



**BOARD OF REGENTS
Video Conference
University System of Maryland**

February 19, 2021

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order

Chair Gooden

Educational Forum: *Ethics: Conflict of Interest*

Katherine Thompson
Assistant General Counsel
State Ethics Commission

Chancellor's Report

Chancellor Perman

I. Report of Councils

- a. Council of University System Staff
- b. Council of University System Presidents
- c. University System of Maryland Student Council
- d. Council of University System Faculty

Dr. Shishineh
Dr. Breaux
Ms. Rappeport
Dr. Brunn

PUBLIC COMMENT

2. Consent Agenda

Chair Gooden

- a. Committee on Advancement
 - i. Approval of meeting minutes from October 8, 2020 Public Session Special Meeting (action)
 - ii. Approval of meeting minutes from February 3, 2021 Public and Closed Sessions Special Meeting (action)
- b. Committee on Audit
 - i. Approval of meeting minutes from December 14, 2020 Public and Closed Sessions (action)
- c. Committee of the Whole
 - i. Approval of meeting minutes from December 18, 2020 Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from January 13, 2021 Public and Closed Sessions Special Board Meeting (action)
- d. Committee on Education Policy and Student Life

- i. [Approval of meeting minutes from January 12, 2021 Public and Closed Sessions \(action\)](#)
 - ii. [New Academic Program Proposals \(action\)](#)
 - 1. [University of Maryland, Baltimore: MS in Health Professions Education](#)
 - 2. [University of Maryland, College Park: BS in Mechatronics](#)
 - 3. [University of Maryland Eastern Shore: BS in Sport Management](#)
 - iii. [Results of Periodic \(7-Year\) Review of Academic Programs \(information\)](#)
 - iv. [Report: Workload of the USM Faculty – Academic Year 2019-2020 \(information\)](#)
 - v. [Report on Extramural Funding – FY 2020 \(information\)](#)
 - e. [Committee on Economic Development and Technology Commercialization](#)
 - i. [Approval of meeting minutes from February 4, 2021 Public Session \(action\)](#)
 - f. [Committee on Governance and Compensation](#)
 - i. [Approval of meeting minutes from February 4, 2021 Public and Closed Sessions \(action\)](#)
 - g. [Committee on Finance](#)
 - i. [Approval of meeting minutes from February 4, 2021 Public Session \(action\)](#)
 - ii. [FY 2020 Audited Financial Statements and USM Financial Planning \(information\)](#)
 - iii. [University System of Maryland: Review of Capital Improvement Projects \(information\)](#)
 - iv. [University System of Maryland: Report on FY 2020 Procurement Contracts \(information\)](#)
3. [Review of Items Removed from Consent Agenda](#)
4. [Committee Reports](#)
- a. [Committee on Finance](#) Regent Attman
 - i. [FY 2020 Effectiveness and Efficiency Results \(information\)](#)
 - ii. [University System of Maryland: FY 2022 Operating Budget Update \(information\)](#)
 - b. [Committee of the Whole](#)
 - i. [2021 Series A and B Bond Sale \(information\)](#) Regent Attman
 - ii. [USM Public Health Challenge \(information\)](#) Chancellor Perman
5. [Reconvene to Closed Session \(action\)](#) Chair Gooden

Maryland's Public Ethics Law



Board of Regents

February 19, 2021





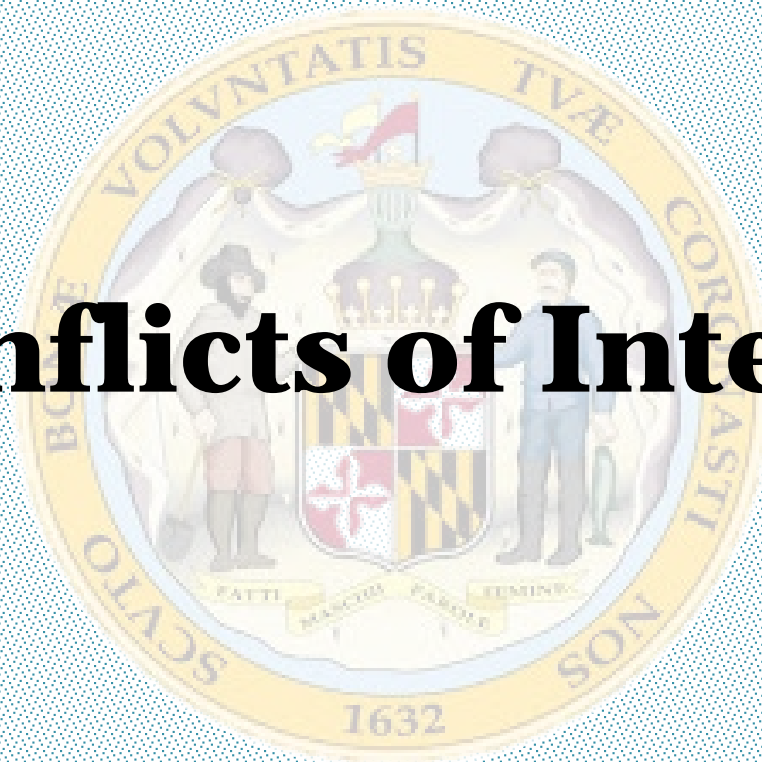
What Is The Purpose Of The Law?



- Helps board members and employees avoid improper influence and appearance of improper influence
- Assures citizens of the impartiality and independent judgment of board members and employees
- Requires board members and employees to disclose financial affairs and to meet minimum standards of ethical conduct

Maryland's Public Ethics Law

Conflicts of Interest





What if...



...the Board is voting on the continued contract between the University System of Maryland and the University of Maryland Medical System? Both your sister-in-law and your daughter work for UMMS hospitals.

Can you participate?



Participation



The **Public Ethics Law** prohibits participation in matters by board members or employees:

- where the board member or employee, or certain relatives of the board member or employee (spouse, parent, child, brother, sister), have a specific interest
- matters involving business entities in which the board member or employee, or certain relatives of the board member or employee, have employment, contractual, creditor, or potential employment relationships



What if...



...in the previous scenario, your daughter is employed by UMMS, but as a student intern as a part of her nursing program?

*Now, can you
participate?*



Participation



Exceptions allowed if:

- Conflict is disclosed and:
 - (1) disqualification would leave body with less than quorum (applies to Board members only);
 - (2) disqualified individual required to act by law; or
 - (3) disqualified individual only one authorized to act.
- Permitted by State Ethics Commission regulation



What if...



...your company was named the prime contractor for the construction of a new student union building at Towson University.

Do you see a problem here?



Employment/Financial Interest



Absent an exception, a board member or employee may not be *employed by*, or have a *financial interest* in:

- an entity regulated by the board
- an entity that is negotiating or has entered a contract with the board, or...





Employment



- ...hold any other employment that would impair impartiality and independent judgment



Financial Interests



The Law defines financial interest as:

- Ownership of more than 3% of a business entity by board member or employee **or spouse of board member or employee**
- Ownership of securities that represent more than 3% of a business entity by board member or employee **or spouse of board member or employee**
- Ownership of an interest resulting in board member or employee having received in past 3 years, is currently receiving or will receive more than \$1,000 per year.



Two Exceptions



- If the statute governing the board requires appointment of persons regulated by the board
- If the member holds the employment or financial interest *when appointed*, and the employment or financial interest is publicly disclosed to the appointing authority, the State Ethics Commission and if applicable, the Senate

APPOINTEE EXEMPTION DISCLOSURE FORM

PART 1:	
NAME:	
ADDRESS:	
BOARD/COMMISSION NAME:	
PART 2:	
Please Check Item(s):	Exemption Requested: <input type="checkbox"/> No (If no, check box and skip to Part 3, Signature)
	<input type="checkbox"/> Yes (If yes, check box and complete rest of Part 2 and 3)
I request exemption for: <input type="checkbox"/> Financial Interest <input type="checkbox"/> Employment	
Financial Interest	Employment
Name of Entity where the financial interest exists:	Employment to be Exempted:
Address of Entity:	Your Position/Job Title:
Interest to be Exempted:	
Current Value: <input type="checkbox"/> Under \$1,000 <input type="checkbox"/> \$1,000-\$5,000	
<input type="checkbox"/> \$5,000-\$10,000 <input type="checkbox"/> \$10,000 or More	
Explain below why you believe you may have financial interests or an employment situation that, in the absence of an exemption, will conflict with your service on the board or commission for which appointment is being considered. You may wish to contact the State Ethics Commission for information or advice at 410-260-7770.	
PART 3:	
Appointee:	Signature: _____ Date: _____

Mail the completed form to the Appointing Authority. For appointments made by the Governor:
 Governor's Appointments Office
 State House
 Annapolis, MD 21401

Form #5





What if...



...you own a construction company. You participated in the development of a proposal for funding of major dormitory renovations on various campuses. You leave the Board in order to bid on the projects.

Can you do so?

Post-Employment Restrictions



Former board member or employee may not assist or represent outside entities or persons for compensation:

- In a case, contract or specific matter
- If the former board member or employee significantly participated in the matter in his/her State position



What if...



... the CEO of a company that does business with various USM institutions, who happens to be a friend, invites you to be his guest in his box at the Stadium to watch a Ravens game.

Can you accept the ticket and enjoy the food and drink?



What if...



...you are invited to lunch by a lobbyist who lobbies on higher education issues.

Can you accept and allow the lobbyist to pay?

Can you accept a logo jacket offered to you by the lobbyist?



Gifts



Prohibitions Generally

- No solicitation
- No unsolicited gifts from 1) vendors, 2) regulated entities, 3) lobbyists, or 4) those with financial interests that may be uniquely affected by recipient

Key Exceptions

- Nominal = \$20 or less
- Meals/beverages in the presence of the donor
- Reasonable food, lodging, and travel for participation at a speaking engagement



What if...



...your best friend's son has applied as an undergraduate at College Park. Your friend asks you to put in a good word for his son with the officials doing the hiring.

Can you do so?



Prestige of Office



Prohibitions Generally

- No use of office for board member's or employee's private gain
- No use of office for private gain of another

Covers both using the influence of one's office and using State resources





Prestige of Office



Effective October 1, 2017, the following types of actions are specifically prohibited:

- Influencing, except as part of the official duties of the board member or employee, the award of a State or local contract to a specific person;
- Directly or indirectly initiating a solicitation for a person to retain the compensated services of a particular regulated lobbyist;
- Using public resources or title to solicit a political contribution.





What if...



...the Board has been considering, in closed session, authorizing an RFP to purchase certain education software for university-wide use. This information has not yet been made public. You want to inform your brother-in-law who owns a company you expect will be interested in bidding.

Should you do so?



Confidential Information



Cannot disclose or use confidential information acquired by reason of one's position and not available to the public:

- **For personal economic benefit, or**
- **For the economic benefit of another**

Maryland's Public Ethics Law



Financial Disclosure



Who Files and When?



- New board members must submit an initial filing within 30 days of assuming their positions
 - After the initial filing, a financial disclosure statement must be filed annually no later than April 30th
 - Departing board members must file a financial disclosure termination statement within 60 days of their departure, covering the period that elapsed since their previous filing
- ***Effective October 1, 2017 filing must be done electronically**





Can the Public Access Financial Disclosure Statements?



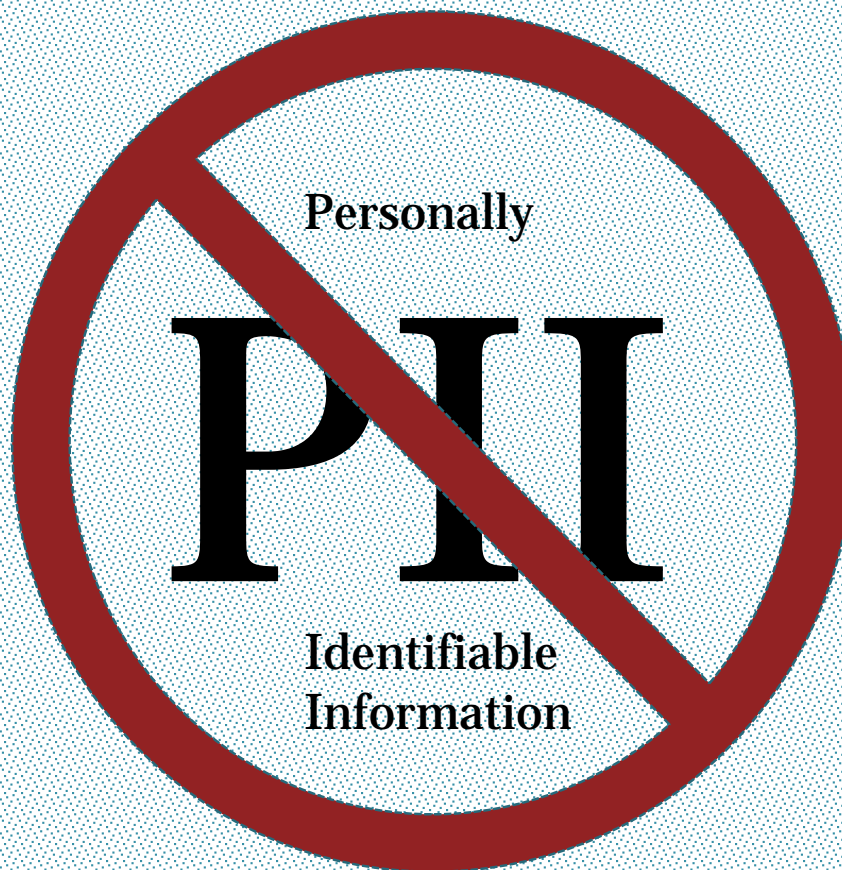
- **YES!**
(Note HB879 – not home address as of 01/01/19)
- **Statements must be available for public inspection and copying**
(Note: HB879 – On Internet for State Official, candidate, Cabinet Secretary as of 01/01/19)



Precautions You Can Take Regarding Your Financial Disclosure Statement



Request to
be notified
if someone
reviews
your file



If you attach
documents to
your disclosure
statement,
redact personal
information on
end-of-year
statements
(SSN, account
#, etc.)



