.** The Regents recommended certification of the charter for the Committee on Education Policy and Student Life (Moved by Regent Rauch, seconded by Regent Gossett; unanimously approved).
- 3. Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Neall, seconded by Regent Gossett; unanimously approved).

The public session meeting adjourned at 8:39 a.m.

DRAFT



USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
December 2, 2020
Zoom

Minutes of the Closed Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:39 a.m. Wednesday December 2, 2020 via Zoom.

Those in attendance included Regents Rauch, Attman, Gossett, Gourdine, Neall, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; and Ms. Wilkerson. Associate Vice Chancellor Skolnik was present for part of the meeting.

- 1. Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)).
- 2. Review of Certain Contracts and Employment Agreements.** The Regents reviewed personnel contracts from UMCP subject to review under Policy VII-10.0. (§3-305(b)(1)).
- 3. Presidential Search Update.** The Regents received an update regarding a presidential search. (§3-305(b)(1)).

The meeting adjourned at 9:21 a.m.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Review of Committee Charges

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: December 2, 2020

SUMMARY: Each year, the Committee on Governance and Compensation reviews and certifies the charges of each of the standing committees of the Board of Regents. The charge of the Committee on Education Policy and Student Life is attached.

ALTERNATIVE(S): The committee could choose not to review the committee charge.

FISCAL IMPACT: No fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee certify the charge of the Committee on Education Policy and Student Life.

COMMITTEE ACTION: Recommend certification DATE: December 2, 2020

BOARD ACTION: DATE:

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



Board of Regents
Committee on Education Policy and Student Life

DRAFT

Charge:

The Committee on Education Policy and Student Life shall perform all necessary business and provide guidance to the Board of Regents on issues that pertain to academic affairs and student affairs functions at the institutions within the University System of Maryland.

Role and Responsibilities:

The Committee on Education Policy and Student Life shall consider and report or recommend to the Board of Regents on matters concerning academic and student affairs-related policies and programs for all institutions and major units including, but not limited to, all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services; matters and policies relating to faculty; student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; athletics; student health and wellness; student government; and student organizations; and the overall intellectual, social, and emotional climate of the university.

Members of the Committee on Education Policy and Student Life are appointed annually by the Chairperson of the Board. The Committee holds at least five regularly-scheduled meetings during the fiscal year. The members of the Committee may expect to receive information for review in order to consider and report or recommend to the Board of Regents on any of the following matters:

- A. Institutional mission statements and goals
- B. Establishment and disestablishment of schools and colleges
- C. Proposals for new academic programs
- D. Review of existing academic programs and enrollments within those programs
- E. P-20 partnerships and initiatives
- F. Academic transformation and innovation
- G. Academic integrity
- H. Civic education and civic engagement
- I. Student life and student services
- J. Diversity and inclusion
- K. Student enrollment, recruitment, and retention
- L. Transfer and articulation
- M. Access and affordability
- N. Student health and wellness
- O. Academic issues related to intercollegiate athletics
- P. Campus safety and security
- Q. Title IX and sexual misconduct

- R. Faculty life and faculty conduct
- S. Faculty policies and procedures including, but not limited to, appointments in rank and promotion to tenure
- T. Faculty workload
- U. Faculty awards nominations
- V. Honorary degree nominations
- W. Extramural funding
- X. Relevant issues, reports, or requests as brought to the USM by the Maryland Higher Education Commission and other state agencies
- Y. Additional pertinent issues as raised by the student, staff, and faculty advisory councils; university administrators; USM officials; and regents



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

November 5, 2020

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:32 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gonella, Mr. Holzapfel, Mr. Neall, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Mr. McDonough, Assistant Attorney General Langrill, Dr. Khademian, Ms. Amyot, Mr. Colella, Mr. Lockett, Mr. Lowenthal, Mr. Pasquariello, Ms. Rehn, Ms. Rhodes, Ms. Schaefer, Mr. Wyden, Ms. Washington, Mr. Miller, Mr. Beck, Ms. Denson, Mr. Eismeier, Dr. Foster, Mr. Hickey, Mr. Muntz, Ms. Norris, Mr. Page, Ms. West, Ms. McMann, and other members of the USM community and the public.

Regent Attman greeted those in attendance. He proceeded to recognize and welcome Dr. Anne Khademian, the recently appointed Executive Director of the Universities at Shady Grove and USM Associate Vice Chancellor for Academic Affairs. Dr. Khademian was recruited as the result of a national search conducted on behalf of the USM. She most recently served as a Presidential Fellow in Virginia Tech's Research Center in Northern Virginia's Arlington County. Prior to that, Dr. Khademian served as professor and director of Virginia Tech's School of Public and International Affairs, which she led through a period of significant growth and transformation, including the addition of new degree programs, increased student enrollment, and the forging of new partnerships and outreach initiatives, both globally as well as locally. Regent Attman added that Dr. Khademian and her family are long-time Montgomery County residents.

1. University of Maryland, Baltimore: Renovation of Building 1 for School of Nursing Expansion at The Universities at Shady Grove (action)

Regent Attman stated that the University is seeking approval to design and construct a \$7.5 million renovation project to expand the current program for the School of Nursing in Building 1 at USG. The Nursing Program currently occupies approximately 15,000 square feet in Building 1. The project will expand the School of Nursing's space in the building to approximately 27,000 square feet. Regent Attman pointed out that the UMB program at Shady Grove has been quite successful and their programs are in high demand. With an allocation of funding provided through the Workforce Development Initiative, the School of Nursing plans to grow to 100 students over 3 years. As detailed in the item, funding would be aggregated from a variety of sources, including a combination of donor funds and/or

debt financing, Academic Revenue Bonds/Capital Facilities Renewal Funds, USG operating funds. and Unrestricted Fund Balance.

The Finance Committee recommended that the Board of Regents approve the Universities at Shady Grove Building 1 School of Nursing Expansion project for the University of Maryland, Baltimore as described in the item.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

2. Towson University: Increase Authorization for New Science Complex (action)

Regent Attman summarized the item. The University is seeking an increase in the project authorization for its major new science complex that is nearing completion. The new facility is important to meet the high demand on campus for STEM teaching labs and research space. It is anticipated that over 10,000 Towson students will take classes in the new facility each year—many to fulfill core curriculum requirements. The \$8.2 million increase will be funded from Towson’s plant funds and will both replenish the contingency and maintain the current scope of work and schedule. In response to a question, Mr. Lowenthal, Vice President and CFO, indicated that the original contingency had been spent, and this action would replenish it to a level of \$1 million. Mr. Miller, Senior Project Manager with the UMB Service Center, reminded everyone of the large amount of rainfall during the spring, which caused pooling and impacted the schedule. Mr. Lowenthal added that there had been great collaboration with the UMB Service Center on the project.

The Finance Committee recommended that the Board of Regents approve for Towson University an increased project authorization of \$196 million for the New Science Complex as described in the item.

(Regent Attman moved recommendation, seconded by Regent Holzapfel; unanimously approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

3. University System of Maryland: Amendment to the Forty-Second Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds and Associated Conversion of Cash-Funded Projects to Revenue Bond Funding (action)

Regent Attman explained that the University System has been taking steps to protect and maintain its cash balances longer, as it works through the financial stress caused by the pandemic. This item represents one of those many steps. He stated that Vice Chancellor Herbst and her financial team had been working through a process to limit the use of reserves to offset revenue shortfalls—through a balance of permanent spending reductions, one-time spending cuts and deferrals, and the use of reserves. Vice Chancellor Herbst indicated that she and her team had spoken with each institution in an effort to review their authorized cash-funded capital projects—which might be eligible to be converted to debt financing—and seek opportunities for cash conservation. One outcome of this process was the identification of approximately \$88 million of projects that could be debt financed. Those projects are in the amendment to the bond resolution.

The Finance Committee recommended that the Board of Regents approve the Amendment to the Forty-Second Bond Resolution and the associated conversion of cash-funding of selected capital projects to revenue bond funding, and the authority to spend cash immediately if needed to be reimbursed from the proceeds of the next bond issue, anticipated for February 2021.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

4. University of Maryland, Baltimore County: Real Property Transfer (information)

Regent Attman provided a summary of the information item, involving the recent transfer of a 4.5-acre improved parcel to UMBC. He pointed out that the property had come full circle. In 1965, the State of Maryland transferred 432 acres to create the UMBC Campus. Then, in 1976, the Board of Public Works approved the transfer of the 4.5-acre parcel from UMBC to create the Catonsville District Courthouse. Once it was learned that the State was building a new courthouse, UMBC and the USM worked with the appropriate state agencies to have the property transferred back to UMBC. Regent Attman pointed out that the parcel was transferred with no consideration. Ms. Schaefer, Vice President Administration and Finance, expressed UMBC's excitement at getting the land back. She noted that in the short-term, the facility offers an opportunity to expand the engineering and computing activities. The building also provides surge space for other renovations. She added that they would need to paint and replace the carpet in the building.

The item was accepted for information purposes.

5. Fall 2020 Enrollment Update and FY 2021 FTE Estimate (information)

Regent Attman stated that each fall the Finance Committee receives the Preliminary Headcount and FTE Estimate Report. The report is usually the first time the Board receives information about fall enrollment and how it tracks with enrollment projections and operating budget plans. However, due to the unique circumstances of the year, the committee had already discussed enrollment and the Board recently approved the enrollment projections in September. Regent Attman then turned to Mr. Muntz, AVC of Institutional Research, Data & Analytics Office, who provided a presentation to the committee.