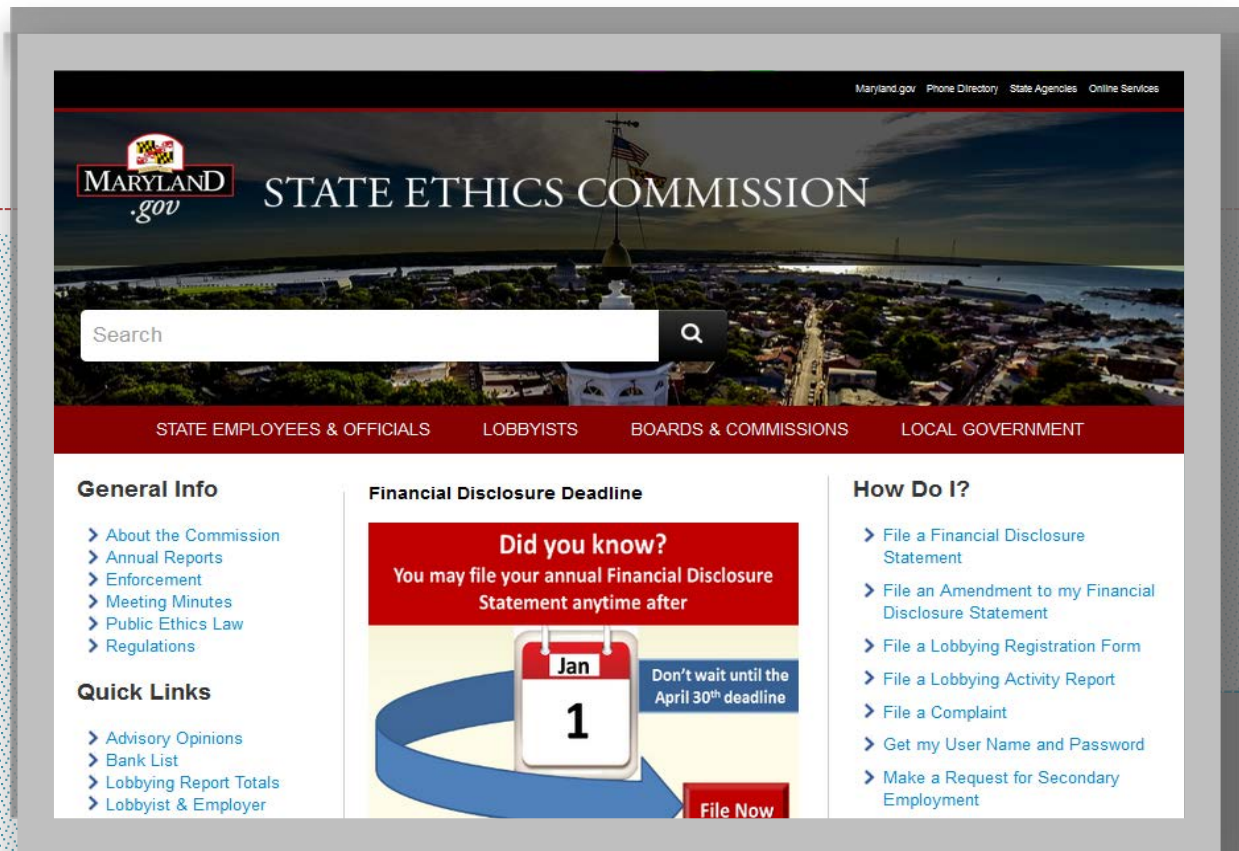
Maryland State Ethics Commission

Maryland's Public Ethics Law



Available Resources





Where do I go for Advice?

A graphic of a smartphone with a large white 'X' over it, indicating that there is no app.

There is no PUBLIC ETHICS App.

Contact the
State Ethics
Commission

45 Calvert Street, 3rd Floor

Annapolis, MD 21401

(410) 260-7770

(410) 260-7746 (Fax)

<http://ethics.maryland.gov>



Report to the USM Board of Regents

Chancellor Jay A. Perman

February 19, 2021

Thank you, Chair Gooden. My thanks as well to Katherine Thompson for that important and timely presentation on conflicts of interest.

As Chair Gooden noted, it was one year ago—at the February 2020 board meeting—that I first spoke to you all as USM chancellor. And I want to begin this meeting as I began *that* one, with some words of genuine gratitude. There is no group I'd rather have alongside me in times of challenge. Your dedication, vision, and hard work have been essential to our success.

And make no mistake, we *have* been successful. Throughout this pandemic, the USM has remained open and operating. Our students are learning; our research is saving lives; our service is strengthening communities. We're delivering on our promise to remain a public good in Maryland.

GROWTH IN ACADEMIC PROGRAMS AND CAMPUS FACILITIES

Helping us keep that promise is the significant growth we've seen on our campuses—growth in our physical infrastructure and in our academic programs.

Towson University's (TU) new Science Complex—now the largest academic building on TU's campus—opened earlier this month. With 50 teaching laboratories, 30 research laboratories, 50 classrooms, eight lecture halls, 10 collaborative student spaces, an outdoor classroom leading to the Glen Arboretum, a rooftop greenhouse complex, a new planetarium, and an observatory ... it is a *transformational* facility that will support TU's nationally recognized STEM programming.

At Bowie State University, LAIKA—the Oscar-nominated and Golden Globe-winning animation studio—is building the nation's *first* stop-motion animation studio at an HBCU. The company says it considers the program a means to growing diversity in the animation industry's career pipeline. Bowie has also launched a data analytics concentration for business administration students; the discipline is essential for driving data-informed decision-making in every field.

At the University of Maryland, College Park (UMCP), students in the College of Behavioral and Social Sciences now have a new campus home for planning their futures, with the opening of the Joel and Kim Feller Center for Advising and Career Planning.

The University of Maryland Eastern Shore (UMES) is adding Digital Media Studies to its undergraduate majors beginning this fall. Additionally, technology giant Apple has enlisted UMES as a Community Center for Coding and Creativity, meaning the institution will expand its curriculum to provide instruction in programming languages for Apple's X-code platform.

Just this week, the University of Maryland Center for Environmental Science (UMCES) launched its first professional certificate program in Environmental Management for Sustainability, which is hosted on the edX platform.

Two new degree programs at the Universities at Shady Grove (USG) will launch this fall: From Salisbury University, a BFA in Graphic Design, which features a concentration in digital design; and from UMCP's A. James Clark School of Engineering, a BS in Biocomputational Engineering, which trains students in the fundamentals of engineering and life sciences with a focus on computational methods and data science.

And Coppin State University will launch two new science-based master's programs this fall: an MS in Applied Molecular Biology and Biochemistry and an MS in Polymer and Materials Science.

PARTNERSHIPS, PHILANTHROPY, AND ECONOMIC IMPACT

USM institutions were also tremendously successful in forging new partnerships, attracting external funding and philanthropy, and strengthening the USM's economic impact.

The University of Maryland School of Nursing at the University of Maryland, Baltimore (UMB) has received a commitment of nearly \$14 million from Bill and Joanne Conway. This gift—the School of Nursing's largest financial gift to date—will create an additional 345 Conway Scholarships (for a total of 830 scholarships) across all degree programs. The scholarships cover in-state tuition, fees, and (at the undergraduate level) books. The gift also includes \$1 million to support renovation of the nursing building at USG.

At UMES, the School of Agriculture and Natural Sciences has received \$2.25 million in scholarship funding from the USDA's National Institute of Food and Agriculture. The award is designed to address the national shortfall in trained graduates filling positions in food, agriculture, and renewable natural resources.

The National Science Foundation (NSF) awarded \$1 million to Towson University to continue its expansion of STEM access. The funding will support 14 four-year scholarships for graduating seniors from Baltimore-area high schools and 18 two-year scholarships for students transferring from Harford and Howard community colleges. It will also expand undergraduate research opportunities for sophomore and junior math majors.

A \$1.5 million gift from the Robert Wood Johnson Foundation to the UMCP School of Public Health will support efforts to prepare a new generation of public health leaders to confront emerging challenges, including pandemics, systemic racism, and the climate crisis.

And as part of an innovative program to support HBCUs across the country, Diageo North America has donated \$250,000 to establish a permanent endowed scholarship fund at Bowie State. The fund will support talented students, develop future leaders, and help shape a more equitable society.

EXCELLENCE AND LEADERSHIP

Excellence and leadership, which have come to define USM institutions and their people, can also be found in abundance.

Two UMCES scientists have been named 2021–22 Fulbright Scholars. Associate Professor Lora Harris will use her award to work in Finland on questions of estuarine ecology. Meanwhile, PhD candidate Christina Goethel will use her award to support postdoctoral research and teaching in Iceland. As UMCES President Peter Goodwin noted, having *two* Fulbright Scholars this year is a testament to the impact of the center's work.

The Fulbright honors don't stop with UMCES. UMCP was named a Top Producer of Fulbright scholars, with six awards. And the USM has three Top Producers of Fulbright *students*: UMCP, with 16 awards; UMBC, with 11; and Salisbury, with six. I know many students were unable to travel due to the pandemic, but the Fulbright is, of course, one of academia's preeminent honors, and I congratulate all the recipients.

In another impressive recognition, Dr. Kathleen Neuzil, director of the Center for Vaccine Development and Global Health at UMB's School of Medicine, was named co-Marylander of the Year for 2020 by *The Baltimore Sun*. As you know, the center led the clinical trials for both FDA-approved COVID vaccines, and Dr. Neuzil co-led the NIH network tasked with confirming safety and efficacy of vaccines developed under the country's Operation Warp Speed initiative.

Speaking of *The Baltimore Sun*, as part of its celebration of Black History Month, the *Sun* reached out to some of the region's leading thinkers to discuss Baltimore's future. As you'd imagine, University of Baltimore (UB) President (and former Baltimore mayor) Kurt Schmoke was among those asked to share their views. And, as you'd *also* imagine, he made a compelling case for thoughtful optimism. Also at UB, three students from the College of Public Affairs have been selected for the 2021 Maryland Legislative Fellows Program, which immerses graduate students in the legislative process as they work alongside nonpartisan staff in the Department of Legislative Services.

The Washington Post ran a compelling profile of University of Maryland Global Campus (UMGC) President Gregory Fowler, talking with him about the future of UMGC and of online education

writ large. The piece also highlighted the worldwide impact of UMGC and its leadership in the online space. As if on cue, a few days later, a corporate collaboration between UMGC and Amazon Web Services was announced, one that offers students a combination of paid immersive learning and on-the-job training with Amazon. And earlier this month, UMGC established a partnership with ManTech, a leading technology contractor for the U.S. government, providing employees no-cost access to UMGC's master's degree program in data analytics.

Two USM institutions were featured in two separate items in *Forbes*. The magazine named Coppin's psychology program one of the nation's best in terms of quality and affordability. And UMB was ranked 13th overall among *Forbes'* Best Large Employers, and 3rd among the nation's colleges and universities.

All three of the USM's regional higher education centers—USG, the University System of Maryland at Southern Maryland, and the University System of Maryland at Hagerstown—were featured in a *Maryland Matters* opinion piece jointly authored by the three executive directors. The op-ed outlined the pivotal role regional centers will play in higher education's "new normal."

Switching from print to video coverage, a local NBC news story on surging enrollment at HBCUs—vis-à-vis an enrollment decline at traditionally White universities—featured Bowie State, noting that the school, Maryland's first HBCU, has its second-highest enrollment in history.

At Frostburg State University (FSU), engineering student Briá Johnson participated in the U.S. Department of Energy's (DOE) prestigious Mickey Leland Energy Fellowship program, where her research on corrosion- and heat-resistant nickel-base alloy was supervised by top scientists at the DOE. Also at FSU, Bachelor of Fine Arts student Will Baxter won an international design contest, beating out several hundred submissions from around the globe, and received an exclusive two-year deal with the Illustration Room, an Australia-based design company.

UMBC's newest undergraduate degree, a BS in Translational Life Science Technology, received the inaugural BioBuzz Workforce Champion of the Year award for its contributions to enhancing the regional biotech workforce.

Salisbury University has been named an AmeriCorps School of National Service and will provide in-state tuition, deferred admission, and recognition of AmeriCorps status in the admissions process for all AmeriCorps members and alumni.

And, in a remarkably consistent show of excellence and leadership, the USM can boast its *third consecutive U.S. surgeon general*. President Biden has tapped Towson University alumna Susan Orsega as acting surgeon general. She succeeds UMBC's Jerome Adams, who, in turn, succeeded acting Surgeon General Sylvia Trent-Adams, an alumna of both UMBC and UMB.

OUTREACH AND COMMUNITY SERVICE

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

Dr. Charlotte Wood, Helene Fuld School of Nursing professor at Coppin, has been appointed to Maryland's COVID Vaccine Technical Advisory Group.

UMB has partnered with the University of Maryland Medical System to establish a vaccination clinic in the university's Campus Center, where students from UMB's schools of pharmacy and nursing have joined hospital employees in administering doses of the Pfizer and Moderna vaccines.

UMCP is honoring campus trailblazers and communities that have been historically overlooked. The new Johnson-Whittle Hall will honor Elaine Johnson Coates, the first African American woman to graduate from UMCP with an undergraduate degree, and Hiram Whittle, the first African American man to be admitted to the university. Pyon-Chen Hall will pay tribute to Pyon Su, the first Korean student to receive a degree from any American university, and Chunjen Constant Chen, the first Chinese student to enroll at what is now UMCP.

UMCP is also joining with the Jordan McNair Foundation to honor the life and legacy of Mr. McNair through a series of initiatives focused on student-athlete health and safety.

FSU is proposing to transform Frostburg's City Hall into a Science Education Center designed to serve school-age children from Maryland, Pennsylvania, and West Virginia; provide a resource for regional science teachers; and serve as a learning and teaching site for FSU College of Education students.

And I commend UMBC, named the state's *top contributor* to the 2020 Maryland Charity Campaign. UMBC faculty and staff gave nearly \$250,000 to the campaign that supports nonprofits across the state—the highest amount among all state agencies and among all USM institutions.

USM INITIATIVES

Before turning to our FY22 budget outlook, let me quickly update you on a couple of systemwide initiatives.

The USM's Maryland Momentum Fund has added another investment: \$500,000 in educational technology company Voxy EnGen, a language learning platform that helps immigrants and refugees acquire the language skills they need for workplace success and civic engagement.

Fulfilling its mission to support ventures launched by the USM's faculty, staff, students, alumni, and affiliated research park tenants, the Momentum Fund is now invested in 19 companies. And our \$6.9 million total investment is matched 6:1 with \$43 million from co-investors.

Turning to the USM's vision for the future, I'm pleased to share that our strategic planning process is now fully underway. The board's Strategic Planning Work Group—chaired by Regent Gonella and working closely with Huron Consulting—will gather input from the USM community and an expansive set of external stakeholders in the development of what will be an inclusive and forward-leaning plan. I'll keep you updated as the work progresses.

And, finally, I've gotten through a good bit of my remarks without once mentioning COVID testing, monitoring, isolation, or quarantine. I'd simply like to say that our spring semester is going well so far. Our rigorous disease prevention and containment protocols have resulted in very low positivity rates systemwide. As of the start of this week, all campuses are under 1 percent positivity, which is well below their county averages. I thank everyone for their vigilance, their compliance, and their hard, hard work.

USM BUDGET OUTLOOK

Earlier this month, I testified before the General Assembly on Gov. Hogan's proposed FY22 budget for the USM. As you know, the past 12 months have featured a steady stream of bad news on the budget front. At the end of FY20, between revenue lost from cancelations and housing and fee refunds, and costs associated with new safety protocols and online learning, the USM took a budget hit of \$173 million. And that was just the beginning. In FY21, our revenue losses deepened and our costs climbed, leaving us with a \$542 million budget hole. That's a two-year shortfall of \$715 million.

As you also know, we've taken aggressive steps to address this shortfall. We implemented a near-freeze on new hires, eliminated more than 500 vacant positions (full- and part-time), cut discretionary spending, enacted temporary salary reductions, and deferred construction and facilities maintenance. In addition, we drew down our fund balance by \$184 million.

But, of course, many of these are one-time—unsustainable—actions. And given this bleak budget picture, any significant cuts in the governor's FY22 proposal would have moved us from a difficult position to a devastating one.

And so I'm relieved—even happy—that the governor's proposal of \$1.4 billion in state support next year is only a 0.5 percent decrease from our FY21 *adjusted* budget. And even with this reduction, we'll be able to limit our tuition increase next year to 2 percent for in-state undergraduates. I've had some really good discussions with members of the General Assembly this session, and I hope that budget number will hold.

The bottom line is that this budget proposal demonstrates—at a time of enormous fiscal pain—Maryland's abiding commitment to higher education. My leadership team and I are working with each of the institutions to generate support for this budget. And, of course, I ask all of you to voice your *own* support as you talk with policymakers, colleagues, and associates.

THE POWER OF SYSTEMNESS

Let me close with one final observation. My testimony earlier this month before the House and Senate subcommittees was actually my second time this session formally addressing members of the General Assembly.

The day before, on the floor of the Maryland Senate, the University of Maryland Strategic Partnership—the *MPower* initiative between UMB and UMCP—was recognized for reaching a significant milestone. The NSF has officially linked UMB and UMCP as one research enterprise. And with \$1.1 billion in R&D expenditures, that single enterprise—the University of Maryland—now ranks 8th among the nation’s public research universities and 14th overall. Maryland now joins a handful of elite states with more than one university conducting at least \$1 billion in R&D every year. (The second university is, of course, the nation’s No. 1 research institution, Johns Hopkins University.)

This is a remarkable accomplishment—won by the talent and energy of our faculty, and the power of their ideas; won by the leadership of Presidents Bruce Jarrell and Darryll Pines, former President Wallace Loh, and Vice President for Research Laurie Locascio; won by the vision of the late Senate President Emeritus Mike Miller, his successor, Senate President Bill Ferguson, and their legislative colleagues.

But it was won, too, by our commitment to systemness. The very idea behind systemness is that by leveraging the strength of our USM institutions, we can create impact greater than the sum of our parts. And that’s what we’re doing with *MPower*, with our regional higher education centers, with the COVID Research and Innovation Task Force, and with a host of exciting cross-institutional initiatives.

But we can do more of this. We can join our assets and expertise in a way that benefits our students, our citizens, and our communities; in a way that strengthens our institutions, our system, and our state; in a way that enlarges what we can accomplish, individually and together. I look forward to exploring with the presidents the opportunities we have before us.

I’ll end by acknowledging that the concept of systemness was behind a COVID vaccine campaign I undertook with our 12 USM presidents. Together, we pledged to get vaccinated when we’re eligible. It’s a sign of our trust in the vaccine *science*—and the vaccine *scientists*. It’s a sign of our commitment to protect public health. We put this pledge on video, and I’d like to show it to you now.

Madam Chair, this concludes my report. I’m happy to respond to questions.

###

COUNCIL OF UNIVERSITY SYSTEM STAFF



Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

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

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

**University of Maryland,
Baltimore**
220 N Arch St
Baltimore, MD 21201

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

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

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

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

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

**University System of
Maryland Office**
3300 Metzert Rd
Adelphi, MD 20783

Council of University System Staff (CUSS) Report

Board of Regents Meeting

February 19, 2021

This report serves as an update on the activities of the Council of University System Staff (CUSS) since the last report to the Board in December 2020. CUSS has only hosted one meeting in this time (January 2021). However, the Council has spent a lot of time preparing for and implementing a virtual Advocacy Day, held on Wednesday, February 17, 2021. Updates from the January meeting and Advocacy Day can be found below.

January CUSS Meeting

The January Council meeting was held virtually but would have been held at UMGC if we were meeting in person. As such, the Council was excited to hear from the new President of UMGC, Dr. Fowler, who virtually joined the group to kick off the meeting and introduce himself while also sharing some information about UMGC and his plans as he assumes his new role. The Council also had the chance to meet in committee during the January meeting. A few updates from committees are as follows:

- Benefits & Compensation Committee: met with partners from the USM Women's Form to discuss potential areas of collaboration including looking at some questions around tuition remission fees as well as Employee Assistance Programs at each campus.
- BoR Staff Awards & Recognition Committee: received 38 nominations from 11 institutions and Shady Grove for Board of Regents Staff Awards for the 2020-2021 cycle. This is the same number of packets received during the 2019-2020 cycle. The committee begins their review process on Monday, February 15th.

Joint Councils Advocacy Day

Every year, the three Councils host an annual Advocacy Day in February to advocate on behalf of the USM budget. Due to the pandemic, this event was hosted virtually this year. The Councils and members of the USM Women's Forum were greeted by Chancellor Perman and Patrick Hogan from the USM and then members from each Council engaged in individual meetings with several delegates and senators. The Councils were also able to send out a video and a handout highlighting the many accomplishments of the USM this past year. Overall, even with being virtual, Advocacy Day was a successful event.

The next virtual meeting of the Council will be held in on Tuesday, March 23, 2021 and hosted by Coppin State University. We look forward to meeting with President Jenkins for the first time as he greets the Council during our March meeting. Please do not hesitate to contact me directly (lailams@umbc.edu) if you have any questions, suggestions, or concerns.

Respectfully submitted,

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



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS

February 19, 2021

The Council of University System Presidents (CUSP) continues to convene weekly to address issues related to the COVID-19 pandemic in addition to other systemwide matters. Since its December report to the Board, CUSP met on the following dates: December 21, January 6, January 11, January 15, January 20, January 25, February 1, and February 10. The report below highlights the content of our CUSP meetings, weekly meetings on COVID-19, and Chancellor's Council meetings.

The spring semester at each of the universities began last month. In many respects, the spring term reflects the thoughtful and cautious planning taken in the fall to keep our students and staff safe. While academic offerings continue to be offered remotely to a large extent, several universities have brought back students—some in slightly increased numbers than in the fall semester. Prior to the semester, CUSP focused its attention on testing protocols. We considered more frequent testing, including the use of antigen testing, at the behest of the chancellor. Subsequently, the universities have committed to increased testing utilizing approaches best suited for their respective campus.

As the State's vaccination efforts were ramping up, CUSP discussed how the institutions could support this effort. The presidents voiced their support for vaccine advocacy and encouraging their campuses to get the vaccine. Additionally, the presidents and chancellor participated in a short video explaining why members of our communities should get vaccinated. Additionally, CUSP discussed the implication of the COVID-19 vaccination tiers and their effect on the individuals working on our campuses. In many respects, USM staff and faculty are on the front line working directly with student in residence halls, food services, and in the classroom and thus should be included in the strata for front line employees.

CUSP is starting to think ahead to the fall 2021 semester, and with the growing reality of widespread inoculation, several campuses have communicated with faculty about teaching modalities as we aim to resume pre-pandemic levels of in-person teaching and learning.

In addition to pandemic-related matters, CUSP discussed campus safety matters following the January 6, 2021, insurrection at the United States Capitol and the safety advisories issued thereafter and extending beyond inauguration. The presidents agreed to convene university policy and security leaders from across the USM to prepare.

In addition to receiving legislative updates on legislations that impact the USM, CUSP discussed the Maryland Collaborative to Reduce College Drinking and Related Problems and potential legislation coming during this General Assembly session. Several campuses are active with the collaborative and support its efforts.

The Presidents met with the USM Regents Marketing and Branding Task Force to provide the task force with input on USM's branding and marketing strategies in order to better position the system and its institutions moving forward.



USM Student Council Report for the USM Board of Regents

February 19, 2021

With the advent of the new year, the USM Student Council has met twice and has shifted focus to primarily committee work and legislative advocacy efforts. Our group operates from a center of care for our student and university communities during the prolonged time of crisis and opportunity. We are continually awed by the dedication of the student leaders across the system and are excited by the progress developing in areas of mental health, affordability/access to higher ed, online academics, response to the pandemic, DEI and betterment of conditions for specific student populations (i.e. student athletes via support for the Jordan McNair bill.)

In this vein, we would like to report that the USMSC has a process to establish by majority institution vote the means to formalize and act upon USMSC stances. Since the last Board of Regents meeting, the USMSC has voted to officially support the following bills in the Maryland General Assembly. For each of the below, USMSC was able to provide written and/or oral testimony and to participate when applicable in press/press conferences to demonstrate support.

The Jordan McNair Safe and Fair Play Act

The Student and Military Voter Empowerment Act

The Textbook Tax Relief Act

The USMSC is in current voting process for an additional 5-6 bills which we will be able to provide more detail and updates on next month.

The focus of the USM Student Council since the last Board of Regents meeting has been to help our primary areas (government relations, mental health, student fees, DEI, student affairs) gain momentum through cross-institutional membership and plans of action. Members of the USMSC leadership team are present for the Chancellor and student meet ups which have become a cherished collaboration. Moreover, USMSC collaborative work with CUSF, CUSS and USM central persists as well with the joint work and promotion of USM Advocacy day earlier this week.

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



USM Student Council Report for the USM Board of Regents

February 19, 2021

the USMSC for inputs into the post-secondary plan process. In addition, the MHEC Student Advisory Chair and I plan to attend each group's open meeting to further bridge efforts and understanding.

Of note, the USMSC as a whole wishes 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. We wish to thank all of the representatives on the USM counseling center directors group for meeting with USMSC members on important issues related to mental health. Also, a large thank you to new UMGC President Greg Fowler for joining our February meeting for a robust conversation on online and hybrid learning during the pandemic and beyond.

With Respect and Appreciation,

Annie Rappeport
2020-2021 USMSC President



COUNCIL of UNIVERSITY SYSTEM FACULTY

Board of Regents Report

February 19, 2021 Meeting

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

1. Ed Policy Committee

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

The **Academic Integrity subcommittee** will present a final “talking points” draft proposal to the general body for approval at the February 26th Meeting. Assuming the draft is approved by the general council, the *talking points* draft will be presented by the CUSF chair to all shared governance councils, Provosts, and Presidents for review and comment beginning in March.

The **IPE subcommittee** is preparing a presentation to CUSF with Kirwan Center’s Dr. Bishop on the current IPE pilot badging effort related to the nursing programs and its implications for all faculty curriculum. This would occur in the April Meeting.

2. Faculty Concerns Committee

Subcommittees:

The **technological subcommittee** met with USM CIO Michael Eismeier and with the university CIO’s on the issues of privacy on February 12th. A summary of the meeting import is as follows:

- While the experience varies from campus to campus, everyone who spoke indicated that faculty for the most part is being provided with an extensive array of resources to support teaching and working from home. That generally includes laptops for faculty members who request them, access to a VPN or remote desktop environment, and cloud storage. One campus used CARES Act funding to do a computer refresh and provided additional laptops to faculty who needed them. Another distributed on-campus equipment to faculty who needed laptops at home.
- However, adjunct faculty were identified as one group that requires additional attention. Most of the CIOs indicated that on their campus, adjuncts are not provided with computer equipment or some of the other resources that are available to regular faculty. The did indicate that some VPN resources could be available to adjuncts, but it was very inconsistent as to what they are.
- While every campus looks somewhat different in how it has responded to the Covid-

19 emergency, the CIOs generally agree that it is time to move to a long-term strategy that attempts to normalize the faculty experience throughout the system. One person suggested that, as we emerge from the pandemic, a set of policies and procedures should be developed for faculty regarding use of university equipment software. It was noted that Duo multifactor authentication has already been successfully implemented across the system. It appears that more effort is still needed with respect to web conferencing and online teaching technologies, however. One CIO mentioned that when we moved to telework and online teaching last March, they learned that several faculty members had purchased their own Zoom licenses, which caused real concern on the part of IT. Someone observed that faculty do not have authority to sign contracts on behalf of the university, which means that they cannot purchase their own “university” software license.

- The CUSF Committee members shared CUSF’s faculty concerns about privacy issues. Frankly, the CIOs seemed to be surprised and confused by faculty. The reports that faculty are not given access to school resources from computers to VPN connections, possibly using personal phones to do sensitive research communications, camera usage for classrooms, recording tools etc. was a great surprise. The CIOs are concerned that there has been a significant breakdown in communication and that faculty are unaware of the resources and support that is available to them. This is causing a sense of frustration on both sides.
- The CIOs agreed that there seems to be pockets of misinformation across the institutions which are creating this sense of lack of support. As a result there were suggestions, and it seems they were in agreement, that it is time to start revising and/or setting a new set of ground rules to clearly communicate to faculty what each institution provides in terms of support, equipment, and software for instructional purposes; as well as to what they do not provide and/or will not be responsible for in terms of institutional support.
- [Based on the conversations at this meeting, the committee has agreed their next step \(running a set of refined questions by Provosts and CIOs\) is critical in this process and will hopefully provide us with a more comprehensive understanding of the issues we are examining given that many of them relate to decisions taken by Academic Affairs in consultation with IT.](#)

The committee has a meeting scheduled with Michael Eismeier and CIO Robert Bruchalski from the Maryland Judiciary on February 25th. Mr. Eismeier is working to build his meetings with the state and Mr. Bruchalski to include CUSF issues. *By way of an editorial comment, the connection with the Judiciary CIO should also bring a strongly needed legal perspective to the conversation.*

The committee has decided to table the faculty concerns around online intellectual property issues until next year. The two groups of issues, privacy and intellectual property, are both quite complex and time would be best spent on the privacy area first. The committee will be presenting a white paper on the topics at the end of the academic year.

Comments on Committee Research of Interest:

Initial nationwide research done by the committee members on privacy issues like recording classes and requiring cameras during online classes and exams, as well as whether camera usage has started in earnest. Starting research has revealed that there is little agreement nationwide. Some schools have taken the position that cameras cannot be required (e.g., Penn State), while others do not see it as a problem. There does seem to be agreement that recording classes is not a FERPA issue, so long as the recordings are only for use by the students in the class and are not circulated to others.

Preliminary, research on the question about migrating faculty email to Gmail and whether that presents any privacy issues, particularly where a faculty member may be doing sensitive research for the government or outside industry are suggestive. Google was sued a few years ago for allegedly scanning emails of faculty and students for advertising purposes. This related to its Google Apps for Education program, which is distinct from regular Google Apps (free email). The case settled, but the committee did find a blog post where Google apparently acknowledged that it had been scanning university emails for advertising purposes, but it promised that it would not do so again. More recently (January 2021, I believe), Google was apparently sued by the State of New Mexico for violating the Children's Online Privacy Protection Act (COPPA). The complaint alleges that Google has amassed a huge amount of information about students' online activities and their physical locations, even though it represented to students and educators that there were no privacy concerns with its education products. An answer has not been filed yet, so how Google will respond to these allegations is not known at this time.

Further research is ongoing and an attempt to present a white paper to the Regents at the end of the school year is being considered. However, the scope of the research on all these issues and those postponed for next year likely will put submission of the white paper into the 2021-2022 CUSF work year.

The **structural inequality subcommittee** held a panel discussion with the Vice Presidents' of Diversity and Inclusion from UMGC Dr. Blair Hayes, TU Dr. Leah Cox, and UMD's Dr. Georgina Dodge at our January 19th meeting. The recording of the panel discussion is currently being edited and a link to view the discussion will be provided in the next report should the Regents wish to view same. The topics included a definition of structural racism, how it is present on our campuses, what faculty can do with subtle forms or micro aggressions (e.g. building names, curriculum references), what is appropriate diversity on campus, and how can it be achieved.

The committee's next step is to extend the conversation with either a webinar panel discussion or a virtual town hall meeting open to all the schools, being led by experts, for everyone to ask questions in April or May of this year.

The committee is also working on a white paper with recommendations for ways of improving things on our campuses for the end of the year. However, depending on the scope of the discussion of the webinar or town hall meeting the white paper may be continued into next year's work.

Finally, after initial research and avid debate the committee voted to change the name from structural racism to structural inequalities. They felt the former name to be too narrow a charge in scope.

The **Covid-19 ad hoc subcommittee** prepared a survey that they sent out to faculty and other shared governance groups to determine what the academy feels to be the most important current issues to be addressed related to COVID 19. I attach the link here so that you might see the topics being discussed. [COVID ISSUE SURVEY](#). The results of the survey are going to be presented to the presented at the February meeting and a follow up white paper will be submitted to the full committee in May.