Mr. Muntz opened his presentation with some good news. Overall, the USM continues to receive positive changes in enrollment compared with some of the scenarios that had been offered over the last six months. Due to late registration and a better than expected yield, the enrollment improved at several of the institutions since the enrollment projections were approved. The USM institutions enrolled 1,600 more students than planned in the previous enrollment projection. However, enrollment was down at most institutions for first-time full-time undergraduate students, and still down 1,200 FTE compared with fiscal year 2020. Mr. Muntz reviewed a list of items influencing enrollment: retention improvements, fewer transfers from community colleges, fewer first-time students, shift to remote learning due to the pandemic, fewer graduate students, and more part-time students. The USM is following national trends but doing better in some cases. Mr. Muntz pointed out that enrollment recovery is slower than enrollment loss, yet he offered that college-ready undergraduates may be seeking in-state opportunities and the remote learning response to the pandemic highlighted new growth opportunities. He added that it is important to establish new pipelines, while retention continues to remain a key strategy for enrollment stability/growth. The presentation is available online <http://www.usmd.edu/regents/agendas/>.

The item was accepted for information purposes.

6. Convening Closed Session

Regent Attman read the Convene to Close Statement.

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

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

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining the meeting. The public meeting was adjourned at 11:28 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

November 5, 2020
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 11:29 a.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gonella, Mr. Holzapfel, Mr. Neall, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Mr. McDonough, Assistant Attorney General Langrill, Mr. Colella, Dr. Rankin, Mr. Blanchard, Mr. Hollingsworth, Mr. Eismeier, Mr. Hickey, and Ms. McMann.

1. The committee discussed the awarding of new contracts for ERP services and implementation consultants (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

The session was adjourned at 11:39 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

December 2, 2020

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:32 a.m.

Regents participating in the session included: Mr. Attman, Ms. Fish, Mr. Gonella, Mr. Gossett, Mr. Holzapfel, Mr. Neall, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Boughman, Mr. Raley, Mr. McDonough, Assistant Attorney General Bainbridge, Ms. Amyot, Mr. Danik, Mr. Lockett, Mr. Lowenthal, Mr. Pasquariello, Ms. Rehn, Ms. Rhodes, Ms. Schaefer, Mr. Wyden, Ms. Washington, Mr. Beck, Ms. Denson, Mr. Eismeier, Ms. Decker Mann, Mr. Page, Ms. Skolnik, Ms. West, Mr. Hoffacker, Ms. Scott, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

Regent Attman recognized Regent Neall and thanked him for his decades of dedication and service to the State of Maryland and its residents. Until his retirement on November 30, Regent Neall had most recently served as Secretary of Maryland Department of Health, appointed by Governor Hogan in 2018.

1. Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes – Long Term Plan for Collaboration on Business Process and System Modernization (information)

Regent Attman provided a brief background on the USM's Effectiveness and Efficiency initiative, which was pioneered over a decade ago. He explained that as the initiative evolved, each development had been successful in driving hundreds of millions of dollars in cost avoidance, savings, and revenue generation throughout the System. Regent Attman cited the work of the USM-hosted Maryland Education Enterprise Consortium, more commonly known as MEEC. Its membership is comprised of K-20 public and private institutions, libraries, museums, and teaching hospitals. Presently, over 200 educational entities belong to MEEC. The Consortium leverages its size to negotiate hardware and software contracts with vendors—every member, large or small, has access to the reduced pricing. Regent Attman went on to say that in an effort to become more efficient, the E&E Workgroup had recently merged into the Finance Committee.

Turning to the agenda item, he explained that in the past two years, the E&E Workgroup recommended that USM institutions find more systemic ways to collaborate—not just on leveraged purchasing of

enterprise technology—but also more broadly on the processes and underlying data which enable institutional staff to operate. That idea was formalized in the *Statement of Values and Expectations on Collaboration and Cooperative Efforts*, approved last June. One requirement contained in the *Statement* was for the USM institutions to prepare and submit a long-term plan for collaboration. Regent Attman then recognized Mr. Eismeier, Assistant Vice Chancellor and Interim CIO, together with Mr. Wyden, Vice President for Finance and Administration at Frostburg State University.

Mr. Eismeier provided a presentation to the committee. The presentation is available online <http://www.usmd.edu/regents/agendas/>. Mr. Eismeier explained that adding to the past benefits of the E&E effort, the Board's *Statement* spawned several exciting initiatives. The primary objectives for each include risk mitigation and cost savings/avoidance through collective implementation as well as building more consistent operational excellence across partnering institutions. He highlighted several representative projects, including the USM Consortium of Six—comprised of Bowie, Coppin, Frostburg, Salisbury, UB, and UMES. The group is working to consolidate back-office processes and systems, and run many operations as one. These are functions where none of the institutions gain competitive advantage by operating as six unique silos. The Consortium is evaluating offers to collaborate from UMCP and Towson, which could provide even greater savings and efficiency.

Mr. Eismeier then turned to Mr. Wyden. He expressed Frostburg State University's full support of the Consortium of Six and the efforts underway to commonize business practices and to move to new technology that will support those new processes. He indicated that at Frostburg, as well as its colleague institutions, many of the campus processes remain paper-driven. He cited approvals, personnel, procurement, travel, and contracts as examples. The state of the current system, which is over 20 years old, encourages departmental development of "side systems" in Access or Excel that house data. As a result, that data is not integrated and therefore not easily available for analysis and decision making. Mr. Wyden explained that the Consortium group primarily performs similar functions—accounting, procurement, budget, and human capital management. He shared that common standardized business processes, supported by new technology solutions, would provide improved access to data in an intuitive format that would allow users to develop reports they need without IT intervention for all Consortium campuses. Mr. Wyden pointed out that the Cloud-based solutions under consideration come with built-in best practices that have been vetted by large and small institutions across the country, and they will remain up to date as the cloud solutions are upgraded regularly. He added, "we will get best practices on day 1." If the Consortium could get started in the spring of 2021, the Financial and Human Capital Management systems could be ready and live by July 1, 2022. In closing, Mr. Wyden offered, "speaking for Frostburg State University, we would appreciate the Finance Committee's support on the Consortium of Six roadmap and plan." Regent Attman thanked Mr. Wyden for his leadership in this initiative, noting that it would be great to have processes that are consistent.

Mr. Eismeier resumed his presentation. He communicated that UMCP and UMB continue to partner under the Strategic Partnership Act collaborating on research administration activities, HR data consolidation and leveraged procurements. Both institutions are implementing modern ERP systems currently and finding ways to work together to that end. Mr. Eismeier also detailed that many other small and large initiatives are underway in both the academic and administrative areas in the USM. The COVID-19 pandemic has necessitated collaborative work and decision making in the past year, as best practices for online education and remote work were developed and shared. He added that as these and new initiatives evolve, the USM Office will report on progress and benefits achieved along the way. This new reporting effort is one of several enhancements under development in the E&E annual process that will be discussed at the February Finance Committee meeting.

Regent Gossett commended all on their work to date in the ERP area, though he shared his concern about the timeframe for completion. In response to Regent Gossett's inquiry regarding possible Board assistance to speed up the process, Vice Chancellor Herbst stated that the Board's support of the initiative is very helpful. She pointed out that this undertaking will involve tremendous resources, yet everyone is saving via collaboration as there will not be six different installations. In addition, the Consortium will have the benefit of the other institutions' (e.g., UMB, UMCP, TU) experience. In response to another question about the timeline, Mr. Eismeier noted that the Consortium has a team, including outside consultants, focused on and committed to moving the project forward. As the discussion concluded, Regent Attman noted that the Chancellor or Vice Chancellor would inform the Board of any need for additional support or resources.

The Finance Committee received the report for information.

2. Convening Closed Session

Regent Attman read the Convene to Close Statement.

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

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

(Regent Attman moved recommendation, seconded by Regent Gossett; unanimously approved)

Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining the meeting. The public meeting was adjourned at 11:07 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

December 2, 2020
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 11:10 a.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Fish, Mr. Gonella, Mr. Gossett, Mr. Holzapfel, Mr. Neall, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Mr. McDonough, Assistant Attorney General Bainbridge, Ms. Decker Mann, Mr. Eismeier, Mr. Page, Ms. Skolnik, Ms. West, and Ms. McMann. Mr. Hoffacker, Mr. Pasquariello, Ms. Schaefer, and Ms. Scott also participated in part of the session.

1. The committee discussed the acquisition of real property in the City of Salisbury (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0
2. The committee discussed the awarding of a janitorial services contract (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0
3. The committee discussed the awarding of a life and long-term disability insurance contract (§3-305(b)(14)). (Regent Fish moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAs: 8 NAYs: 0 Abstentions: 1 – Regent Attman
4. The committee discussed the proposed FY 2022 Operating Budget submission and potential adjustments to the submission (§3-305(b)(13)).
This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 11:52 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

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

TOPIC: Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes – Long Term Plan for Collaboration on Business Process and System Modernization

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2020

SUMMARY: Since its formation, the Effectiveness and Efficiency BOR Workgroup has evolved its goals and desired outcomes multiple times to respond to various factors and conditions. Each development has been successful in driving measurable and significant results locally at institutions and system-wide. Most recently, in the past two years, the E&E Workgroup provided recommendations that USM institutions find even more ways to collaborate—beyond the leveraged purchasing of enterprise technology—more broadly on the processes and underlying data which enable our staff to operate. To that end, the discussion resulted in the Board of Regents developing a Statement of Values and Expectations on Collaboration and Cooperative Efforts (“Statement”) which was approved at the June 2019 meeting. The Statement can be found at <https://www.usmd.edu/usm/adminfinance/>. In December 2019, all USM institutions provided updates on collaborative planning activities per the Statement and a consolidated report was presented to the Finance Committee and the Board.

A second requirement of the Statement was for the USM institutions to provide a long-term plan for collaboration in May 2020, which would be synthesized and presented to Finance Committee and the Board during the June 2020 cycle. This deadline was extended by six months, due to the onset of the COVID-19 pandemic and the necessary shifting of campus resources and responsibilities.

The attached plan includes representative initiatives that are at various stages of execution. Those that have completed a sufficient level of planning include a draft timeline. Likewise, a high-level estimate of budget and staff resource needs is included for each project.