3. Rule and Membership Committee

Discussion on whether to change our traditional meeting from always all face to face to online only or a hybrid. Motions and voting will take place at the February meeting. Election procedures will be reviewed at the upcoming meeting. They are planned for March Nominations and April voting.

4. 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. CUSF is collecting examples to present to the representatives of outstanding faculty who went above and beyond to help our students handle the effects of COVID 19.

Respectfully submitted,
Elizabeth K. Brunn, Ms.Ed, J.D.
Council of University System Faculty Chair



**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Via video conference
October 8, 2020**

DRAFT

MINUTES: Public Session

A special meeting of the Board of Regents Committee on Advancement was held via video conference October 8, 2020 at 11:00 a.m. In attendance were Regents Barry Gossett, Linda Gooden, Louis Pope, Geoff Gonella, James Holzapfel and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Tim McDonough, Vice Chancellor for Communications; Mike Lurie, Media Relations and Web Manager, and Gina Hossick, Executive Assistant to Leonard Raley.

Chairman Gossett called the meeting to order at 11:05 a.m.

Proposed revisions to the USM BOR VI-4.00 – Policy on the Naming of Facilities and Programs (action)

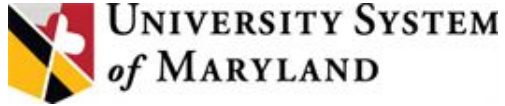
The committee discussed an action item to approve proposed revisions to the University System of Maryland's naming policy. The proposed revisions contain four main changes: 1) it requires increased due diligence for new naming requests. The intent of this change is to reduce the need for name removals in the future; 2) the proposed revisions add more detail to the section on removal of a name, making it clear that a request must be submitted by the president of the requesting institution and that the institution has been deliberative and transparent in considering the request; 3) the proposed revisions adds an appendix that provides guidelines for institutions that may need to consider a removal request. This appendix serves as a reference point for the institutions and helps ensure that they have undergone a rigorous process that aligns with Board policy. And finally, 4) the proposed revisions require that all institutions develop their own naming policy that will address naming's not covered in the Board of Regents policy (such as classrooms, labs, etc.).

Regent Gossett suggested a few minor edits to the draft document that will be incorporated into the final draft that goes before the full Board of Regents. The committee agreed to add a research funding threshold in Section II.B.1. – this change provides more clarity to identify the institutions that must meet a 15% minimum gift threshold for best consideration of naming requests. *(After research by staff, this research funding threshold was set at \$60 million per year.)*

The Committee on Advancement voted to recommend approval of the revised policy to the full Board of Regents. Regent Gossett abstained, since his philanthropy is recognized through a named facility on the UMD campus. The motion was moved by Regent Pope, seconded by Regent Gooden, and unanimously approved.

Motion to Adjourn

Regent Gossett called for a motion to adjourn. The motion was moved by Regent Pope, seconded by Regent Gooden, and unanimously approved. Regent Gossett adjourned the meeting at 11:40 am.



**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference and conference call
February 3, 2021**

DRAFT Minutes of the Public Session

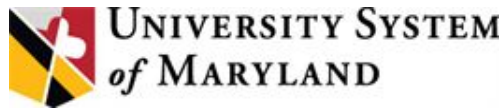
A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on February 3, 2021 at 4:00 pm. In attendance were Regents Barry Gossett, Linda Gooden, Louis Pope, Geoff Gonella, James Holzapfel, D'Ana Johnson, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Vice Chancellor Tim McDonough; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, Baltimore: Jim Hughes, Interim Chief Philanthropy Officer; Donald Tobin, Dean and Professor for the Carey School of Law; and Shara Boonshaft, Sr. Director of Philanthropy. From the University of Maryland, Baltimore County: Greg Simmons, Vice President of Institutional Advancement.

Chairman Gossett called the meeting to order at 4:02 p.m.

Convene to closed session

Chancellor Perman read the Convene to Close Statement. Regent Gossett moved recommendation, seconded by Regent Pope and unanimously approved.

The public meeting was adjourned at 4:05.



**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Video Conference
February 3, 2021**

DRAFT Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on February 3, 2021 at 4:00 pm. In attendance were Regents Barry Gossett, Linda Gooden, Louis Pope, Geoff Gonella, James Holzapfel, D'Ana Johnson, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Vice Chancellor Tim McDonough; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, Baltimore: Jim Hughes, Interim Chief Philanthropy Officer; Donald Tobin, Dean and Professor for the Carey School of Law; and Shara Boonshaft, Sr. Director of Philanthropy. From the University of Maryland, Baltimore County: Greg Simmons, Vice President of Institutional Advancement.

Chairman Gossett called the meeting to order at 4:08 pm

Naming request from the University of Maryland, Baltimore (action)

1. The Chacón Center for Immigrant Justice at the University of Maryland Francis King Carey School of Law

Representation from UMB included Jim Hughes, Interim Chief Philanthropy Officer; Donald Tobin, Dean and Professor for the Carey School of Law; and Shara Boonshaft, Sr. Director of Philanthropy. Dean Tobin spoke about how the \$5 million gift would support four endowed funds and a current use fund, including a new law clinic to focus on immigration and criminal law matters, as well as endowed scholarship support for students. Marco and Debra Chacón's personal and professional lives embody UMB's mission – to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service. The gift represents the largest gift to the Carey Law School. *NOTE: UMBC Vice President Greg Simmons did not participate in this agenda item.*

Regent Gossett moved recommendation, seconded by Regent Pope and unanimously approved.

Naming request from the University of Maryland, Baltimore County (action)

2. Rename the UMBC Event Center to The Chesapeake Employers' Insurance Arena

UMBC Vice president Greg Simmons joined the meeting to discuss the renaming of the UMBC Event Center. Since its opening in 2018, UMBC has sought a high-quality external partner to invest in the naming rights of the Event Center. After three years of discussion, planning and negotiations, UMBC and the Chesapeake Employer's Insurance Company have engaged in a \$5 million, 15-year agreement. The partnership establishes a platform to engage in student internship, hiring initiatives and applied research projects. The money will allow for scholarships for students with need-based aid, as well as a partnership with the Career Center. *NOTE: UMB Jim Hughes, Interim Chief Philanthropy Officer; Donald Tobin, Dean and Professor for the Carey School of Law; and Shara Boonshaft, Sr. Director of Philanthropy did not participate in this agenda item.*

Regent Gossett moved recommendation, seconded by Regent Pope and unanimously approved.

Motion to Adjourn

Regent Gossett called for a motion to adjourn. The motion was moved by Regent Pope, seconded by Regent Holzapfel, and unanimously approved. Regent Gossett adjourned the meeting at 4:19 pm.



**BOARD OF REGENTS
COMMITTEE ON AUDIT**

DRAFT - Minutes from Open Session
December 14, 2020

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

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (*ex-officio*), Mr. Gossett, Mr. Pope, Ms. Edwards, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Ms. Ames, Mr. Brown, Ms. Denson, Mr. Eismeier, Mr. Gonzalez, Mr. Hayes (phone), Ms. Herbst, Mr. Kamsu, Mr. Lurie, Mr. McDonough, Mr. Mauriello, Mr. Mosca, Mr. Page, Mr. Venturella, Ms. White, and Ms. Wilkerson; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman and Mr. Gauthier.

The following agenda items were discussed:

1. Information & Discussion – USM Internal Audit's Information Technology, Construction, and Fraud Auditors

USM's Director of Internal Audit introduced the Internal Audit's information technology audit manager and team members, construction audit manager, fraud audit manager, and executive administrative assistant to the Audit Committee.

2. Information & Discussion – Financial Dashboard Indicators

USM's Controller presented FY 2020 financial dashboard indicators, which provided insights into each USM institution's financial strength. The dashboard also provided a comparison of each institution's performance to the prior year's results.

3. Information and Discussion - USM Audited Financial Statements

USM's independent auditor presented FY 2020 financial statements, which included an unmodified (unqualified) opinion. The independent auditor noted:

- No material weaknesses in internal controls were discovered;
- No instances of fraud were discovered as a result of their audit procedures;
- The auditor received full cooperation from management.

The independent auditor had no management recommendations for the Audit Committee.

The independent auditor conveyed the results of their agreed-upon procedures which tested enrollment information provided to the Maryland Higher Education Commission (MHEC).

These procedures provided a statistically reliable conclusion [90% confidence interval] that the enrollment information reported to MHEC was accurate.

4. Information – Completed Office of Legislative Audit Activity

UMS's Director of Internal Audit reported that, since the October 30, 2020 audit committee meeting, the Office of Legislative Audit has not issued any reports for the University System of Maryland.

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

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

6. Reconvene to Closed Session

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.

[Moved by Mr. Pope, seconded by Mr. Wood; unanimously approved.]

The closed session commenced at approximately 11:41 a.m.



**BOARD OF REGENTS
COMMITTEE ON AUDIT**

DRAFT - Minutes from Closed Session
December 14, 2020

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Pope, seconded by Mr. Wood and unanimously approved.] The closed session commenced at 11:41 a.m. This meeting was conducted via videoconference.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden, Mr. Gossett, Mr. Pope, Ms. Edwards, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. Mosca, Mr. Page, Ms. White, and Ms. Wilkerson; Office of the Attorney General -- Ms. Langrill; and CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman and Mr. Gauthier.

The following agenda items were discussed:

1. The Assistant Vice Chancellor for IT and Interim CIO of the University System of Maryland provided an update of USM's IT Security Environment. (§3-305(b)(10)).
2. USM's Director of Internal Audit presented the proposed Internal Audit Plan of Activity for Calendar Year 2021. The Committee approved the plan [Moved by Mr. Gossett, seconded by Mr. Pope and unanimously approved]. (§3-103(a)(1)(i)).
3. USM's Director of Internal Audit provided an update of engagement additions, cancellations and completions to Internal Audit's Audit Plan of Activity for Calendar Year 2020. (§3-103(a)(1)(i)).
4. USM's Director of Internal Audit provided a status update of reported criminal allegations received by Internal Audit. (§3-305(b)(12)).
5. USM's Director of Internal Audit provided an update on Office of Legislative Audit activity currently in process. (§3-305(b)(13)).
6. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 12:11 p.m.



DRAFT

University System of Maryland Board of Regents
Via Zoom
December 18, 2020 Public 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, December 18, 2020 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Pope, Rauch, Sansom, Schulz, and Wood; Presidents Anderson, Breaux, Goodwin, Hrabowski, 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: *COVID-Related Learning Gap: The Higher Education Pipeline*. Dr. Jing Liu, Assistant Professor in Education Policy at the University of Maryland, College Park, discussed the impact the COVID-19 spring school closures would have on student learning to include building closures, inequalities in digital access, absenteeism, low morale, etc. He also addressed societal impacts that affected individuals' physical and mental health, racial disparities, as well as the financial impact on struggling families and a struggling economy. Dr. Liu, in an effort to address all issues, also looked at items that could not be accounted for in the projections that were made, namely, the effectiveness of remote learning, trauma due to various aspects of COVID, budget cuts, family support, etc. His concluding thoughts acknowledged that COVID is likely to continue to impact all aspects of schooling throughout 2020-2021 and addressed the need for immediate action to support those students who have fallen behind. Access to the full report is at https://www.usmd.edu/regents/agendas/20201218_FullBoard_PublicSession.pdf.

Chancellor's Report. Chancellor Perman added his thanks to that of Chair Gooden to Dr. Jing Liu for his presentation on *COVID-Related Learning Gap: The Higher Education Pipeline*. He stated that Dr. Liu's presentation is a stark reminder that the pandemic will continue to challenge us well into the future and that its impact will reach far beyond our health. Chancellor Perman extended a heartfelt welcome to Dr. Gregory Fowler as the newly appointed president of the University of Maryland Global Campus (UMGC). In that same vein, he thanked Regent Malhotra and members of the search committee for the stellar work on the presidential search, Dr. Larry Leak for his service as interim president, and Javier Miyares for his eight years leading UMGCC to enormous success. Chancellor Perman noted that Dr. Fowler is the sixth USM leader he has welcomed during his first year as chancellor. Next, Chancellor Perman acknowledged the many accomplishments at the various universities since the last board meeting, giving notable mention to the transformative gifts from philanthropist MacKenzie Scott

to both Bowie State University (BSU) (\$25 million) and the University of Maryland Eastern Shore (UMES) (\$20 million).

Chancellor Perman acknowledged that two COVID vaccines have secured FDA approval; however, there are several more difficult months ahead, as COVID cases and deaths spike. Therefore, he cautioned that we must continue our fight to end this virus and keep our people safe.

Kudos were given to University of Maryland, Baltimore County alumna Dr. Kizzmekia Corbet and her colleague Dr. Barney Graham who led the team of scientists at NIAID who helped develop the Moderna vaccine. Additionally, he made mention of University of Maryland, Baltimore (UMB) president, Dr. Jarrell, marking his first day by taking part in the vaccine trial to demonstrate his confidence in the vaccine and set an example for those who might be skeptical. 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. 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.

The Chancellor mentioned that both UMB and Towson University nursing schools allowed their students early exit in order to join the workforce in an effort to battle COVID. He also stated that the University System of Maryland (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. He is also a member of the steering committee that is focused on establishing a regional pandemic response, preparedness, and biodefense strategy that will address existing and emerging public health threats.

Chancellor Perman referenced the lessons learned document from the last board meeting, stating that the COVID project managers on each campus are synthesizing the changes they will make next spring based on how they did this fall—the biggest issue will be testing. He mentioned that an investigation into a rapid-return test that would allow for more frequent testing and easier capture of a positive result through the infection cycle is in progress.

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.

Chancellor Perman closed out his report by stating that we have another difficult semester in front of us. But with a vaccine in mass distribution by late spring or early summer, he is optimistic for a fall that looks closer to what we know. He said we cannot let all the progress made in access and innovation languish once on-campus instruction once again becomes the norm. Instead, we should strive to integrate our strategies, platforms, and resources for both

on-campus and online learning. That is the key to emerging from this crisis stronger, more agile, and more resilient.

I. Council Reports

- a. Council of University System Presidents (CUSP). President Breaux presented the report, stating that faculty were well-prepared for remote teaching during the fall semester. Students adapted to the “new normal” but were challenged by increased demands on their time, new learning formats, and access to technology to name a few. She also indicated that the strategies employed to reduce density in residence halls and set aside facilities for quarantining and isolating students were effective. They will continue to assess this model for the spring and refine housing operations as needed. A significant amount of attention was dedicated to cleaning protocols, along with clear communication in order to keep the campus community informed of decisions, reminders, and other pertinent information. President Breaux made note of the fact that the positivity rates on USM campuses remained lower than the surrounding communities, which was attributed to diligent monitoring, screening, social distancing, mask enforcement, and testing activities. The campuses conducted surveillance testing throughout the semester, and comprehensive testing post-Labor Day and before Thanksgiving break with a goal of ensuring students were not heading home with the virus. The collaboration of the universities with their local health departments was invaluable in the contact tracing process. Lastly, President Breaux stated that the universities are focused on the availability of vaccines. They are discussing implications for the various campuses and how they might be able to assist in the process—both logistically and in terms of educating stakeholders and the larger community.