As detailed in the plan, examples of the initiatives underway include:

- **UMCP/UMB Strategic Partnership** – Both institutions continue to partner on administrative system collaboration with significant impact made in the area of Research Administration. Both institutions are also in the process of upgrading their core ERP systems. Discussions are underway on how best to standardize the data from these systems and administrative process best practices.
- **Consortium of Six** – This consortium of Bowie State University, Coppin State University, Frostburg State University, Salisbury University, University of Baltimore, and University of Maryland Eastern Shore have made significant progress in developing their collaboration program. They have fully committed to operating with consistent and uniform administrative processes and five of the six have committed to implementing one ERP system for finance and HR in which they would all operate. UMES has committed to staying in UMCP’s ERP environment. The four to five-year implementation of this new operating model is scheduled to begin in FY 2022.

- **UMGC/UMBC Learning Analytics** – UMBC and UMGc are partnering with the USM Office on improvements to UMGc’s learning analytics platform. When complete, the enhancements could be implemented by all institutions to improve intelligence related to student enrollment and retention factors and develop new programs relative to the student experience. Similarly, efforts are underway to develop additive credentials that address known gaps identified by regional industry who are significant consumers of USM graduates in their workforce.

The comprehensive Long-term Plan for Collaboration on Business Process and System Modernization is provided as an attachment.

ALTERNATIVE(S): This item is presented for information purposes

FISCAL IMPACT: This item is presented for information purposes

CHANCELLOR’S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: ITEM RECEIVED FOR INFORMATION

DATE: 12/2/20

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



Board of Regents

**Long-term Plan
For Collaboration On
Business Process and System Modernization**

December 2020

**Office of Information Technology
University System of Maryland Office**

Executive Summary

In June 2019, the University System of Maryland (USM) Board of Regents (BOR) instituted a [Statement of Values and Expectations on Collaboration and Cooperative Efforts](#) and since then, all USM institutions have stepped up efforts on existing and new initiatives to answer the call to action. This long-term plan provides a backdrop of major USM efforts, planned and underway, that include all of its diverse set of institutions, which together are a microcosm of higher education in the US. Many of the initiatives documented are related to Enterprise Resource Planning (ERP) system modernization, which includes enterprise finance/HR and student information systems. During the course of the next five to ten years as these efforts come to fruition, the USM will have evolved to a system of people, process, technology and data that is a model for effectiveness and efficiency to be emulated across higher education during an intense period of recovery and beyond.

As detailed in the plan, examples of the initiatives underway include:

- **UMCP/UMB Strategic Partnership** – Both institutions continue to partner on administrative system collaboration with significant impact made in the area of Research Administration. Both institutions are also in the process of upgrading their core ERP systems. Discussions are underway on how best to standardize the data from these systems and administrative process best practices.
- **Consortium of Six** – This consortium of Bowie State University, Coppin State University, Frostburg State University, Salisbury University, University of Baltimore, and University of Maryland Eastern Shore have made significant progress in developing their collaboration program. They have fully committed to operating with consistent and uniform administrative processes and five of the six have committed to implementing one ERP system for finance and HR in which they would all operate. UMES has committed to staying in UMCP's ERP environment. The four to five-year implementation of this new operating model is scheduled to begin in FY 2022.
- **UMGC/UMBC Learning Analytics** – UMBC and UMGc are partnering with the USM Office on improvements to UMGc's learning analytics platform. When complete, the enhancements could be implemented by all institutions to improve intelligence related to student enrollment and retention factors and develop new programs relative to the student experience. Similarly, efforts are underway to develop additive credentials that address known gaps identified by regional industry who are significant consumers of USM graduates in their workforce.

These are only a few examples of large and small collaborative initiatives going on across the USM. These efforts often arise out of and are supported by a strong network of affinity groups including various groups in the areas of finance, HR and information technology as well as academic and student affairs leaders and teaching and learning modernization specialists. Many of these groups meet at least monthly and most with USM Office support and facilitation. These are great proving grounds for ideas turning into broad initiatives and have resulted in several of the major programs listed in this report.

As noted in this plan, investments of staff time and capital in these efforts are not trivial. Many of our institutions have been preparing for such investments for several years and while budget cuts resulting from COVID are significant, the vendor community is also reacting to the current climate by offering significant cost savings on their products, which make this an opportune time to continue to invest in operational improvements. Similarly, the complexity of multi-institutional collaboration invariably extends the timeline for completion as the needs of many are being consolidated into one system and set of processes. Fortunately, these large-scale initiatives also benefit from greater collaboration because more vested interest from diverse stakeholders, increases the motivation to achieve success without time or cost overrun, while reducing the risk of failure given the broad base of support, accountability and project expertise. All of these factors will allow emergence from an unprecedented downturn and position our institutions with a new set of processes and technology, invested in at the most opportune moment from a market perspective.

This plan is a summary of these and other initiatives demonstrating commitment to “system-ness” and comprehensive adherence to the BOR Statement of Values and Expectations. Our plan for the coming year is to develop reporting resources to show updates on status of collaborative initiatives by May 2021 and make that available for the Board of Regents and USM stakeholders to review when they wish.

Background

In June 2019, the BOR unanimously approved a Statement of Values and Expectations on Collaboration and Cooperative Efforts wherein USM institutions are expected to *pursue opportunities to cooperate, collaborate, and establish common solutions to business process needs*. Although collaborative activity was happening prior to this, it was in a somewhat ad hoc fashion. Since the Statement was approved, the USM Office and institutions have been working closely to develop ongoing and new projects to achieve more systemic collaboration.

As prescribed by the Statement of Values and Expectations, each institution provided an update on collaborative activities and other major institutional priorities in December 2019. The intent of the 2019 update was to provide a backdrop for the BOR on major initiatives including large institution-specific efforts (e.g. enrollment enhancement efforts, student experience initiatives, ERP system upgrades, etc.) as well as collaborative activities being undertaken with other USM institutions. That update report is attached as an appendix. At that time, approximately one year ago, a major theme was increasing enrollment and developing programs individually and as a system, which would better position institutions for an expected enrollment “cliff” in 2025. The pandemic, which disrupted the USM and the world, exacerbated the need to address anticipated future enrollment challenges sooner and completely changing the educational delivery method for most USM universities.

A few of the initiatives that were scheduled to kick-off or complete implementation this year were delayed due to unforeseen resource constraints largely related to personnel time and availability in the pandemic response. These include Towson University Financial System go-live, University of Maryland, Baltimore HR System Initiation and University of Maryland, College Park ERP selection.

Originally in May 2020, the BOR Statement of Values and Expectations also required each institution to articulate their long-term plans for collaborative process improvement and major system modernization. Due to the unprecedented response required for COVID-19 in Spring 2020, the BOR approved an extension of the timeline for submission of the institutional long-term plans to December 2020.

The BOR Statement of Values and Expectations is a strategic iteration of the USM’s Effectiveness and Efficiency (E&E) efforts, which has yielded measurable resource savings for institutions for more than fifteen years. With millions in cost savings demonstrated through E&E and the Board’s commitment to “system-ness,” the call for collaboration provides the opportunity to create innovative new programs and also build on long-standing programs like Maryland Enterprise Education Consortium (MEEC) and Maryland Research and Education Network (MDREN) as well as strong affinity groups that have been integral to the USM’s response to the COVID pandemic and other key business decisions prior to that. These and other pre-existing programs and initiatives, provide synergy for USM institutions to build on the foundation of working together and create myriad new opportunities for responding to current and future challenges faced by Higher Education.

Major Collaborative Initiatives Underway

Consortium of 6

A consortium of institutions (Bowie, Coppin, Frostburg, Salisbury, UB, and UMES) have been developing a long-term program for collaboration that is consistent with the letter and spirit of the Board's Statement. When completed, the program will yield myriad positive outcomes, chief among them being **cost savings and consolidation of technology platforms, human resource attrition risk mitigation and a strong foundation to collectively explore other areas beyond the scope of this initial program** (e.g., academic programming, enrollment initiatives, administrative service delivery). Collaboration is expected to reduce implementation risks for institutions without the capacity to fully deploy staff to the implementation effort, and the use of information technology in a similar fashion enables standardization of business practices, a requirement for potential collaboration in service delivery in the future. The consortium is also closely monitoring the implementations of UMCP and Towson, who both continue to pursue collaboration and discuss how the use of their deeper resource reserves can provide functional and technical services to the consortium. Closely partnering with one or both could provide additional implementation cost savings and opportunities for the USM as a whole to consolidate process and technology.

The institutions currently working together have agreed upon a multi-phase timed approach that enables individual institutions to have current input in how new systems are selected and adopted and time the implementation to best suit the institution's needs and ability. At a minimum, in Phase 1 the Consortium institutions have committed to standardize processes in all feasible areas primarily in finance and HR and collectively implement one single Finance and HR system, whereas today each built and operates their own system. Pending the outcome of feasibility analyses, future phases would include a collaborative Student Information System implementation and evaluating more collaborative operating models. This program has been facilitated with project management and financial help from the USM Office.

Roadmap

Current or Future USM Collaboration Initiative	CY 2020				CY 2021				CY 2022				CY 2023			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Consortium of 5-6 Phase 1																
Program Management Team Hired																
Readiness Assessment Complete																
Governance Designed and Operational																
Detailed Finance/HR Process Analysis																
Change Management Framework Developed																
Finance/HR Technology Selection																
Finance/HR Implementation Partner Selection																
Process Design and Consolidation																
HR System Implementation																
Finance System Implementation																
Phase 2 - Student System Planning																

Strategic Partnership Act

Under the Strategic Partnership Act, many collaborative activities between University of Maryland, Baltimore and University of Maryland, College Park continue to progress. Examples include:

Strategic Sourcing and Vendor Contracts: UMCP and UMB procurement departments continue to pursue cost saving alignment of contracts for goods common among both. A specific example of this is a combined copier contract, which should yield significant savings and efficiency in purchase and maintenance of photocopy hardware.

Human Resources Initiatives: UMB is evaluating UMCP's background check system to determine if a joint implementation is feasible. Both institutions are collaborating on joint learning and talent development programs. These include co-creating and sharing staff training content across the institutions and sharing trainer resources. Also, both are using a shared learning management tool currently with commercial content available to both.

Research Administration: UMCP/UMB jointly hired a shared data architect to help develop a common research administration reporting system to facilitate joint UMCP/UMB research reporting to National Science Foundation. This supports their partnership in reporting as one research entity, which enhances grant funding pipeline in the future.

USM Data Privacy Act Implementation

In the 2020 session, the Maryland State Legislature passed the Maryland public higher education privacy law, which helps to protect the private information of our community members, gives our community members greater access to and control over the information we hold about them, and helps our institutions to stay at the forefront of global privacy trends. A team of legal, IT security and compliance staff from across the USM co-wrote the bill and are in the early stages of a four-year implementation. UMBC staff, who contributed heavily to crafting the legislation, have offered to take a lead role along with the USM Office in coordinating this critical effort. This mandate is one that will benefit greatly from a coordinated and collaborative implementation so a program that is consistent across each institution is built to protect individuals' right to data privacy in a time when new threats emerge constantly.

Current or Future USM Collaboration Initiative	CY 2020				CY 2021				CY 2022				CY 2023				CY 2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
USM Data Privacy Act																				
Legislation Enacted																				
Project Planning and Alignment																				
Assignment of Institution Data Privacy Officers																				
Assemble Privacy Bill Working Group and DPOs																				
Formal Project Kick-off																				
Document Requirements																				
Create Frameworks for Campus Compliance																				
Collaborative Campus Implementations																				

Towson University Administrative Systems Modernization

Towson University (TU) is in the early stages of its enterprise system modernization. TU was one of 9 USM institutions who implemented Peoplesoft ERP approximately 20 years ago and emerged as a service provider to all other comprehensive institutions by being a payroll data aggregator prior to transmittal to the State. This relationship has created synergy between Towson and the Consortium of 6 as they have maintained this and other collaborations for many years. Likewise, because Towson has chosen the same Finance and HR ERP technology platform as UMB, Towson is benefitting from UMB's lessons learned from their Finance system implementation and the same benefit will apply on Towson's HR system implementation.

Current or Future USM Collaboration Initiative	CY 2020				CY 2021				CY 2022				CY 2023			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<i>Towson Administrative System Modernization</i>																
Implementation Partner Onboarded																
Project Planning and Alignment																
Formal Project Kick-off																
Detailed Chart of Accounts Redesign																
Change Management Framework Developed																
Budget Planning System Implementation																
Finance System Implementation																
HR Planning and Impl. Partner Selection																
HR System Kick-off																
HR System Implementation Timeline																

University of Maryland, College Park Enterprise Systems and Process Modernization

UMCP is in the final stages of the procurement of their cloud-based ERP. As is currently the case, UMCP will continue to be the service provider of ERP technology to UMES, UMCES and the System Office. This has been a long-standing and beneficial collaboration to provide administrative technology and process support. As noted earlier, the Consortium of 6 institutions also continue to pursue opportunities and offers from UMCP to partner on technology and process consolidation. Independent of the technology being implemented, collaboration on core ERP framework design such as chart of accounts and base HR data that can be standardized, is being coordinated across each institution in the process of implementing modern ERP systems.

Current or Future USM Collaboration Initiative	CY 2020				CY 2021				CY 2022				CY 2023				CY 2024				CY 2025				CY 2026			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<i>UMCP Process/ERP Tech Modernization</i>																												
Technology Vendor Selected																												
Implementation Partner Selected																												
Project Planning and Alignment																												
Formal Project Kick-off																												
Detailed Chart of Accounts Redesign																												
Change Management Framework Developed																												
Finance System Implementation																												
HR System Implementation																												
Student Information System Implementation																												

Collaborative Initiatives in Early Discussion: Major initiatives in early planning with timeline and budget still under development

Constituent Relationship Management

Several USM institutions—TU, UB, FSU, UMCP, UMBC—have standardized on a common platform for constituent relationship management. This technology is commonly used in higher education for developing communication campaigns with students from pre-admission through post matriculation alumni relations. Individual profiles are created and maintained for prospective, current and matriculated students, which allow a comprehensive record to organize individual or group-based communications and some core academic service offerings. Examples include:

Admissions – Prospective students are engaged through concerted communication campaigns and institutional marketing information.

Enrollment Management – As students are admitted, unified communications and tools relative to enrollment processes are provided. This provides a coordinated set of information and activities for enrollees like financial aid, billing, academic comms, etc.

Advising – Tracking student advising records in one system allows convenient scheduling and advisor records to aid in retention and ensure that students are getting a common support experience and provide input for longitudinal institutional research efforts.

Alumni Relations – Alumni records can be stored in a common database to provide development officers critical information to be able construct individual and mass communication on donation campaigns.

Faculty/Staff Engagement – In addition to students, these systems can be used on communication campaigns and services such as for HR open enrollment, etc.

Strategic Sourcing Enhancements

The USM has implemented several successful programs over the years to leverage collective buying power. MEEC is a prominent example of this, saving institutions tens of millions of dollars annually negotiating educational pricing for USM and other member institutions. Likewise, the pre-negotiated contracts offered by MEEC yield countless hours of staff time savings by leveraging terms and conditions that are pre-set and adhere to USM Procurement Policy. MDREN is another major contributor in this area as they provide all USM institutions a robust network between which all institutions communicate. Through its membership model, MDREN provides high-speed access at significantly reduced cost than third-party providers and has now begun to offer other value-added services to its members relative to campus network security and access. In addition, the USM Office has successfully negotiated several contracts for selected groupings of willing institutions for IT Security hardware and maintenance, multi-factor authentication tools and an industry leading security training platform. These contracts have not only saved hundreds of thousands of dollars, they have also helped bring standardization to USM's IT landscape, which creates opportunities for sharing of expertise and support resources.

Building on the concept of standardization and leveraged buying, the USM Office is working with CIOs to create a technology architecture baseline and develop a program to leverage all of the aforementioned initiatives into a systemic strategic sourcing initiative. The goal is to measurably reduce the time spent on one-off purchases of goods and services and increase the opportunity for savings as we begin to emerge from a period of significant financial pressure. Similarly, the greater the standardization of technology, the more opportunity for communities of practice to develop and support each other across the system in various technology disciplines (e.g. network security, adaptive courseware, data warehousing, etc.)

Student Experience and Enrollment Related Activities

To help keep enrollment at expected levels and try to maximize the value of education for all students, USM institutions are collaborating on various initiatives. Notable examples include:

Learning Analytics – UMBC and UMGC are collaborating on improvements to USM’s learning analytics platform known as HelioCampus. Frostburg State has also adopted Helio for its analytics platform and several other institutions are considering adoption. Improvements being made will enhance data reported and analyzed related to student activities to improve teaching and learning outcomes.


ARTSYS – The USM Office has been coordinating with all USM institutions and the state’s other higher education stakeholders to determine the best strategy for enhancing Maryland’s Articulation System (ARTSYS), which supports students engaging in Maryland’s robust transfer programs. At its core ARTSYS provides information to potential transfer students regarding how courses taken at their current institution will be recorded at another institution. The new ARTSYS will be a cloud-based system, which will integrate directly with all institutions’ student information systems, which will eliminate redundancy and data translation efforts, which are intensive in the current ARTSYS. Likewise, end users will be able to create a profile in the new ARTSYS, which allows them to save their transcript information and more easily do multi-institution searches for articulation data. This is a major functionality improvement that improves the transfer student experience.




USM OnTrack – With funding from UMGC’s Cares Act allocation, the USM Office is developing programs geared to faculty at all USM institutions adapting to new learning outcomes expectations and also enhancing the ability to deliver instruction in a changing educational environment. While some of these initiatives are direct responses to the limitations brought about by the pandemic, traditional higher education is facing new disruptive competition forcing more agile adaptation to learners’ changing demographic profile and needs.

Micro-credentialing – Several USM institutions are collaborating with the USM Office to develop additive credentials for students, which increase their marketability upon graduation. Bowie State, Frostburg State, Towson, UMES, UMGC and UMBC are all collaborating with Greater Washington Partnership’s Capital CoLAB, which is a partnership of academia and regional business representation to develop micro-curricula and credentials that show evidence that recent graduates from participating institutions have proficiency or skills identified as critical by regional industry.

Budget Estimates for Stated Initiatives

Following is a high-level estimate of cost over the duration of the implementation for the major collaborative initiatives described earlier. Similarly, the impact on institution staff time and resources is estimated in the chart below. Projects highlighted in gray are based on best information available, as detailed project planning has yet to produce a more precise estimate.

Major Project Name	Duration (Yrs)	Estimated Cost	Staffing Impact
Consortium of 6	7-8	\$\$\$	
Strategic Partnership Act	4-5	\$\$	
USM Data Privacy Act	4	\$\$	
Towson System Modernization	4	\$\$\$	
UMCP System Modernization	6	\$\$\$\$	
Constituent Relationship Mgmt	2-3	\$\$	
Strategic Sourcing	1-2	\$	
Student Experience Initiatives	4-5	\$\$	

Estimated Cost		Staffing Impact	
\$	< \$10		Minimal Impact on Staff Time
\$\$	\$10M-\$50M		Significant Impact to Multiple Units Time
\$\$\$	\$50M-\$100M		Campus-wide Impact on Staff Time
\$\$\$\$	>\$100M		

Assumptions

Following are assumptions that if held true, will help enable delivery of these collaborative projects on-time and on-budget while achieving their stated goals:

- All institutions remain committed to pursuing enhanced “system-ness” where benefits can be achieved equally in fulfilling their individual mission and that of the USM.
- Current and future funding sources for collaborative initiatives remain stable
- Projects will deploy effective change management programs to keep stakeholders engaged and informed
- Individual institutions’ priorities will not significantly change due to internal or external forces
- Collaborative efforts support the overall mission and effective/efficient operation of each institution

Risks

Following are major risks that if realized, could jeopardize the successful completion of the project:

- **Funding** – With financial retrenchment happening as a result of the economic impact of COVID-19, funding for these and other significant initiatives may force some projects to be delayed or slow their implementation velocity.
- **Staff** – Projects with the magnitude of those in this plan require significant investment in staff time to accomplish successfully. In general staff have been taxed in unprecedented fashion in responding to the pandemic. Where feasible, projects have built in extra budget for staff augmentation so existing resources required can devote extra time to these strategic initiatives while having minimal impact on day-to-day operations. One other current risk related to staff is the need to physical distance. Having to begin or continue projects of this magnitude are challenging even when project members are all co-located and the communications challenges are magnified when project stakeholders are dispersed and have to interact over tele- or video-conference.
- **Change Management** – The level of operational and technology change associated with these efforts can have significant impact on staff morale and trust. In order for project stakeholders to feel invested and heard, robust change management programs must be implemented.
- **Changing priorities** – Uncertainty and disruption in traditional Higher Education were brought into sharp focus when the pandemic impacted operations in March 2020. As we emerge from this period, priorities for recovery and re-baselining may adversely impact other initiatives, planned and underway.