- b. Council of University System Faculty (CUSF). Dr. Brunn presented the report, indicating that they have made their selections for the Board of Regents Faculty Awards and Recognition and are in the process of writing the candidates’ credentials for the Board. The Academic Integrity subcommittee under Ed Policy has met with Dr. Bishop and Dr. Lee to review details and iron out format issues, with a goal of presenting to their council on January 19, 2021. Additionally, the Interdisciplinary Professional Education subcommittee is focusing on a coordinated examination of digital badging and certificates with the William E. Kirwan Center for Academic Innovation.

She also mentioned that there are faculty concerns being addressed in the area of technology. They are scheduling a meeting with all the institutions’ CIOs and the CIO of the Maryland Judiciary to collect information on how the schools and state are approaching the privacy and liability issues related to the recent Data Act. They are starting to organize a panel discussion with the Vice Presidents’ of Diversity and Inclusion from various USM institutions; and the COVID-19 ad hoc subcommittee has prepared a survey for the faculty to try and determine what faculty feel to be the most important issues to be addressed related to COVID-19. Lastly, the Rule and Membership Committee voted to remain on Zoom through the Spring and are

considering using this medium as a way to meet in the future; and the Legislative Affairs and Policy Committee met with the Council of University System Staff to set a date for Annapolis Day.

- c. Council of University System Staff (CUSS). Dr. Shishineh presented the report, thanking Chancellor Perman and Vice-Chair Regent Gossett for joining the Joint Councils' meeting, updating them on the USM Office and the Board of Regents activities. Additionally, they received an update on Advocacy Day from Vice Chancellor of Government Relations, Patrick Hogan, and Assistant Vice Chancellor of Government Relations, Andy Clark. And the chairs of each council shared their State of the Council addresses so that each group could hear about what others were working on and explore areas for partnership. Lastly, during their December meeting, they heard budget updates from Vice Chancellor of Administration and Finance, Ellen Herbst; and explored the potential for collaboration between the Council and the USM Women's Forum.
 - d. University System of Maryland Student Council (USMSC). Regent Nate Sansom presented the report in the absence of Ms. Rappeport. He stated that the focus of the Council is to help gain momentum in their primary areas through cross-institutional membership and plans of action. They also focused on the student regent selection process, sending four finalists for consideration to the Chancellor. The USMSC leadership also played a helpful hand in supporting student meet ups. USMSC also worked in conjunction with the other Councils to plan for their joint advocacy endeavors for the Maryland General Assembly in the winter. They 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. Lastly, USMSC and the MHEC Student Advisory Council are in continued conversation during this key planning term for higher education in the state of Maryland.
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; however, Regent Wood did request that the November 13, 2020 public minutes reflect an update to page 2, paragraph 1(b) to say, "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." He also asked that the November 23, 2021 minutes for the Committee on Education Policy and Student Life be amended to reflect his attendance at the meeting. Chair Gooden confirmed that those changes would be made, then Regent Pope moved, and Regent Gourdine seconded the motion to accept the consent agenda. The motion was unanimously approved. The items included were:
- 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
 - 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. Regent Attman presented the report, stating that the Effectiveness and Efficiency initiative that was pioneered over a decade ago evolved into successfully driving hundreds of millions of dollars in cost avoidance, savings, and revenue generation through the System. This was accomplished by the work of the USM-hosted Maryland Education Enterprise Consortium (MEEC), which leveraged its size to negotiate hardware and software contracts with vendors, resulting in reduced pricing for every member—large or small (e.g., K-20 public and private institutions, libraries, museums, and teaching hospitals).

A Statement of Values and Expectations on Collaboration and Cooperative Efforts was approved at the June 2019 board meeting with a requirement that the USM institutions prepare and submit a long-term plan for collaboration. Vice Chancellor Herbst provided a USM-wide view of the collaborative activities in-flight and planned across the institutions.

b. Committee of the Whole

- i. University of Baltimore Implementation Update. President Kurt Schmoke gave the first of regular updates regarding the implementation of the recommendations in the BOR Task Force Report on the University of Baltimore. He addressed the university community urging everyone to read the report. He also held three virtual town hall meetings to allow for further discussion to clarify the content of the Task Force Report and the requirements of the university to implement the recommendations based on the timelines set forth in the report. Additionally, discussions were held with the Faculty Senate, the Staff Senate, and the Student Government Association.

Teams were formed to lead implementation in each area of focus to include academic portfolio, financial accountability, enrollment stability, marketing and branding, student experience, physical environment, and identity. The leaders were tasked with the responsibility of creating teams reflecting representation from faculty, students, and staff. A monitoring group was also established which includes the President of the Faculty Senate who served as a Task Force member. The monitoring group developed a reporting format which they shared with the team leaders.

Finally, a major issue of focus of the Task Force report was enrollment stabilization. President Schmoke noted that following a national search, they hired a Vice President for Enrollment Management, who comes from the University of Hawaii, Manoa. It is believed that her experience and fresh eyes on the enrollment situation will help achieve the stabilization goals set forth in the Regents' report.

- ii. University of Maryland Global Campus President Search Update. Chair Gooden thanked everyone present who worked on the search committee, acknowledging the choice of Dr. Gregory Fowler as the successful candidate for the position. Regent Sam Malhotra also added his accolades and thanked those who worked so diligently on the search. He also thanked Chancellor Perman for negotiating such a great deal for the campus and the new president. Chancellor Perman added that Dr. Fowler brings prestige to the campus as a well-recognized, nationally, and internationally individual. He also made mention of his experience with the accreditation process in reference to distance and online learning. Chair Gooden asked the Board to

affirm its appointment of Dr. Fowler as the next President of UMGC. Regent Fish moved, and Regent Pope seconded the motion; unanimously approved.

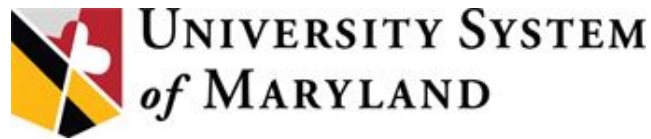
- iii. BOR Nominating Committee. Regent Neall presented the slate of officers for 2021-2022 to include Linda Gooden, Board Chair, Barry Gossett, Vice Chair, Gary Attman, Treasurer, Bill Wood, Assistant Treasurer, Michelle Gourdine, Secretary, and Robert Rauch as Assistant Secretary. Regent Fish moved, and Regent Pope seconded the motion; unanimously approved.
- iv. FY 2022 BOR Committee Assignments. Chair Gooden indicated that this was an informational item and if there was anyone assigned to the wrong committee to let her know. She then thanked everyone for their hard work. Regent Leggett also thanked Chair Gooden on the marvelous job she did during the year.

c. Committee on Audit Update

- i. USM IT Security Environment. Regent Fish indicated that since the start of the pandemic, the Committee on Audit has been receiving regular reports from USM management regarding IT security risks as they relate to increased teleworking and other emerging risks, such as ransomware. She then provided an overview of some of the activities and programs that are in place (e.g., a professional IT Security department at each USM institution, regular monthly meetings, training programs, regular audits, etc.).
5. Reconvene to Closed Session 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 Neall, seconded by Regent Attman; unanimously approved.)

Meeting adjourned at 10:47 a.m.

DRAFT



University System of Maryland Board of Regents
Via Zoom
December 18, 2020

Closed Session Minutes

Chair Linda Gooden called the closed session meeting of the University System of Maryland Board of Regents to order at 11:10 a.m. on Friday, December 18, 2020 virtually via Zoom. Those in attendance for all or part of the meeting included Chair Gooden; Regents Attman, Bartenfelder, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Mears, Neall, Pope, Rauch, Sansom, Schulz, and Wood; Chancellor Perman; Vice Chancellors Boughman, Hogan, Herbst, McDonough, Raley, and Sadowski; Ms. Wilkerson, Ms. Mulqueen, and AAGs Bainbridge and Langrill.

1. Meeting with the Presidents

As part of his performance review, the Board met individually with President Hrabowski. (§3-305(b)(1))

2. Consent Agenda

Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda (moved by Regent Gossett; seconded by Regent Wood), which included the items below. The Salisbury University: Real Property Acquisition at 106 Pine Bluff Road and University of Maryland, Baltimore County: Janitorial Services Contract items were unanimously approved. The Regents, with the exception of one Regent who abstained, voted unanimously for the University System of Maryland: Life and Long-Term Disability Insurance Plan for USM Institutions.

a. Committee on Finance

- i. Salisbury University: Real Property Acquisition at 106 Pine Bluff Road (§3-305(b)(3))
- ii. University of Maryland, Baltimore County: Janitorial Services Contract (§3-305(b)(14))
- iii. University System of Maryland: Life and Long-Term Disability Insurance Plan for USM Institutions (§3-305(b)(14))

3. University System of Maryland's IT Security Environment

Regent Fish presented information about IT security matters that pose vulnerabilities. (§3-305(b)(15))

4. University System of Maryland's Office of Internal Audit's CY 2021 Plan of Activity

The Regents discussed the CY 2021 Plan of Activity for the USM's Office of Internal Audit. (§ 3-103(a)(1)(i))

5. University System of Maryland: FY 2022 Operating Budget Update

The Regents discussed the FY 2022 Operating Budget with Chancellor Perman and Vice Chancellor Herbst. (§3-305(b)(13))

6. Institutional Transition

The Regents discussed the leadership transition at UMGC related to onboarding of President Designate Fowler and the transition of Interim President Leak. (§3-305(b)(1))

7. Consideration of a Former President's Status

The Regents discussed and voted on a request from a USM institution to change the status of a former USM President (moved by Regent Gossett; Seconded by Regent Wood; 15 Regents voted in-favor, two Regents voted not in-favor, one Regent abstained). (§3-305(b)(1))

8. Consideration of a Naming Request

The Regents discussed a naming request at a USM institution. (§3-305(b)(1) and (2))

The meeting adjourned 1:09 p.m.



**USM Board of Regents
Special Board Meeting
Minutes from Public Session
January 13, 2021
Zoom**

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 5:04 p.m. on Wednesday January 13, 2021.

Those in attendance included Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Leggett, Malhotra, Pope, Rauch, Sansom, and Wood; Presidents Anderson, Breaux, Fowler, Goodwin, Jarrell, Jenkins, Pines, Nowaczyk, Schmoke, Wight; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; AAG Langrill; Ms. Mulqueen and Ms. Wilkerson.

Chair Gooden opened the meeting by noting the challenges of COVID-19 and the attack on the Capitol on January 6th. She said that we can meet and respond to these challenges and sent a message of hope to the medical and public health professionals. She noted that Meredith Mears resigned from the Board of Regents for personal reasons. She welcomed Dr. Gregory Fowler, new President of UMGC and congratulated Chancellor Perman on his one year anniversary.

- 1. Chancellor's Remarks.** The Chancellor started by decrying the violence at the U.S. Capitol on January 6th. He talked about higher education's role in defending our constitutional principles and noted that democracy requires constant tending and constant vigilance.

He also made note of the fact that civil unrest is not the only challenge we're facing – COVID cases are spiking. The USM's response to this is critical. Our campuses will operate in much the same way as they did in the fall. This effort will be buttressed by testing. The Chancellor said that, as the infection rate is increasing, we must be more aggressive with testing – we need to test at a higher rate and with faster turn of results. To assist in this effort, the Maryland Department of Health has provided the USM with 100,000 BinaxNOW rapid antigen tests to use at the beginning of the spring semester. The campuses will provide their plans to address increased testing and quicker turnaround time in the next week or so.

Senior Vice Chancellor Boughman provided an update on the mass vaccination effort. She said that the USM is working MHEC and MDH to clarify the tiering of the vaccine distribution and how our faculty, staff, and students fit into it. She noted that Vice Chancellor McDonough is working on a communication plan for the vaccine rollout and will ensure that the USM communications are in line with the state of Maryland.

2. **Student Feedback.** Regent Sansom presented concerns from the USM student population expressing the desire for more transparency and communication from campus leaders. The two main questions he's heard are "What will student life look like in the upcoming semester compared to the Fall?" and "Where are mandatory fee funds relating to athletics and student life being allocated given the changes we have encountered due to the pandemic?"
3. **Convene to Closed Session.** Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Wood, seconded by Regent Attman; unanimously approved.)

The meeting reconvened in closed session at 5:34 p.m.



**USM Board of Regents
Special Board Meeting
Minutes from Closed Session
January 13, 2021
Zoom**

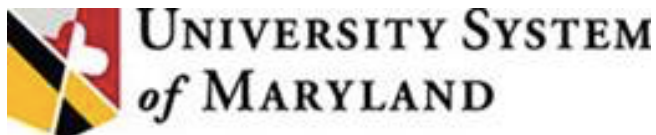
Minutes of the Closed Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 5:40 p.m. on Wednesday January 13, 2021.

Those in attendance included Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Leggett, Malhotra, Pope, Rauch, Sansom, and Wood; Chancellor Perman; AAG Langrill; Vice Chancellors Herbst and Hogan; and Ms. Wilkerson.

1. **Meeting with President Pines.** As part of the presidents review process, the Board met individually with President Pines (§3-305(b)(1)).
2. **FY 2022 Budget Update.** Vice Chancellor Herbst provided an update on the Governor's FY 2022 budget request (§3-305(b)(13)).
3. **Strategic Communications regarding Legislative Session.** Vice Chancellor Hogan briefed the board on strategic communications related to proposed legislation §3-103(a)(1)(i).
4. **Personnel Matter Related to a Specific USM Individual.** The Board discussed and voted on a request related to an individual employee's compensation. (Moved by Regent Gossett; Seconded by Regent Wood; The Regents voted unanimously not in-favor of the request) (§3-305(b)(1)).

The meeting adjourned at 6:37 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 Tuesday, January 12, 2021. The meeting was convened at 9:30 a.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: Dr. Andersen, Ms. Bainbridge, Dr. Becnel, Dr. Beise, Dr. Bishop, Dr. Cestone, Dr. Chulos, Dr. Coleman, Dr. Crowe, Dr. Eskow, Dr. Foust, Dr. Goodman, Dr. Hurte, Ms. Jenkins, Dr. D. Johnson, Dr. Kiger, Dr. Lee, Dr. Lewis, Dr. Lilly, Mr. Lurie, Ms. Marano, Dr. Moreira, Dr. Mathias, Mr. Muntz, Dr. R. Murray, Dr. Niemi, Dr. Olmstead, Dr. Owens, Dr. Perrault, Ms. Pomietto, Dr. Rook, Dr. Shapiro, Dr. Shin, Dr. Treuth, Dr. Ward, Ms. Wilkerson, Dr. Young, and Dr. Zimmerman. Guests also participated via the public, listen-only line.

Action Items

New Academic Program Proposal

University of Maryland, Baltimore: MS in Health Professions Education

Dr. Flavius Lilly, Vice Provost for Academic & Student Affairs and Vice Dean for the Graduate School, and Dr. Christina Cestone, Executive Director, Faculty Center for Teaching and Learning, presented the proposal for the University of Maryland, Baltimore Graduate School to offer a Master of Science in Health Professions Education (MS-HPE). The 32-credit program will be housed within the School's existing PhD in Health Professions Education program, and instruction will occur predominantly online in addition to an in-person impact week occurring at the start of the second year and intercultural and inclusive learning competencies threaded through the first two years of the curriculum. The MS-HPE will focus on the scholarship of teaching and learning of health professionals. Upon successful completion of the program, students will be prepared to become leaders and educators in their respective healthcare fields and will help meet the State's challenge to grow the number of health care practitioners. Professional associations for each of the health professions on campus were contacted, and recurring themes regarding faculty shortage concerns were evident. The MS-HPE is likely to attract learners from the various health professions including, medicine, pharmacy, nursing, physician assistant, physical therapy, and dentistry, among others. Graduates of the proposed degree will be ready to apply the skills that they have acquired through the degree to employment in the private sector, as well as local, state and government positions in healthcare, and education.