Conclusion

As highlighted in this report, there has been substantial and substantive investment of time and resources into collaborative efforts in support of the Board's Statement of Values and Expectations. Institutions are progressively defining value in collaborating and there are many impactful examples at large scale, illustrative of this synergy. At a tactical level, USM affinity networks (e.g. technical, financial, HR, academic affairs staffs, etc.) have evolved, particularly in response to the COVID-19 pandemic, and continue to meet regularly to resolve issues and support collective decision making. This closer collaboration has further strengthened the foundation for success of these large-scale strategic initiatives.

As these and other collaborative efforts complete over the course of the next 5-10 years, measurable success and outcomes will be achieved. This will only serve to further bring the USM closer to "system-ness" as the *next* round of collaborative endeavors will capitalize on the successes and relationships built from the current projects. Similarly, myriad other functional areas will be identified for building a collective approach as the success of the current initiatives is reported.

APPENDIX

University System of Maryland Update on Institutional Collaboration Planning Efforts November 22, 2019

Introduction

At its June 12, 2019 meeting, the BOR unanimously approved a Statement of Values and Expectations on Collaboration and Cooperative Efforts wherein USM institutions are expected to *pursue opportunities to cooperate, collaborate, and establish common solutions to business process needs*. As required by the Statement of Values and Expectations, each institution provided an update on collaboration planning activities to the USM Office. Specifically, institutions were asked to provide information in three areas:

1. Top priorities and initiatives that may or may not support pursuing collaboration efforts
2. Plans for achieving current top priorities and initiatives
3. Collaboration planning status

The following is a high-level summary of all responses.

Overview of current priorities

All USM campuses are engaged in many significant activities to address priorities relative to areas including strategic goals, risk mitigation and academic and operational excellence. Many campuses cited similar priorities relative to increasing enrollment, improving processes and technology particularly around budget planning and student experience, and funding/managing growth in new facilities to support enhanced programs. Many of the individual campus priorities provide areas for new exploration into ways in which institutions could partner either in small groups or systemwide. Several partnerships are already in process.

Collaborative partnerships in process

Partnerships and collaborations of note:

- University of Maryland College Park and Baltimore under the auspice of the MPower Strategic Partnership Act, developed a strategic plan for consolidating process, technology and data for many administrative functions. To date, technology collaboration has occurred which allows administrators and researchers at both institutions to log in with their home university credentials through one portal to access the shared Kuali Research Pre-Award System. UMCP and UMB share the same instance of this grants management system, which went live in 2018. Also, both institutions are pursuing leveraged contracts for systems needed by both including buying and implementing the same job market pricing comparison tool for the hiring function. In process are leveraged contracts for multifunction copiers/printers and potentially joint HR ERP contracting.

November 22, 2019

- A Consortium of 6 USM institutions has been developing over the course of several years and has begun to formalize. Leaders from Frostburg State, Bowie State, University of Baltimore, Coppin State, Salisbury and UM Eastern Shore have been meeting several times monthly, often facilitated by USM Office leadership, since June. Discussions have revolved around developing expectations for the partnership, breadth and depth of scope, governance and proper resourcing and timing for moving forward individually and collectively. Towson University has led discussions on key business process frameworks and standards based best practices. They have offered to establish a governance structure to facilitate information sharing and collaboration between participating USM institutions including sharing of interfaces, Chart of Accounts structure, integrations and conversions developed throughout the project. A team of three dedicated project resources will be procured to by the USM Office and will continue to evolve the program. Also, a readiness assessment and roadmap engagement will soon begin to identify how each institution is aligned and what steps need to be taken by each and collectively to achieve desired outcomes of shared process, data and technology.
- BPower - University of Baltimore and Coppin State University, along with BCCC, have created the B-Power initiative to enable Baltimore City K-12 students to more easily pursue higher education. Both UB and Coppin have college readiness and dual enrollment programs in place to prepare Baltimore City youth to continue their education after high school. This Baltimore educational partnership is creating a pipeline of leaders to help further enhance the city's current culture and is evolving into a workforce development model for other urban areas to emulate.

Expected Outcomes for USM Collaboration Efforts

In an effort to help define a vision for what the Board of Regents intends by issuing the Statement of Values and Expectations, a set of high-level expected outcomes were identified by USM leadership. Below are those expected outcomes and the remainder of the summary report which discusses collaboration efforts at each institution through that lens.

Expected Outcomes for USM Collaboration Efforts:

Present-2020

- Each institution clearly positioned on a lifecycle roadmap
- Institutions aligned on plans for technology and process collaboration
- Governance structure working and roles clearly defined

2021-2022

- Data needs and models converged on USM standards
- Clusters of schools have developed common processes

2023-2028

- 3-4 shared instances of ERP (Finance, HR) technology system-wide
- Agreement on collaborative Student Information System strategy
- Comprehensive data available to answer emergent and strategic needs
- Shared services are in place
- Technology and data available anywhere on any device
 - Underlying infrastructure in place (e.g. network, security, identity management, etc.)

Progress on short term (Present – 2020) expected outcomes

A continual cycle of improvement and collaboration has been developed and will be the basis for development of campus collaboration planning and roadmap reports due in May to the Board of Regents. The USM Office is also developing governance models for discussion across the USM, to develop decision making bodies to direct collaboration efforts long term.

University	Summary of Collaboration Planning Efforts (as of December 2019)
Bowie State	<ul style="list-style-type: none"> - Campuses all part of Consortium of 6 - Currently engaged in planning and readiness assessment collectively - Collaboratively defining governance structure and process - UMES involved in UMCP's ERP selection process as they are currently supported by UMCP's ERP systems and are evaluating this relationship as a continued option
Coppin State	
Frostburg State	
Salisbury	
University of Baltimore	
UM Eastern Shore	
Towson	<ul style="list-style-type: none"> - Recently selected cloud HR and Finance ERP solution and implementation partner - Negotiated a new Oracle contract that improves on UMB pricing with an additional 10% discount and ensured availability to all other USM institutions - Implementation underway in early 2020 - Partnering with UMB on lessons learned in implementing the same ERP tool - Worked with Consortium of 6 to evaluate opportunities for being service provider more broadly. No clear option emerged.
UM Baltimore	<ul style="list-style-type: none"> - Under SB1052, several initiatives complete or under-way with UMCP related to administrative processes and tools - Cloud financial ERP implemented on October 2, 2019 - Sharing lessons learned with Towson - UMB will incorporate the Oracle Human Capital Management (HR) application into the existing UMB Oracle platform for achieving the most cost-effective, optimal integration solution with the new Quantum (Oracle) financial system. - Selection process for HR ERP underway. Involved with UMCP

	in their selection process for HR ERP
UMBC	<ul style="list-style-type: none"> - Plan to remain with current on-premise ERP technology - Investing resources in other campus priorities
UM College Park	<ul style="list-style-type: none"> - Under SB1052, several initiatives complete or under-way with UMCP related to administrative processes and tools - Currently evaluating cloud ERP vendors for HR and Student Systems. Plan to continue to support UMES, UMCES and USM - Have offered participation in their procurement to greater USM
UMCES	<ul style="list-style-type: none"> - UMCES continues to successfully partner with the other UM's on various initiatives, which they plan on continuing as is
UM Global Campus	<ul style="list-style-type: none"> - Fully implemented cloud HR and Financial ERP Systems through AccelerEd - Recently selected new cloud Student Information System Implementation underway
USM Office	<ul style="list-style-type: none"> - Coordinating planning and assessment efforts with Consortium of 6 - Developing governance frameworks with Consortium and greater USM - Absorbing cost of providing consulting assistance to Consortium of 6 - Monthly hosting various constituent group collaboration discussions for CIOs, VP's, IT security leads and campus project managers

Progress on mid-term (2021 – 2022) expected outcomes

As institutions continue to migrate to cloud based ERP and other modern technology systems, an opportunity for converged data models emerges. This will provide improved consistency in data sharing between designated stakeholders and facilitate enhanced analytics and data-driven decision making. Likewise, as institutions begin to decide on modernizing technology, process improvement and convergence opportunities also increase.

University	Summary of Collaboration Planning Efforts (as of December 2019)
Bowie State	<ul style="list-style-type: none"> - As part of Consortium of 6 readiness assessment, business processes will be evaluated and a roadmap to converge will be created - Each campus undergoing business process evaluation in various areas, which will inform the Consortium assessment - Working with USM Office on various data consolidation initiatives (e.g. common chart of accounts, HR data, etc.)
Coppin State	
Frostburg State	
Salisbury	
University of Baltimore	
UM Eastern Shore	<ul style="list-style-type: none"> - Implementation of Budget and Planning and Financials Cloud
Towson	

	<p>will be completed for FY22 go-live</p> <ul style="list-style-type: none"> - Engaged in process evaluation and redesign in preparation for implementing new HR and Payroll Cloud product - Continues to lead in a shared service of aggregating payroll data from all Comprehensives and forwarding to State of MD Central Payroll Bureau
UM Baltimore	<ul style="list-style-type: none"> - With UMCP, developed common processes and standardized on same technology for grant management (Kuali) - Working with UMCP to find areas of commonality in both data and process, across administrative functions with several areas identified (e.g. travel administration, HR onboarding, IT functions, etc.) and are in discussion on how to converge - Underwent internal process improvement for finance function with move to cloud Financial ERP - Undergoing internal process improvement for Human Resources functions with move to cloud to HR ERP.
UMBC	<ul style="list-style-type: none"> - Purchased and implemented eProcurement System and extended contract and pricing to all USM - Currently undergoing internal campus-wide student facing process and data enhancements - Expanding internal shared services efforts providing administrative support
UM College Park	<ul style="list-style-type: none"> - With UMB, developed common processes and standardized on same technology for grant management (Kuali) - Working with UMB to find areas of commonality in both data and process, across administrative functions with several areas identified (e.g. travel administration, HR onboarding, IT functions, etc.) and are in discussion on how to converge
UMCES	<ul style="list-style-type: none"> - UMCES has been participating in the UMCP ERP evaluation process and intends to continue to have UMCP be their service provider for HR and Financial systems.
UM Global Campus	<ul style="list-style-type: none"> - Working with several campuses to implement HelioCampus, a higher-ed specific data analytics platform and service offering - HelioCampus helps normalize and coalesce various campus data sources into a format and toolset that allows campuses to make more informed decisions
USM Office	<ul style="list-style-type: none"> - USM Institutional Research and IT continue to build common data structures for ingesting campus data to create institutional profile data and for mandatory reporting - USM Office is providing the Consortium of 6, funding to perform a process readiness assessment for moving to cloud ERP as well as adjunct staff to lead process improvement efforts

Progress on long-term (2023 – 2028) expected outcomes

While some institutions have begun or even completed modernization to cloud ERP technology, several are still in process or planning for migration after other priorities are addressed. While 3-4 instances of ERP technology are possible in the foreseeable future, it is more likely that a 10-15 year window is more likely for consolidation to one instance of ERP technology that services all 12 institutions. With the first-round, migration will still bring consolidated data modeling and ability for campuses and clusters to do more with analytics and data-driven decision making. It should be noted that cloud-based ERP systems do not allow the same flexibility to customize the system to the current process. As processes converge around best practice as defined by cloud ERP technology, opportunities for efficiency through shared services become more prevalent. Likewise, cloud ERP and integrated technology are built from the beginning, with ubiquitous access by all digital devices in mind. This provides opportunities for faculty, staff and students to do their work anywhere they are.

University	Summary of Collaboration Planning Efforts (as of December 2019)
Bowie State	<ul style="list-style-type: none"> - As part of the Consortium of 6, the intent is to pursue one shared instance of cloud ERP systems (HR, Finance and possibly Student) among all 6 - Cloud ERP and integrated technologies are built to provide support for access to systems and data from traditional computing and mobile devices through any browser - Sharing one instance of the ERP technology and common processes will provide the ability for any of the 6 campuses to fulfill administrative needs for each other as needed
Coppin State	
Frostburg State	
Salisbury	
UM Eastern Shore	
University of Baltimore	<ul style="list-style-type: none"> - After completion of Financials implementation, will begin the HR Cloud implementation - Procured their Finance and HR cloud ERP using UMB's contract pricing - Continues to be a service center for aggregation payroll data to the Comprehensives - Discussions about expanding services to Consortium of 6 is ongoing
Towson	
UM Baltimore	<ul style="list-style-type: none"> - With UMCP, developed common system login capability to access the Kuali Research Pre-Award System that is shared and used by both campuses - Implemented same Financial ERP that Towson plans to and sharing lessons learned in development. Potential for additional consolidation - Various administrative procedures and technology in the evaluation stage of converging with UMCP's procedures

UMBC	<ul style="list-style-type: none"> - UMBC currently has not communicated plans to migrate to cloud ERP, collaborative data schema and processes - Various convergence options will be in place when they do - Developing internal shared service centers, the model for which could be promulgated across other USM institutions
UM College Park	<ul style="list-style-type: none"> - With UMB, developed common system login capability to access systems shared by both campuses - Potential to purchase and implement same cloud ERP vendor as UMB and Towson (Oracle for Financials and HR) - Aggregating payroll data and serving as procurement service lead for UMES, UMCES and the USM Office - Various administrative procedures and technology in the evaluation stage of converging with UMB's procedures
UMCES	<ul style="list-style-type: none"> - Continue to partner with UMs on various technology and associated systems as is currently the case
UM Global Campus	<ul style="list-style-type: none"> - AccelerEd and UMGC are in discussions with several USM schools to provide IT and process transformation services - HelioCampus desires to become the standard bearer for analytics across USM institutions
USM Office	<ul style="list-style-type: none"> - Funding an assessment that will show which processes or activities might best benefit from shared technology and services across the Consortium of 6 - Funding three consulting resources to help with project planning, assessment and change/communication management - Continuing to build and enhance USM-wide systems and services providing efficiency across the System (e.g. tuition remission, articulation system, charitable giving, campus data aggregation, common security services and leveraged contracting)

December 18, 2020 Board of Regents Meeting - Public Session Agenda

THE UNIVERSITY OF BALTIMORE

Responsibilities for Implementation of Task Force Recommendations

As of December 7, 2020

<p>Many individuals will be engaged in implementation.</p> <p>Team Leads will recommend to the President the Team Members, Support Members, and Consultative Members and Groups. In all cases, team members are to include representation from governance groups.</p> <p>Responsibilities of the Monitoring and Oversight Group are outlined in the accompanying document.</p> <p>Final decisions are the responsibility of the President.</p>
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Task Force Recommendations	Deliverable Date	Implementation Team for Each Recommendation	
		Team Leader	Team Members
1 Identity category		Murray Dalziel, Roger Hartley, Christine Spencer, Ron Weich	
1.1	Finalize and clearly state The University of Baltimore's mission and market positioning fundamentals and rigorously apply these fundamentals in all strategic and tactical decisions.	November 30, 2020	Alan Lyles, Elias Nadar, Greg Walsh, David Lingelback, Allison Jennings-Roche,
1.2	Affirm and reinforce through decisions and actions the specific and prioritized student populations that The University of Baltimore aims to serve, as outlined by President Schmoke in <i>A Pathway to The University of Baltimore's Future Success</i> . (See Appendix B)	November 30, 2020	
1.3	The University of Baltimore's identity is a regional university with high quality professional programs for serious-minded, career-oriented students, particularly working adults. In the context of this identity the university should prioritize the recruitment and education of the following populations of students:		
	a. Law, JD students, graduate students (working professionals interested in advancing their careers)		
	b. Community college transfer students with associate degrees		
	c. Other transfer students		
	d. A limited number of first-time freshmen pursuing careers in The University of Baltimore's pathways of excellence. Explore potential to admit freshmen through simultaneous enrolment at The University of Baltimore and community colleges - with a focus on The University of Baltimore's pathway programs.		
1.4	Determine and commit to the course delivery modalities and locations that are most advantageous to recruiting and retaining The University of Baltimore's targeted student populations	January 31, 2021	
1.5	Develop the business case, including the expansion of academic offerings, and a financial pro forma to inform a decision about The University of Baltimore's commitment – or not - at Shady Grove.	February 28, 2021 for business case. If approved, by April 30, 2021 for implementation plan.	
2 Enrollment Management		Roxie Shabazz	
2.1	Assign responsibility for both new student recruitment and continuing student retention to the Vice President of Enrollment Management. Clarify accountability for enrollment of each targeted student population. Empower the VP to work in partnership with academic and administrative areas to achieve enrollment goals.	Effective December 1, 2020, implement organizational changes and communicate responsibilities and expectations	Betsy Yarrison, John Chapin, Kelley Chase, Racquel Barnes, Kathea Smith, Tina DiFranco, John Lucas, Randy Wells, Ashlyn Woods, Seth Kamen, Jennifer
2.2	Determine enrollment targets for new and returning students and corresponding action plans that improve on prior period results, emphasize targeted student populations, and focus on signature programs. Enrollment targets for each student population should include the number and FTE of students. The desired academic profile and net tuition revenue expectations should be integrated with the targets. Action plans should include metrics, timelines, and accountability.	By December 1, 2020 for 2021-22 targets and plan; February 1, 2021 for initial 2022-23 targets and plan (to inform FY23 budget)	
2.3	Strengthen the nature, depth, and impact of relationships with community colleges by:		
	a. Leverage the Bob Parsons Scholarship to increase the number of new community college graduates and gain transfer student market share. These scholarships are awarded to Pell eligible full-time transfer students who have an associates degree, or who are veterans with at least 60 credits. The award covers the difference between full tuition and fees and the Pell award. Explore dual admission and simultaneous enrollment for lower division students	Ongoing	
	b. Focus on Community College of Baltimore County and Baltimore City Community College for 2021-22 and expand focus to include Anne Arundel, Carroll, Montgomery, and Harford Community Colleges in 2022-23	By February 1, 2021, establish plan with metrics and begin implementation	

December 18, 2020 Board of Regents Meeting - Public Session Agenda

THE UNIVERSITY OF BALTIMORE

Responsibilities for Implementation of Task Force Recommendations

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Task Force Recommendations	Deliverable Date	Implementation Team for Each Recommendation	
		Team Leader	Team Members
c. Explore development of new partnerships, such as 2+2 programs and dual enrollment	By April 30, 2021		
2.4 Develop and implement a plan to strengthen existing relationships of <i>The University of Baltimore</i> and create new relationships for the purpose of student recruitment. Engage multiple University offices in this initiative to connect with businesses, not-for-profit organizations, and government agencies. Leverage new State funding for the Baltimore City Scholars program and Community Development Fellows program	By April 1, 2021		
2.5 Determine the potential for <i>The University of Baltimore</i> to grow enrollment and net tuition revenue at Shady Grove and establish the academic and financial plan for implementation if deemed worthwhile	By February 1, 2021 for the assessment, enrollment plan, academic plan, and financial plan		
2.6 Realign and deploy resources within Enrollment Management to focus on <i>The University of Baltimore</i> 's stated target student populations for recruitment and retention	By December 1, 2020		
2.7 Continue the initiative begun in the enrollment management office in April 2019 with executive oversight to make sustainable, systematic improvement of enrollment processes, technology, and people	Monthly updates on the prioritized improvement plan.		