There are 34 Health Professions Education master's degree programs in the country, but there are no other in the University System of Maryland. Johns Hopkins, the Uniform Services University of the Health Sciences, Notre Dame, and McDaniel College offer degrees or certificates in health professions education (or a closely-related field), but each have distinct differences (degree offered, modality, target audience, etc.) that make the UMB proposed program unique and necessary to help meet demand. Additionally, this proposal has gone through the standard review and approval processes with USM institutions having time

to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

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

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

University of Maryland, College Park: BS in Mechatronics

Dr. Betsy Beise, Associate Provost, and Dr. Andrew Becnel and Dr. Ken Kiger of the A. James Clark School of Engineering presented the proposal for the University of Maryland, College Park to establish a Bachelor of Science in Mechatronics to be administered by the Department of Aerospace Engineering within the A. James Clark School of Engineering. Mechatronics is the combination of mechanical, electrical, and information systems engineering. The program addresses the growing need for cross-disciplinary engineers skilled in the areas of robotics, automation, and advanced manufacturing technologies, collectively known as Industry 4.0. The Bachelor of Science in Mechatronics will provide students with a fundamental understanding of mechatronic systems analysis, the knowledge of how these systems are developed and deployed, and the practical experience required to implement mechatronic systems in real-world applications. Graduates of the program are expected to be highly sought after in fields such as aerospace & defense, energy, infrastructure, manufacturing & automation, robotics, and biomedical engineering. The proposed Bachelor of Science in Mechatronics, to be offered at the Universities at Shady Grove (USG), is the third of three UMD engineering programs planned for delivery specifically at USG to contribute to workforce development in the state and most specifically in the Montgomery County region, taking advantage of the robust partnership with Montgomery College. The degree program is mainly intended for students who have completed an associate's degree from a Maryland public community college and will allow them to complete their baccalaureate degree in two years. The program will offer courses at the 300- and 400-level, which constitute the junior and senior years of the program. The Mechatronics program is expected to draw students who are not interested in pursuing one of the more standard 4-year engineering degrees available elsewhere within the state. Graduates of the program are expected to be highly sought after in fields such as aerospace & defense, energy, infrastructure, manufacturing & automation, robotics, and biomedical engineering. Mechatronics engineers design, develop, and test automated production systems, transportation and vehicle systems, robotics, computer-machine controls, and many other integrated systems. Mechatronics engineers also develop new technologies for use in the automotive and aviation industry, advanced manufacturing operations, and often specialize in areas such as robotics, autonomous vehicles, and manufacturing systems.

During the time that this program was under development (since 2018), there were no bachelor's degree programs for mechatronics in Maryland. There are associate's and master's degrees offered at Anne Arundel Community and Johns Hopkins University, respectively. However, in November 2020, Morgan State University announced plans to launch a Mechatronics program on approximately the same time scale as the program proposed here. UMCP believes the market demand is sufficiently high, that the geographic draw of students is sufficiently distinct, and that both programs will provide valuable contributions to the Maryland workforce. This proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is

noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Science in Mechatronics. The motion was moved by Regent Johnson, seconded by Regent Wood, and passed unanimously.

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

University of Maryland Eastern Shore: BS in Sport Management

Dr. Nancy Niemi, Provost and Vice President for Academic Affairs, and Dr. Margarita Treuth, Chair and Professor, Department of Kinesiology, presented the proposal for the University of Maryland Eastern Shore to establish a Bachelor of Science in Sport Management. This Sport Management program will fall under the School of Pharmacy and Health Professions and will tie together both health and business areas. The curriculum includes 42 required credits in general education and 33 credits of major core courses including facility management, sport governance, sport marketing, sport business, sport finance and economics, a unique focus and practicum in interscholastic and intercollegiate athletic administration, and an internship. The program will produce graduates who will be employed as sport managers. They will work in many aspects of sport organizations and events including marketing, finance, law, facility management, event management, fundraising, sponsorships, and promotions. In addition, sport managers can work with all levels of sport, including recreational sports, interscholastic sports, intercollegiate sports, or professional sports. The Bureau of Labor Statistics projects faster than average job growth for the field of sports management through 2028, with the Washington Metropolitan area listed as the third highest of the top 10 metropolitan areas. The proposed B.S. in Sport Management is consistent with UMES's mission to meet local, state, and national workforce needs and supports UMES Strategic Plan Goals III and IV, which address the alignment of academic programs with workforce development needs and educational needs of the state of Maryland, respectively.

There are a few Sport Management programs in the State of Maryland; however, none are in the same geographical area. Furthermore, this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to offer the Bachelor of Science in Sport Management. The motion was moved by Regent Johnson, seconded by Regent Wood, and passed unanimously.

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

Information Items

Results of Periodic (7-Year) Reviews of Academic Programs

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this report to the committee. Existing academic programs are required to be reviewed every seven years. A format for the

reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions. The periodic program review process includes an internal self-study that is conducted by the program at the departmental level and reviewed by external reviewers. The respective dean and the provost review the recommendations and draft full report prior to submission for additional review by staff in the USM Academic and Student Affairs. Comments are shared with the institutions for appropriate action prior to final submission. Institutional action plans are decided upon primarily by the provost or dean, both of whom are responsible to monitor academic quality and productive use of resources. Copies of the complete program review summaries are available from the USM Office of Academic and Student Affairs. Dr. Coleman shared that 72 academic degree and certificate programs were reviewed in 2019-2020. Specific programs at the following schools underwent program accreditation reviews: Bowie State University, Frostburg State University, Salisbury University, Towson University, and the University of Baltimore. Finally, according to the Maryland Higher Education Commission (MHEC), the following thresholds designate programs as *low productivity programs*: Bachelor's: < 5 in most recent year or a total of 15 in last three years; Master's: < 2 in most recent year or a total of 6 in last three years; Doctorate: < 1 in most recent year or a total of 3 in last three years. Accordingly, thirteen (13) programs are considered to demonstrate low productivity. The types of programs identified in this report as low productivity include six (6) bachelor's degree programs, five (5) upper-division certificates, one (1) postbaccalaureate certificate, and one (1) master's of professional studies. The report accompanying the presentation also includes brief summaries highlighting the strategies being undertaken by the identified programs (at Bowie State, Coppin State, Towson, UMBC, UMCP, and UMES) to address the low number of degrees awarded.

Chair Gourdine noted that regents are presented with low productivity programs each year and that they are accompanied by actions plans to improve said programs and that the regents have similar conversations about different programs year after year. She asked Dr. Coleman if there is enough time for the upcoming programs, those that would be presented next year or the year after, to have a solid idea of the viability of a program's enrollment and degree outcomes before it is time for their periodic review? This led to a discussion among provosts, regents, the chancellor, and USM staff about the decisions or determinations made over a seven-year period about the data that reflect challenges in enrollments and degree productivity among those program that meet the definition of low productivity. The discussion also included details of preventive and sustainable measures of accountability that institutions undertake to reduce low productivity programs and, in essence, to turn these programs around.

The committee requested that USM Academic and Student Affairs (Dr. Boughman and Dr. Coleman) convene a workgroup to consider these issues and develop a plan to help ensure more consistent and rigorous reviews of programs during the 7-year cycle to move institutions closer to suspending or discontinuing programs that are obviously and consistently unproductive. A report is due to EPSL in September 2020.

Report: Workload of the USM Faculty – Academic Year 2019-2020

Dr. MJ Bishop, Director of the Kirwan Center for Academic Innovation and Associate Vice Chancellor, presented this report to the committee. This year's report (AY 2019-2020) is the second of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019. The new format is aimed at improving reporting accuracy and coverage, better aligning with current practice, and incentivizing policy goals around student success. As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty.

Key findings include:

- Overall, total credit hours produced by faculty outpaced total student enrollment.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 69% of all credit hours produced (up another 3% from last year).
- Further, over the five years since 2014-15, credit hours produced by tenured/tenure track faculty is up 5.65% while credit hours produced by part-time faculty (adjuncts, etc.) is down - 3.9%.
- Faculty publication and scholarship continue at high levels.
- Faculty secured over \$1.5 billion in research funding, representing a 5.33% gain over last year.
- Full-time tenured/tenure-track faculty carry the largest load at the upper-division undergraduate and graduate levels as compared to other faculty types

Chancellor Perman and the Regents thanked the faculty for their dedicated service.

Report on Extramural Funding – FY 2020

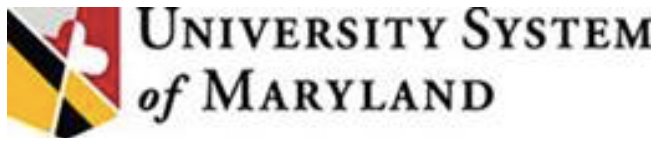
Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, made this presentation. This annual report details extramural awards received by USM institutions in support of specific initiatives in research, education, or service in FY 2020. This report provides information on how many proposals each institution generated, how many rewards were received, and the total amount of funding. In addition to detailed information by institution and funding source for FY 2019 and FY 2020, the report also provides five years of summary data by institution for comparison purposes. In FY 2020, the System received a total of \$1,542,951,565.87 in extramural funding, a 5.6% increase from the FY 2019 total of \$1,460,932,947.34. UMB and UMCP garnered the largest extramural funding totals among System institutions. BSU, CSU, UB, UMB, UMCES, UMCP, UMES, and UMGC obtained higher levels of extramural funding than in FY 2019. Dr. Lee cautioned against too much analysis on specific institutions in a given year, as big shifts up or down in funding can be caused by one or two large grants or other factors that aren't detailed in the data we gather. It's important to note that even with the fluctuations, no institution has steadily declined, and UB is the only institution that has steadily increased since FY 2015. As has been the case for years, the federal government accounts for the majority (64% this year) of USM's grand total. It's important to note that a few institutions tend to more heavily depend on state awards and, some significant decreases there caused a down year for those institutions. Institutions whose funding levels increased this year attribute those increases to the diversification of funding streams, intra-institutional partnerships and coordination, employment of a director of sponsored research, closer tracking of individual faculty federal awards, and growth in State partnerships.

Chancellor Perman noted the significance of this total, as it demonstrates the sustained, committed work of researchers across the USM.

Motion to Adjourn

Regent Gourdine called for a motion to adjourn and reconvene in closed session to address the BOR Faculty Awards and honorary degree nominations. The motion was moved by Regent Schulz, seconded by Regent Sansom, and unanimously approved. Regent Gourdine adjourned the meeting at 11:47 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair



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

**Minutes
Closed 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 closed session on Tuesday, January 12, 2021. The meeting was convened at 11:45 a.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: Ms. Bainbridge, Dr. Lee, and Ms. Wilkerson.

Action Items

Board of Regents Faculty Awards Recommendations

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this item to the committee. The Council of University System Faculty's (CUSF) Regents Faculty Awards Committee reviewed 43 nominations from 10 institutions and recommends 16 awards to honor 16 individuals. Summaries of the backgrounds of prospective award recipients were given to the regents, and nominees' full portfolios are available upon request. Dr. Lee served as USM liaison to the review process and affirms that all proper protocols, as outlined in CUSF-developed guidelines, were followed to ensure a fair and honest review and selection process.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the recommendations of the CUSF Regents Faculty Awards Committee and present the awards to the faculty members during the April 2021 BOR meeting. The motion was moved by Regent Malhorta, seconded by Regent Sansom, and unanimously approved.

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

Honorary Degree Nominations

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this item to the committee. In accordance with the Board of Regents Policy on the Awarding of Honorary Degrees (III-3.00), institutions have submitted nominations for honorary degrees. As the policy stipulates, the full Board will act on the nominations at its February meeting based upon EPSL's recommendations. After the final approval of the nominations, presidents may begin to arrange for the awarding of the honorary degrees. The actual degrees may be conferred at any time within five years of approval unless withdrawn by the Board of Regents for cause. Institutions and USM staff have vetted the nominees. The Committee was presented with 22 nominations from eight institutions. The names of the nominees and the degrees

being recommended, as well as nomination letters and supporting documentation, were made available to regents prior to the meeting.

Regent Gooden noted that UMUC's nomination of Senator (and Vice President Elect) Kamala Harris violates section 6 of the Board of Regents Policy on the Awarding of Honorary Degrees (III-3.00), which states, "Normally, honorary degrees may not be conferred on currently serving faculty, staff, members of the Board of Regents, or current holders of political office (elected or appointed). Exceptions for compelling reasons can be made only by two-thirds majority vote of the Board of Regents." Additionally, Regent Sansom noted that UMGC's nomination of Dr. Jill Biden is written with too much focus on her husband, President-Elect Joseph Biden.

Based upon section 6, as quoted above, the committee agreed that UMGC should be asked to remove Senator Harris from their slate and to re-present Dr. Biden's nomination to ensure that it focuses on her accomplishments and not her husband's status as an elected official.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve institutional nominations for honorary degrees as listed on the slate from Bowie State University; Coppin State University; Frostburg State University; Towson University; University of Maryland, Baltimore; University of Maryland, College Park; University of Maryland Eastern Shore; and University of Maryland Global Campus (with the exception of Senator Kamala Harris as noted above).

The motion was moved by Regent Gooden, seconded by Regent Schulz, and unanimously approved.

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

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved. Regent Gourdine adjourned the meeting at 12:00 p.m.

Respectfully,
Regent Michelle Gourdine
Chair



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

TOPIC: University of Maryland, Baltimore: Master of Science in Health Professions Education

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 12, 2021

SUMMARY: The University of Maryland, Baltimore (UMB) Graduate School is proposing to offer a Master of Science in Health Professions Education (MS-HPE). The program will be housed within the School's existing PhD in Health Professions Education program. The MS-HPE will consist of 11 courses with a total of 32 credits. The instruction will occur predominantly online utilizing distance learning technologies in addition to an in-person impact week occurring at the start of the second year. The in-person week will require students to attend four consecutive days of face-to-face lectures, training, discussions, and presentations at UMB's campus in Baltimore, MD. The in-person week will consist of activities that aim to build a community of learners around the topic of education in the health professions and to provide interaction opportunities with doctoral HPE students, including the development and presentation of project work. Upon successful completion of the program, students will be prepared to become leaders and educators in their respective healthcare fields.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Master of Science in Health Professions Education.

COMMITTEE RECOMMENDATION: Approval	DATE: January 12, 2021
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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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DR. ROGER J. WARD, JD, MSL, MPA
Interim Provost and Executive Vice President

Academic Affairs/Graduate School

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December 7, 2020
Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

The University of Maryland Graduate School is seeking authorization to offer a Master of Science in Health Professions Education (MS-HPE). This 32-credit, predominantly online program will be housed within the School's existing PhD in Health Professions Education program. The Master's degree program will prepare health care professionals to become leaders and educators in their respective fields, who will help meet the State's challenge to grow the number of health care practitioners.

Thank you for your time and consideration of the Graduate School's request. Please contact me if you need additional information.

Regards,

A handwritten signature in black ink, appearing to read "Roger J. Ward".