December 18, 2020 Board of Regents Meeting - Public Session Agenda

THE UNIVERSITY OF BALTIMORE

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Task Force Recommendations	Deliverable Date	Implementation Team for Each Recommendation	
		Team Leader	Team Members
3 Lower Division/Upper Divisions		Roxie Shabazz	
3.1	Retain a limited freshmen class and lower division by recruiting high performing students into one of The University of Baltimore's career-focused programs	Immediately and ongoing	Terese Thonis, Betsy Yarrison, Aaron Oldenberg, Sally Farley, Josh Kassner,
3.2	The success of the freshman program should be evaluated with an annual scorecard developed to assess the success of the academic portfolio in achieving enrollment and financial goals (See Recommendation 4.2)	By December 31, 2020 for AY 21-22 and May 1, 2021 for AY 22-23	
3.3	Develop and implement communication and public relations plan to deliver a clear and consistent message that The University of Baltimore welcomes freshmen and lower division students to both internal and external stakeholders. This plan should:		
	a. Make clear that admitting freshmen and providing a four-year option is consistent with educating adult learners and offers expanded opportunity to accommodate adult degree completers such as the military and veterans, second chance, and delayers.	By March 31, 2021 and ongoing	
	b. Articulate the benefits of retaining freshmen, particularly for internal audiences. Benefits to be highlighted might include: the ability to participate in program rankings, developing a strong connection to the university with full-time students who have a presence on campus for four years if retained, avoidance of further negative publicity and short-run depression of enrollments that would occur with elimination	Immediately and ongoing	
3.4	Develop a recruitment plan to accept freshmen into cohorts aligned with The University of Baltimore's five signature areas of excellence. Each signature area aligns with The University of Baltimore's upper-division and graduate programs (see Appendix C). The goal is a cohort of 20-25 students for each of the five signature pathways developed in conjunction with the Deans of the schools. The recruitment plan should:		
	a. Promote The University of Baltimore's undergraduate Helen P. Denit Honors program		
	b. Focus on existing accelerated bachelors/masters programs at The University of Baltimore including the early entry law program. These programs allow high-achieving students to double- count earned undergraduate credits as part of both their undergraduate degree and a corresponding graduate certificate, masters, or law program at The University of Baltimore .	Begin plan immediately with a target of January 15, 2021 and ongoing	
3.5	Develop lower-division admissions standards as follows:		
	a. Limit admission for freshmen to high performing students with minimum SAT and GPA requirements for each of the 5 cohorts.	Immediately and ongoing	
	b. Set new minimum GPA requirements to admit lower division transfers who will be accepted directly into the major. These requirements should be higher than those required for community college students with an associates degree.	Beginning with admissions process for fall 2021	
3.6	Explore potential dual enrollment option at community colleges for freshmen and sophomores not directly admissible to The University of Baltimore . The university is not well-prepared or positioned to handle developmental/remedial education needs of students. Students needing these services are better served by community colleges.	Immediately and ongoing	
4 Academic Portfolio		Catherine Andersen	
4.1	Update the Strategic Marketing and Enrollment Plan and Strategic Analysis of Academic Programs in support of Goal 1 of The University of Baltimore Strategic Plan.	By December 31, 2020 for AY 21-22 and May 1, 2021 for AY 22-23.	Dagenhart, Michael Shochet, Carol Molinari, Michele Cotton, Rajesh Mirani,
4.2	Develop an annual scorecard to measure and publish success in achieving the enrollment and financial goals of the Strategic Marketing and Enrollment Plan and Strategic Analysis of Academic Programs. The President shall report progress quarterly to the Chancellor.	By December 31, 2020 for AY 21-22 and May 1, 2021 for AY 22-23	

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THE UNIVERSITY OF BALTIMORE

Responsibilities for Implementation of Task Force Recommendations

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Task Force Recommendations	Deliverable Date	Implementation Team for Each Recommendation	
		Team Leader	Team Members
4.3 Using the scorecard in 4.2, evaluate programs across the campus and recommend the elimination of programs and associated costs. Resources should be redistributed to strengthen remaining programs. The evaluation should include an examination of market relevance.	By April 30, 2021		

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Task Force Recommendations	Deliverable Date	Implementation Team for Each Recommendation	
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5 Student Experience		Nicole Marano	
5.1	Evaluate the distinct service needs and preferences of The University of Baltimore’s targeted student populations and develop a timeline to align The University of Baltimore’s services for excellence in meeting these needs and preferences. Integrate services and processes across offices to improve the student experience.	By December 15, 2020 complete evaluation; by April 1, 2021, establish a project plan and begin implementation.	Tony Dulaney, Kate Crimmins, Terese Thonus, Rob Knowles, Nusta Ko, Frank van Vliet, Randy Wells, Sandra Uche, Mike Gosnell, Sofia Cascio, Lana Farley,
5.2	Develop documented service level standards for student interactions for all student-facing offices. Develop and deliver training to all employees and supervisors for exceptional student service and establish a schedule for ongoing training new and continuing employees and supervisors. Implement a sustainable mechanism for regular surveying of students and reporting of performance relative to service level standards along with timelines actions for corrective actions and continual improvement	By March 31, 2021	
5.3	Provide students with community engagement and partnership opportunities through an increased focus on internships and coursework involving applications in the community	Ongoing starting immediately	
5.4	Build more in-depth relationships within the business, government, and non-profit communities to ensure they are engaged with students for employment opportunities, internships and with the University for fundraising and expertise. Each college or school should have a direct liaison to coordinate with the Career and Internship Center.	Ongoing starting immediately	
5.5	Develop and implement a plan to instill throughout the campus a culture that the student experience drives all decision making at The University of Baltimore	Ongoing starting immediately	
6 Marketing and Branding		Theresa Silanskis	
6.1	Consolidate the Marketing, Branding and Public Relations functions and move reporting to the current Office of Institutional Advancement while also changing the office name to the Office of Advancement and External Relations with a focus on the University as a whole. The team will work in conjunction with PR professionals within each school to ensure a fully integrated, holistic approach for the entire campus. Consistent with other universities similar in size within the USM, this change will return to a previous reporting structure.	By November 30, 2020	Amadou Bah, Andrea Cantora, Carol Descak, Danielle Giles, Chris Hart, Jason Keller, Jennifer Keohone, Daniel Khoshkepazi, Christine Marconi, Daniel Mills, Andrea Phillipe, Dennis Pitta, Anna
6.2	Change all communications, both internal and external, to distinguish the institution’s Baltimore focus by using The University of Baltimore instead of UB or University of Baltimore which perpetuates confusion with other USM institutions.	Progress ongoing to begin immediately	
6.3	Redesign The University of Baltimore’s website to ensure that it is user friendly. The website should focus on both the student experience at The University of Baltimore as well as the community engagement, research, and impact of the university. More clearly articulating The University of Baltimore’s focus externally should help everyone understand the focus internally as well.	By March 31, 2022	
6.4	Design, fund and implement a clear marketing strategy that ensures that internal and external stakeholders that The University of Baltimore is a four-year undergraduate institution with strong graduate programs and a law school with the ability to transform lives. Fundamentals to be considered: a. Include the use of students, faculty, staff and alumni success stories. b. Focus on the MBA, MPA, MFA, and other graduate degrees to take advantage of current market interest as well as The University of Baltimore’s location. The Greater Baltimore Committee will be issuing its economic development report in 2020 which could aid in this analysis. c. Convert new student leads into students registered at The University of Baltimore with a focus on The University of Baltimore’s signature programs/pathways.	Progress ongoing to begin immediately	

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Task Force Recommendations	Deliverable Date	Implementation Team for Each Recommendation	
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6.5 Evaluate current use of marketing dollars and marketing firm to ensure that The University of Baltimore has the best possible outreach strategy and team to meet its needs. All materials should be evaluated based on The University of Baltimore being a premium brand, in a great location with a community engaged, transformative education.	By January 31, 2021		