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<u>X</u>	New Instructional Program
<u> </u>	Substantial Expansion/Major Modification
<u> </u>	Cooperative Degree Program
<u>X</u>	Within Existing Resources, or
<u> </u>	Requiring New Resources

University of Maryland, Baltimore
Institution Submitting Proposal

Master of Science (M.S.) in Health Professions Education
Title of Proposed Program

Master of Science Degree
Award to be Offered

Fall 2021
Projected Implementation Date

1299.03
Proposed HEGIS Code


13.1327
Proposed CIP Code

University of Maryland Graduate School
Department in which program will be located

Dr. Flavius Lilly, Senior Associate Dean
Department Contact

(410) 706-7767
Contact Phone Number

flilly@umaryland.edu
Contact E-Mail Address


Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

December 7, 2020
Date

**A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND,
BALTIMORE FOR A MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION**

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A. Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Master of Science in Health Professions Education (MS-HPE) relates to UMB's mission: "To improve the human condition and serve the public good of Maryland and society-at-large through education, research, clinical care, and service" by providing learners interested in advanced or dual degree credentials with knowledge in the scientific discipline of education. Through a program including learning and curriculum theory, practical skills in instructional strategies and assessment, programmatic evaluation, and analytical skills, the degree program directly supports UMB's professional educational mission.

Health Professions Education is critical to the task of meeting the healthcare needs of communities. The University of Maryland Baltimore as the state of Maryland founding campus for graduate professional education is uniquely prepared to meet the growing need for health profession educators by offering this degree to advance the scholarship of graduate health profession teaching and learning.

The MS-HPE will consist of 11 courses with a total of 32 credits. The instruction will occur predominantly online utilizing distance learning technologies in addition to an in-person impact week occurring at the start of the second year. The in-person week will require students to attend four consecutive days of face-to-face lectures, training, discussions, and presentations at UMB's campus in Baltimore, MD. The in-person week will consist of activities that aim to build a community of learners around the topic of education in the health professions and to provide interaction opportunities with doctoral HPE students, including the development and presentation of project work.

UMB students will study the historical and current foundations of learning and curriculum theory, and engage in the practical application of the learning sciences. Students will examine current pedagogical theories and challenges faced by health professions programs, curricula, and institutions under the expert guidance of accomplished faculty from UMB.

Intercultural and inclusive learning competencies will be addressed as a thread through the first two years of the curriculum in several courses. The foundations of learning and curriculum theory course will address how individual differences impact health professions learning and teaching outcomes, as well as the design of an inclusive curriculum; the instructional strategies course will cover cross-cultural learning and assessment; the research methods courses will address sampling and selection bias, and the leadership in higher education course will discuss and apply leadership practices necessary to foster diverse and inclusive workplaces. During the intensive, in-person, impact week, learners will engage with instructors on LGBTQIA diversity, equity, and inclusion training and an intercultural communication workshop, including practical applications to continue developing critical knowledge and skills.

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

Similar to the Ph.D. in Health Professions Education (HPE), the proposed degree supports UMB's strategic goals through the fulfillment of the following strategic themes:

- **Student Success** challenges academic units to “design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society” (University of Maryland, Baltimore, n.d.). The degree is designed for completion by practicing health professionals in two years or less, and its online format increases its accessibility to students. The university has recognized the vital role the Graduate School plays in creating accessible education for individuals already engaged in their professions.
- **Inclusive Excellence** encourages the campus to “foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals” (University of Maryland, Baltimore, n.d.). This degree not only provides scholar-practitioners with the strategies to effectively engage with other health professions members, but it also equips students with teaching and learning skills that can be utilized within any health professional education environment and for leadership roles.
- **Efficiency, Effectiveness, and Assessment** aims to incentivize efficiency, effectiveness, and evaluation to make more responsible and impactful use of UMB's resources. MS-HPE students will enroll in electives already developed within the graduate school and also leverage the expertise of the faculty members from the Ph.D. program.

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

The proposed program is well-resourced; there is an already existing faculty and coursework to support the proposed MS-HPE. Due to shared coursework with the existing PhD in HPE, the UMB Graduate School has the capacity to offer the proposed degree program within existing resources, and to ensure continued funding to support the program into the foreseeable future, even if enrollment should not meet our anticipated projections. Demand and enrollment for the first cohort of HPE students was stronger than projected, with a first class of 12 students starting fall of 2020.

4. Provide a description of the institution's commitment to ongoing administrative, financial, and technical support of the proposed program and continuation of the program for a period sufficient to allow enrolled students to complete the program.

The UMB Graduate School has an ongoing commitment to sustaining new degree programs it has developed. The Graduate School has committed significant resources in the realm of administrative support including a senior associate dean, assistant dean, and program director who will provide leadership for the quality and sustainability of the MS-

HPE. Additionally, the Graduate School plans sufficiently to ensure the financial viability of all new degree programs including the provision of faculty instruction and advisement at a level to ensure a high touch learning experience for students. The Graduate School has also invested in technical assistance through our centralized Center for Information Technology Services and the Faculty Center for Teaching and Learning, which both assist our faculty and students in their success as teachers and learners, respectively. If for some unforeseeable reason the Graduate School discontinues the MS-HPE, then we are committed to a teach-out plan for all enrolled students, so they may complete the program and earn their degree.

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

Alignment with the Maryland State Plan

There is compelling regional and statewide need for nursing and health profession faculty that directly contributes to the creation of a competent health workforce. The Maryland State Plan for Postsecondary Education 2017-2022 outlines several goals for institutions of higher education. This degree addresses each area.

Goal 1: Success: the Health Professions Education MS-HPE is designed to prepare scholar-practitioners who will promote and implement practices and policies that will ensure student success. This degree aims to explore, inform and advance best practices in teaching, learning and assessment of graduate health professionals.

Goal 2: Access, Affordability, and Completion: By offering an affordable degree designed to be completed within two years with part-time options. This design and academic commitment will encourage program completion resulting in a qualified faculty and a competent workforce. The degree will appeal to students, graduates, and faculty enrolled in other academic programs at UMB, as well as working clinical professionals.

Goal 3: Innovation- is in direct alignment with this degree which aims to provide health professionals with the skills to interact with students and interdisciplinary faculty in a culturally responsive manner applying the science of teaching and learning to curricular design and assessment. By training health professional faculty together, we intend to address and explore interprofessional issues through this program. We will foster the advancement of inter-professional education and clinical practice at the state and national level.

Alignment with National Trends

The leadership of the University of Maryland Baltimore approached the Educational Advisory Board seeking information on workforce demand for doctoral programs in healthcare professions education in 2017. The forum reviewed job titles, skills, employers and locations nationwide and provided a report in early 2017. National Employer Demand for Health Professions Education rose eight percent since 2013 according to a study done by the Education Advisory Board's partner Burning Glass labor/Insight.

Employers posted over 1000 jobs nationally for health Professions educators “nurse educator”, clinical nurse educator and clinical educator were the top three. The top titles indicate significant employer demand for nurses and other clinical health professionals with a recent demand for master’s degree attainment (Haynie & Anderson, 2017). Indeed, evidence from the 2019-2020 application process to the PhD in HPE supports this data. 30% of the students enrolled in the PhD in HPE are from the nursing field.

Changes within the healthcare delivery system have led to a demand for different types of education in all health professions, resulting in a recognition that educators who teach in health professions programs need to be prepared to meet the challenge of diverse learners. According to Daley and Cervero (2018), faculty training should include dual preparation as both a clinician and educator along with preparation in research and leadership in health professions education. We have requested for a current market study on workforce demand for masters programs in HPE from the Educational Advisory Board and we are waiting for the results. We will share the information as we get it and update this section.

Job Outlook

Professional associations for each of the Health Professions on campus were contacted, and recurring themes regarding faculty shortage concerns were evident. The National League of Nursing has studied faculty workforce issues extensively and notes that each year since 2009 an increasing number of qualified students are turned away due to faculty shortages. The job outlook is not limited to nursing. Table 1 summarizes projected faculty positions in demand by profession.

Furthermore, the Bureau of Labor Statistics Employment Projections states that for 2012-2022, 35 percent more faculty members will be needed to meet expected demand for nursing alone. Also, 10,200 current nursing faculty members are expected to retire, mostly by 2022, creating a need for 34,200 new nursing instructors. Graduates of the proposed degree will be ready to apply the skills that they have acquired through the degree to employment in the private sector, as well as local, state and government positions in healthcare, and education.

Information from indeed.com was gathered to understand better the positions sought by employers. A keyword search was utilized rendering thousands of positions that required skills related to health professions faculty. The search revealed the following results,

Table 1 Job Vacancies by Profession

Health Professions Education	7,420
Nursing Faculty	8,785
Social Work Faculty	12,649
Physician Assistant Faculty	2,517
Pharmacy Faculty	214
Dental Faculty	550

Healthcare Education Specialist	70,786
Healthcare Dean positions	1,604

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

Demand in the Region and State

Health professionals are increasingly encouraged to work in interprofessional teams to improve health outcomes. This in turn has led to schools integrating interprofessional education (IPE). There are many positive learning outcomes of IPE such as, promoting interprofessional collaboration; enhancing practice within the professions; increasing professional satisfaction; and encouraging students to learn with, about, and from each other (Parsell & Bligh, 1998; World Health Organization, 2010). Interprofessional education is an effective tool for improving attitudes toward interdisciplinary teamwork, communication, shared problem solving, and knowledge and skills (Dyess et al., 2019). Learning together with colleagues from different health professions has a positive impact on the effectiveness of the learning experience as each student brings a unique background and experiences to the learning environment (Hammick et al., 2007; Steinert, 2005). We expect the MS-HPE to attract learners from the various health professions including, medicine, pharmacy, nursing, physician assistant, physical therapy, and dentistry, among others.

The demand for health professionals as well as programs continues to grow as evidenced by the following list of examples:

- The Association of American Medical Colleges (AAMC) recommended a 30% increase in the first-year medical school matriculation to address projected physician needs. This goal was reached in 2018-2019. First-year enrollment, however, continues to grow at MD-granting and DO-granting schools (AAMC, 2019).
- The demand for physical therapists is on the rise, so is the number of physical therapy programs. There are 258 physical therapy programs, and 56 more are in development (Commission on Accreditation in Physical Therapy Education, 2020). The increasing number of students and programs implies a need for more faculty.
- The significant growth of physician assistant (PA) programs continues to create challenges for programs and educational institutions in identifying, recruiting, and retaining qualified faculty. Based on national data collected annually by the Physician Assistant Education Association (PAEA), physician assistant program directors continue to rank the lack of available applicants as a significant barrier to filling open positions (PAEA, 2018). The importance of having sufficient and stable numbers of qualified PA faculty is critical to the successful education of future physician assistants as well as to the quality and reputation of the PA profession. Physician assistant faculty are in high demand, yet few are

academically prepared for the teaching, scholarship or service expected of the professoriate.

- The demand for registered nurses is expected to grow by 7% through 2029 (Bureau of Labor Statistics, 2020). The most recent data submitted to the Maryland Higher Education Commission (MHEC) shows an imminent nursing faculty shortage and a decline in PhD-prepared nurses (MHEC, 2017). According to the MHEC 2017 report, the nursing shortage projected in Maryland directly correlates to the faculty shortage.

The Bureau of Labor Statistics (2020) anticipates the need for physical therapists to grow by 22%, respiratory therapists by 21%, physician assistants by 31%, and the need for nurse practitioners is expected to grow by 28% through 2028. Each year qualified applicants are turned away due to lack of faculty to teach students in these disciplines. Master's programs have been the credential of choice for health professions education leaders and have the potential to facilitate the development of a critical mass of educators and thus, meet the need for faculty supply (Tekian & Harris, 2012; Tekian et al., 2014). The proposed MS-HPE can be an entry point toward preparation for academic roles and to continue on to the doctoral degree, such as our PhD in HPE.

Curricular Components and Employer Demand

In preparation for the creation of this degree, UMB contacted the Education Advisory Board (EAB), a provider of research, enterprise technology, and data-enabled services for education institutions, to conduct a market viability examination. Though the use of qualitative interviews with peer institutions, EAB provided UMB with a report in 2017. The qualitative analysis revealed the majority of students would like to be part-time and working professionals and that online programming allow flexibility and convenience for students, especially, working professionals, who will be the intended audience of this degree.

Ten institutions were profiled, collectively they offer online or in-person programs, depending on the target audience for the program. Online programs offer interdisciplinary courses in health care and leadership to attract large numbers of students. Seton Hall University's program currently enrolls more than 80 students in its online health professions education program. Of those students, 80 percent hold leadership positions in health care, mostly from nursing backgrounds.

EAB also provided additional evidence to support the inclusion of an in-person component in the degree. EAB provided the following, "administrators report the success of courses which cause students to self-reflect and challenge long-held beliefs and opinions. These 'a-ha' moments may occur in online courses, but more often happen in face-to-face group settings." The EAB is in the process of conducting a market study for a viability of a MS-HPE degree and we will share these results as they become available.

Likelihood to apply among current UMB faculty and students

Based on a prior poll of UMB Deans to gauge need and interest in a doctoral degree in Health Professions Education and enrollment of the first cohort of that program which exceeded initial projections of a class of 10, enrolling 12 applicants of which 75% are from UMB schools, we project that there will be significant interest in this degree from existing faculty, graduates, clinical faculty, and students.

D. Reasonableness of Program Duplication

Master's Degrees in HPE Offered in the Region

There are 34 Health Professions Education master's degree programs in the country, no other MS-HPE in health professions education is offered in the University of Maryland System.

Johns Hopkins offers a Master of Education in the Health Professions (MEHP). However, there are several differences between our proposed program and the MEHP program. The proposed program will confer a Master of Science degree while the MEHP program confers a Master of Education degree. Second, the Johns Hopkins program is entirely online while our program will offer an in-person impact institute consisting of face-to-face lectures, training, discussions, and presentations for learners. Students taking online classes often report not feeling connected to the instructor and their classmates. The impact institute will foster a learning community and social connectedness. Last but not least, our program will be an on-ramp or off ramp for the PhD in HPE program should students choose to continue to the doctoral degree or decide they will not continue the PhD if already enrolled.

Uniform Services University of the Health Sciences (USUHS) in Bethesda, MD, also offers a MHPE, but this degree is targeted toward the military. Given the global presence of learners involved in this HPE degree it is also online. The demand for this program is increasing, so is the entering class size (Artino & Durning, 2019, Personal Communication).

McDaniel College's PBC is targeted towards current K-12 teachers and directly addresses inequities in educational access, curriculum, and pedagogy. Enrollment is currently only available through school district partnership. Similarly, Notre Dame of Maryland University offers a Master of Arts in Leadership in Teaching: Culturally Proficient Leadership which is designed to prepare K-12 educators for meeting the needs of linguistically and culturally diverse students. However, unlike the programs designed specifically for K-12 educators, UMB's proposed MS-HPE degree in health professions education is designed for current and future faculty of health professionals; including nursing, medicine, pharmacy, physician assistant, social work, and dentistry. This MS-HPE will focus on the scholarship of teaching and learning of health professionals, a unique area of study in Health Professions education which is not currently available on

campus. To our knowledge, there are no additional Maryland institutions offering programs similar to the MS-HPE in Health Professions education.

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

The proposed MS-HPE in does not have relevance to the uniqueness and/or institutional identities and missions of HBIs. Currently, there are no academic programs offered through Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore that resemble the proposed MS-HPE in Health Professions Education. Based on the current offerings of the Maryland HBIs, we do not expect any impact on the implementation or maintenance of high-demand programs at HBIs.