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Task Force Recommendations		Deliverable Date	Implementation Team for Each Recommendation	
			Team Leader	Team Members
7 Financial Responsibility and Alignment		Maribeth Amyot		
7.1	Stabilize, then grow, enrollment per actions detailed as the Enrollment Management and Academic Portfolio recommendations.	Per Enrollment and Academic Portfolio sections.	Barb Aughenbaugh, Jim Campbell, Camilla Canner, Magui Cardona, Michele	
7.2	Reduce and balance the university expense budget to coincide with expected revenues and USM- required transfers and fund balance requirements.	By March 15, 2021, complete proforma budgets for FY2021 and FY2022, with specific reductions identified		
7.3	Seek support and advocacy from USM to address the historical and current State underfunding of The University of Baltimore as compared with other USM institutions and the MHEC Funding Guidelines.	Partner with USM to develop strategy in summer 2021		
7.4	Complete the pending financial and operational actions specified in A Pathway to The University of Baltimore's Future Success, issued by President Schmoke in November 2018. (See Appendix B)	Timeline: by November 30, 2020, produce a progress report and action plan with timeline for completion		
7.5	Right-size personnel, programs, and facilities for The University of Baltimore's current enrollment size and enrollment profile, to both reduce costs and align resources with The University of Baltimore's identity and student populations.	By March 15, 2021 for implementation in FY2021 and FY2022 budgets.		
	a. Reduce and align the number of faculty and staff positions.			
	b. Reduce and align academic, administrative, and service programs.			
	c. Reduce and align the physical campus footprint			
	d. Modify compensation structure if appropriate			
7.6	Gain cost and process efficiencies through operational changes in academic and non-academic areas. Evaluate and implement opportunities for partnerships, internal and external shared services, and outsourcing, particularly in administrative and service functions.	By March 15, 2021 for implementation in FY2021 and FY2022 budgets.		
7.7	Invest in initiatives consistent with the vision, direction, and recommendations outlined in this report.	By March 15, 2021 for implementation in FY2021 and		
7.8	Implement a Responsibility Centered Management (RCM) budget model University-wide.	By November 15, 2021, outline an RCM implementation plan effective July 1, 2023 provided the operating budget is balanced then.		
8 Physical Environment		Neb Sertsu		
8.1	Articulate future course delivery format (i.e. credits delivered online, hybrid, and in-person) looking forward one year (2021-22), two years (2022-23), and longer term. Tailor delivery formats to suit The University of Baltimore's targeted student populations and academic programs. This academic planning will be used to inform facility and technology decisions.	Timeline for academic planning for course delivery: by November 16, 2020 for 2021-22; by December 15, 2020 for 2022-23; by March 15, 2021 for longer term	Catherine Andersen Candace Caraco	Giovanni Vincenti, Wolf Pecher, JC Weiss, Ian Power, Karyn Schulz, Camilla Conner, Dionne Koller, Marilyn Oblak, Laura Wilson-Gentry, Ron Castanzo, Mark Jacque, Brenda Der, Laurie Harow
8.2	Evaluate the possibility of some functions being performed remotely more permanently to inform facility and technology decisions.	By December15, 2020 for 2021-22.	Sally Reed	Stacy Marriott, David Warner, Sean Hogan, Camilla Canner, Ian Power
8.3	Determine the technology requirements for excellence in the current and future teaching, learning, and operating environment.	By March 1, 2021	David Bobart	Giovanni Vincenti, Ian Power, Stacy Marriott, Karyn Schulz, David Warner, Giovanni Vincenti, Ian Power, Wolf Pecher, Sean Hogan, Karyn Schulz, Deb Stanley, JC Weiss, Camilla Canner, Ashlyn Woods, Matt Leebel, Ifey David, Shirley
8.4	Right-size the physical campus. Establish a plan and timeline to meet current and future needs while improving utilization of classrooms and other space by consolidating into fewer buildings while monetizing spaces that are vacant or not fully used.	By March 1, 2021 establish a prioritized, multi-year actionable plan with emphasis on actions to be implemented for fall 2021	Neb Sertsu Natasha Hill	

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Task Force Recommendations		Deliverable Date	Implementation Team for Each Recommendation	
			Team Leader	Team Members
8.5	Revise operations and staffing to correspond with recent changes and anticipated future changes in facilities use and technology needs to reflect possible changes in the online environment for The University of Baltimore .	By March 15, 2021, make decisions for implementation in FY2021 and FY2022 budgets	Neb Sertsu Natasha Hill	Sean Hogan, Camilla Canner, Brian Winsor, Jason Kunz, Stefanie Shaffer, Jason Campbell, Ifey David
8.6	Perform required maintenance and improve technology and facilities to meet current and future teaching, learning, service, and administrative needs in the buildings that will continue to be used. Develop and implement a capital investment plan and operational plan with timelines	By April 12, 2021 establish the plan	Neb Sertsu Natasha Hill	Wolf Pecher, Sean Hogan, David Warner, Sean Hogan, Karyn Schulz, Deb Stanley, Camilla Canner, Brian Winsor, Ifey David,
8.7	Update the physical campus and the university technology plans	By May 3, 2021	Neb Sertsu Natasha Hill	Wolf Pecher, Sean Hogan, David Warner, Stacey Marriott, JC Weiss, Karyn Schulz,



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: BOR Nominations

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 18, 2020

SUMMARY: The Bylaws, Policies and Procedures of the Board of Regents designates the December meeting of the Board as the election meeting at which time the officers of the Board are elected. Article II, Section 2, requires that “the officers of the Board shall be elected at the election meeting of the Board by the majority vote of the members of the Board participating in and eligible to vote at such election meeting. They shall hold offices commencing January 1 and continuing until their successors are elected at the next election meeting and take office on the January 1 following such election.”

Regent Neall has been charged with coordinating the nomination process. All Regents were sent the following query:

1. If you are an officer, do you wish to continue in the office that you hold?
2. If you are not an officer, are you interested in serving as an officer? Please indicate which office.

Each currently serving officer expressed interest in continuing to serve in their existing position. Two Regents, not serving as officers, expressed interest in serving if there were open seats.

The following slate of officers for 2021 is being presented for vote by the full Board of Regents:

Board Officers

- Board Chair – Linda Gooden
- Vice Chair – Barry Gossett
- Treasurer – Gary Attman
- Assistant Treasurer – Bill Wood
- Secretary – Michelle Gourdine
- Assistant Secretary – Robert Rauch

ALTERNATIVE(S): 1) Any Regent may nominate another for any of the officer positions.
2) The Board could reject the slate and request the committee to submit an alternative slate.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: N/A

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2022 BOR Committee Assignments

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 18, 2020

SUMMARY: The Bylaws, Policies and Procedures of the Board of Regents designates the December meeting of the Board as the election meeting at which time the officers of the Board are elected. Article X, Section 2, states “Appointment of Standing Committee Members, Chairpersons, and Vice Chairpersons. Subject to the provisions of Section 6 of this Article, the Chairperson of the Board, at the election meeting of the Board or as soon thereafter as practicable, shall, after consulting with the members of the Board, appoint members to each of the Standing Committees for the coming year.”

The following standing committee chairs have been identified for FY 2022:

- Committee on Advancement Chair – Barry Gossett and Geoff Gonella
- Committee on Audit Chair – Ellen Fish
- Committee on Economic Development and Technology Commercialization Chair – Isiah Leggett
- Committee on Education Policy and Student Life Chair – Michelle Gourdine
- Committee on Finance Chair – Gary Attman
- Committee on Governance and Compensation Chair – Robert Rauch
- Committee on Intercollegiate Athletics Co-Chairs – Barry Gossett and Geoff Gonella

ALTERNATIVE(S): Information item.

FISCAL IMPACT: Information item.

CHANCELLOR’S RECOMMENDATION: Information item.

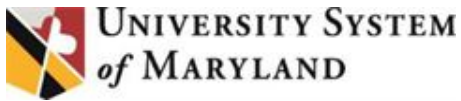
COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**TOPIC:** Update of USM's IT Security Environment**COMMITTEE:** Audit Committee**DATE OF COMMITTEE MEETING:** December 18, 2020**SUMMARY:**

Since the start of the pandemic early this year, the Audit Committee has been receiving regular reports from USM management regarding IT security risks related to the increased teleworking environment and other emerging risks, such as ransomware. These reports have included various and multi-layered programs, policies and systems that protect our USM institution's technology, information systems and data. The following is an overview of some of the activities and programs that are in place. Please note that detailed descriptions of our IT security environment are deliberately withheld from this discussion in order to keep this environment safe.

- Each USM institution has in place professional IT Security departments.
- Facilitated by USM Office staff, institutional Chief Information Security Officers (IT Security Council) meet monthly to share input, best practices and tools to protect current and emerging risks. This group facilitates implementation of these best practices and incorporates them into system wide policies. They have also collaborated several System-wide purchases of security hardware and software.
- At their monthly meetings, USM Chief Information Officers discuss issues coming from the IT Security Council to stay ahead of continual and emerging security risks.
- Training programs are in place to assure the USM community at large is made aware of the expectations in maintaining a secure IT environment.
- USM's IT security is a heavily audited environment, which include audits by USM's internal and external auditors and the State's Office of Legislative Audits.
- USM institutions are required to secure their networks and hardware per established security standards.

These are just some of the baseline activities that USM and all constituent institutions employ to keep our systems and data safe. While no system is 100% protected, USM's strategy is to put in place high standards toward keeping IT environment as safe as possible.

FISCAL IMPACT: none**CHANCELLOR'S RECOMMENDATION:** none

COMMITTEE ACTION: none

DATE:

BOARD ACTION: none

DATE:

SUBMITTED BY: David Mosca



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 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



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: December 18, 2020
Time: Approximately 10:30 a.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) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [] To consider the investment of public funds.
- (6) [] To consider the marketing of public securities.
- (7) [] To consult with counsel to obtain legal advice on a legal matter.
- (8) [] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING

PAGE TWO

- (10) [] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
- (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) [] To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) [] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) [X] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
- (i) security assessments or deployments relating to information resources technology;
 - (ii) network security information, including information that is:
 1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;
 2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or
 3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or
 - (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

- [X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meeting with President Hrabowski as part of his performance review;
2. The acquisition of real property in Salisbury;
3. The awarding of new contracts for janitorial services, and life and long-term disability insurance;
4. IT security matters that pose vulnerabilities;
5. Calendar year 2020 internal audit plan of activity;
6. The development of the proposed FY 2022 Operating Budget submission and potential adjustments to the submission;
7. Discussion regarding specific senior administrator appointment letters;
8. Consideration of a specific individual's appointment; and
9. Consideration of a naming request at a USM institution.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel information regarding a specific employee's performance evaluation (§3-305(b)(1));
2. To maintain confidentiality of a discussion of a potential property acquisition prior to BOR approval (§3-305(b)(3));
3. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of the new contracts (§3-305(b)(14));
4. To maintain confidentiality of a discussion regarding vulnerabilities in USM's IT infrastructure where public discussion would constitute a risk to security of IT infrastructure and information resources. (§3-305(b)(15));
5. To carry out an administrative function: discussion of calendar year 2020 audit plan and proposed calendar year 2021 audit plan of activity by the USM Office of Internal Audit (§ 3-103(a)(1)(i));
6. To maintain the confidentiality (pursuant to executive privilege) of the proposed operating budget prior to the Governor's submission to legislature (§3-305(b)(13));
7. To maintain confidentiality of personnel information regarding specific employee appointments (§3-305(b)(1)); and
8. To maintain confidentiality of personnel and personal information concerning individuals who are proposed to have a building or program named after them at USM institutions (§3-305(b)(1) and (2)).