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

HBIs do have a unique history and identity of educating racial minorities. HBIs are dedicated to educating graduates who can interact with other racial and ethnic groups upon graduation. Predominately White institutions also must educate students to interact with diverse individuals upon graduation. With this in mind, we do not believe that offering this program impacts the mission and identity of HBIs.

Any student who has attended a regionally accredited institution and completed a baccalaureate degree, including those from HBIs, and meets the admissions requirements is eligible to apply to the program. Graduates of HBIs could improve their competitiveness in the marketplace and reach their professional goals by enrolling in and completing this degree program.

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

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

The MS-HPE was proposed by the UMB faculty and approved by the faculty shared-governance body, the Graduate Council, in recognition of the compelling need for health professions educators. The faculty realized that the bulk of the coursework required to offer a MS-HPE already exists in the PhD in HPE at UMB and that there was considerable expertise to create a world-class educational experience for students. Consequently, 11 courses in the PhD in HPE were selected to be part of the proposed MS-HPE.

The faculty overseeing the program are listed with their credentials in Section I, subsection 1: Adequacy of Faculty Resources.

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

By the end of the MS-HPE, students will be able to:

1. Articulate how people learn and the strategies that achieve effective learning processes and outcomes.
2. Demonstrate proficiency in curriculum design, delivery, and assessment at the course and program level.
3. Demonstrate effective, high quality teaching methods.
4. Demonstrate proficiency in assessment, evaluation, survey development, and measurement practices in HPE.
5. Work effectively in interprofessional teams.
6. Demonstrate academic and executive administration and leadership qualities needed for academic and health professions roles.

UMB is committed to providing the best teaching and learning possible and excellence in all of its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those offered online are equivalent. Courses are designed to result in learning outcomes appropriate to the rigor and breadth of the course and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

The learning outcomes for each course are the foundation of the course; the learning activities, assessments, and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes. A multidisciplinary health professions faculty council recommended the proposed curriculum and faculty to teach in the program. To design the new degree a curricular crosswalk analysis of the current MS-HPE programs was performed followed by a backward design exercise to create the MS-HPE curriculum, after identifying the most likely candidates and their clinical professional pre-requisite knowledge and experience.

This program aims to create an inter-professional learning opportunity for current and future faculty to explore learning theories, effective practices in curricular design and assessment and examine attitudes and perceptions of self and other health professions. Historical foundations of pedagogy, andragogy, and strategies to effectively engage with various learning groups; strategies for interdisciplinary communication; and the practical application of skills will be explored. Students will demonstrate their mastery of knowledge and skills in each course, culminating in a capstone project.

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

Faculty will assess student achievement and mastery of learning outcomes in their courses using a variety of assessments including meaningful and substantive

contributions to online course discussions, satisfactory completion of assignments and reflections, scores on quizzes and examinations, scores on team collaboration, scores on written essays and term papers, and evaluation of research and capstone project contribution to the field of Health Professions.

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

Students must complete all the core courses listed in the table below (24 credits, online; 2 credits on site) and two courses from one of the two areas of concentration in educational research or educational leadership (6 credits).

Course Name	Educational Research	Educational Leadership
Core Courses (26 credits)		
HPE 610: Theoretical Foundations of Learning in the Health Professions	X	X
HPE 605: Curriculum Theory and Analysis	X	X
HPE 615: Introduction to Statistics	X	X
HPE 625: Instructional Strategies in the Health Professions	X	X
HPE 660: Measurement, Assessment, and Program Evaluation	X	X
HPE 725: Qualitative Research Methods	X	X
HPE 805: Impact Institute	X	X
HPE 851: Research Seminar	X	X
HPE 860: Capstone in HPE	X	X
Electives (6 credits)		
HPE 620: Critical Appraisal of Literature	X	
HPE 640: Educational Research	X	
HPE 670: Leadership Theory		X
HPE 710: Leadership in Higher Education		X

- **HPE 610: Theoretical Foundations of Teaching and Learning in the Health Professions (3 credits)**

This course will provide essential foundation in learning theory in a variety of fields and disciplines. The course focuses on answering the following questions: what is learning; what happens in order for learning to occur, and the effect on instruction.

- **HPE 605: Curriculum Theory and Analysis (3 credits)**

This course will provide a macro view of health professions learning, from the curriculum theory perspective. Modules will focus on major concepts, trends,

issues, and conditions for curriculum design and development.

- **HPE 615: Introduction to Statistics (3 credits)**
This course will present basic statistical concepts. The course will emphasize the use of these methods and the interpretation of results using education and health sciences applications.
- **HPE 625: Instructional Strategies in the Health Professions (3 credits)**
This course prepares the student to select and implement instructional strategies and media that are appropriate to the learning style of the learner, the content to be taught, the behavioral objectives of the learning material, and the processes of learning. The course includes both didactic and experiential experiences and provides a strong linkage to techniques for evaluating the impact of various instructional strategies on learning. Attention is given to basic measurement principles of reliability and validity, test construction, assessing skill acquisition and competence, and interpreting results from measures.
- **HPE 660: Measurement, Assessment and Program Evaluation (3 credits)**
This course provides advanced concepts regarding the assessment, design, and implementation of evaluations of educational programs. Topics focus on all aspects of assessment design and implementation of educational evaluations, including considering the clinical context, audience, and purposes for evaluations, developing an evaluation plan, preparing the evaluation design, designing evaluation instruments and measures, collecting, analyzing, and reporting evaluation data, and adhering to professional ethical principles. Students will be expected to apply research methods, conduct data analysis using Microsoft Excel, SPSS, or other statistical software to complete some assignments. There will be written assignments and a final project that requires each student to design an evaluation proposal on an educational topic of personal and professional interest.
- **HPE 725: Qualitative Research Methods (3 credits)**
This course is designed to introduce students to the history, principles, and practice of qualitative research. The course will cover the theoretical and multidisciplinary origins of the methods as well as the application of qualitative methods germane to health professional practice, programs, and policy. This course is an experiential course embedded with the core qualitative methods of observation, interviews and document analysis (including ethnography, narrative analysis text or discourse analysis, visual analysis, case study, grounded theory, oral/life history, focus groups, phenomenology, and action research.
- **HPE 805: Impact Institute (2 credits)**
The Impact Institute is an opportunity for students to engage in face-to-face teaching and learning and develop a deeper understanding of the concepts and skills learned over the four online courses. Additionally, this institute will provide the reflection and intergroup dialogue that is integral to leadership development. Students will present their proposed research project and the potential for impact

on their profession. 4-day residency requirement.

- **HPE 851: Research Seminar (3 credits)**
The seminar in HPE is a project-oriented course in which students will begin working on projects in their focal content area.
- **HPE 860: Capstone Project in HPE (3 credits)**
This course is designed for students to complete their projects and present them to faculty and peers, either virtually or in-person.
- **HPE 620: Critical Appraisal of Literature (3 credits)**
Clinical appraisal skills are now as much a part of the clinician's toolbox as the ability to diagnose conditions and prescribe treatments. Critical appraisal skills allow clinicians to prioritize evidence that can improve outcomes. It is critical that inter-professional team members all demonstrate this skill and that faculty are adept at teaching these skills as it is now routinely tested in medical, dental, pharmacy and nursing examination.
- **HPE 640: Educational Research (3 credits)**
Students will search, critique, compare and contrast the highest quality educational research using an approach consistent with best practices in educational research design and implementation. At the conclusion of this course, the student will be assigned a committee chair, will be allowed to select two qualified committee members. They will submit their proposed research and methods for consideration to progress to the third year. Students must complete an oral presentation and formal examination to progress.
- **HPE 670: Leadership Theory (3 credits)**
This course will provide a macro view of leadership in the health professions, from the leadership theory perspective. Modules will focus on major theories, concepts, trends, and issues, in leadership.
- **HPE 710: Leadership in Higher Education (3 credits)**
This course is designed to create a community of scholar-practitioners working together to explore a variety of constructs, principles, and models of leadership and to apply that learning to current, and future leadership experiences and opportunities. The course encourages a scholar-practitioner analysis of these experiences/opportunities with focused application to academic and professional goals of MS-HPE students. Students are expected to draw on learning from prior life experiences, and new learning acquired in this course to complete the course activities and produce products that focus on context-based problems in urban educational organizations (or others) and demonstrate evidenced-based leadership strategies for leveraging change.

Implementation and Management

The proposed MS-HPE will be coordinated and administered through the Graduate School at UMB. The MS-HPE will be led by a faculty member in the Ph.D. in Health Professions Education, Associate Professor, Dr. Violet Kulo, Ed.D. The MS-HPE will adopt UMB's Graduate School academic, administrative, and financial structure recently added for the growing number of online degree and certificate programs.

Master's Program Standards

Students must meet all Master's Program requirements for satisfactory academic performance and progress as well as UMBGS requirements. Students are advised to be familiar with all handbooks, requirements, and standards of their Master's Program.

UMB will be responsible for the administrative needs of all students enrolled in the MS in Health Professions Education in accordance with UMB policies and procedures: ensuring that all course offerings, are entered in the UMB student registration system; ensuring that all MS-HPE course offerings appear correctly on student transcripts and student records; and ensuring payment of tuition at the applicable per-credit tuition rate. Accordingly, students enrolled in the MS-HPE shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices, and regulations (pertinent to students) of UMB when enrolled in any of UMB's courses. The appropriate faculty have been identified, and additional guest lectures will be identified at a later time.

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

Not Applicable.

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

There are no specialized accreditation or graduate certification requirements for the proposed MS-HPE.

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

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of

academic support services and financial aid resources, and costs and payment policies.

The Graduate School maintains up-to-date information of its degree programs on the program explorer web site (<https://www.graduate.umaryland.edu/Program-Explorer/>). The web site has information on the curriculum, course descriptions, degree requirements, and cost of education. The website has links to information about the learning management system, support services, and financial aid. We affirm that the same information will be available for prospective and existing students in the proposed MS-HPE.

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

The Graduate School at UMB affirms that all advertising, recruiting and admissions materials will accurately represent the MS-HPE, as do all materials produced by UMB's Graduate School for programs it offers.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

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

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework. The MS-HPE will use faculty resources committed to teach and mentor in the PhD in Health Professions Education.

Name	Terminal Degree and Discipline	Rank and FT/PT Status	Course
Christina Cestone	PhD Educational Psychology	Associate Professor, Full-time	HPE 610: Theoretical Foundations of Learning in the Health Professions HPE 851: Research Seminar HPE 805: Impact Institute

Violet Kulo	EdD Instructional Design & Technology	Associate Professor, Full-time	HPE 660: Measurement, Assessment, and Program Evaluation HPE 640: Educational Research HPE 860: Capstone in HPE
Karen Gordes	PhD Public Policy DSc Physical Therapy	Associate Professor, Full-time	HPE 620: Critical Appraisal of Literature
Hyun-Jin Jun	PhD Social Work	Assistant Professor, Full-time	HPE 615: Introduction to Statistics HPE 725: Qualitative Research Methods
Jane Neapolitan	EdD Curriculum and Teaching	Adjunct Professor, Part-time	HPE 605: Curriculum Theory and Analysis HPE 670: Leadership Theory HPE 710: Leadership in Higher Education
Michael Sweet	PhD Educational Psychology	Adjunct Professor, Part-time	HPE 625: Instructional Strategies and Assessment in the Health Professions

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

UMB, through its Faculty Center for Teaching and Learning (FCTL), has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, at UMB we have developed a rubric that outlines best practices for distance education - this rubric helps faculty and instructional designers develop the courses, assess the readiness of the course and ensure that the online courses are instructionally and pedagogically sound. The best practices are grounded in research, a proven synthesis of strategies, activities, design techniques, and organizational items that have proven successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration

- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation, face-to-face class sessions, and recurring webinars. Additionally, the FCTL team has available to them the use of a video recorder to record lectures, webcams, and an interactive smart board. We will also use video and Camtasia software for screen lecture capture.

J. Adequacy of Library Resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contain more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library website by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the National Library of Medicine's National Network of Libraries of Medicine. In addition to the library services and collections, the building also houses computing services. Faculty librarians are dedicated to providing direct service to students. They use subject expertise to develop online resources and provide in-person consultations. The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. The library consists of 57 employees including 27 faculty librarians. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs, and tools that promote discovery, creativity, and innovation. With wireless connectivity throughout the building, the HS/HSL has 45 group study rooms, three computer classrooms, an Innovation Space which includes 3D printers; a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's website (www.hshsl.umaryland.edu), the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty, and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians have many years of instructional experience in the classroom, in the community, and the online environment. In FY16, faculty librarians reached 4,131 faculty, staff and students through online and in-person instructional sessions offered through the curriculum and in library-sponsored workshops. In FY16, the HS/HSL licensed 116 databases, 4,524 journals, 18,018 e-books, and maintained a print collection of 360,104 volumes. One hundred percent of the current journal subscriptions are available electronically. Through its interlibrary loan and

document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

The HS/HSL is also home to the National Network of Libraries of Medicine/Southeastern Atlantic Region (NNLM/SEA), whose mission is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only eight regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, the Southeastern/Atlantic Region serves ten southeastern states, Puerto Rico, the U.S. Virgin Islands, and the District of Columbia. The HS/HSL has held this competitive and prestigious designation for over 30 years.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

UMB's 71-acre research and technology complex encompasses 67 buildings in West Baltimore near the Inner Harbor. The faculty has offices provided within their respective departments, and the Graduate School has identified office space to house the program director and instructional technology personnel. UMB has adequate facilities, infrastructure, and equipment to support any distance learning needs of the MS-HPE Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that include a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information, and general office management.

L. Adequacy of Financial Resources with Documentation

No new general funds will be required for implementation of the proposed MS-HPE. The degree will be coordinated and administered fully through the Graduate School including identifying a program director who is directly affiliated with the Graduate School. Tuition will be administered through the Graduate School, and student tuition payment is in addition to that required of any individual professional school at UMB. As shown in the Budget Table provided in Appendix B this program is expected to be self-supported.

M. Adequacy of Provisions for Evaluation of Program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools, including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of the mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the

assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. The additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, with regular academic program reviews considering these factors.

The program will participate in the Graduate School Program Review process detailed below:

The Council of Graduate Schools¹ notes that graduate program review has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and provide the institution with information for prioritization of resources. Reviews share specific key characteristics:

1. Program review is evaluative, not just descriptive. It requires academic judgments about the quality of the program and the adequacy of its resources. It goes beyond the assessment of minimum standards to subjective evaluations of quality by peers and recognized experts in the discipline or field.
2. Review of graduate programs is forward-looking; it is directed toward improvement of the program, not merely assessment of its current status. It makes specific recommendations for future changes, as part of the long-range plans of the institution, the department, and other coordinating units.
3. Programs being reviewed are scrutinized on the bases of academic strengths and weaknesses, not on their ability to produce funds for the institution or generate development for the state. Finances and organizational issues are relevant, but only as they affect the quality of the academic program.
4. Program review is an objective process. It asks graduate programs to engage in self-studies that assess, as objectively as possible, their programs. It brings in faculty from other institutions to review the self-studies and to make their evaluations.
5. Graduate program review is an independent process, distinct from any other review. Data collection and parts of the self-study may often serve some review purposes. However, to be effective, graduate program review must be a unique, identifiable process that stands on its own, draws its own set of conclusions, and directs its recommendations to the only individuals with the power to improve graduate programs: the faculty and administrators of the institution.
6. Program review results in action. Based on the reviewers' comments and recommendations, as well as the program faculty's response to the review report, the institution develops and agrees on a plan to implement the desired changes according to a specific timetable.

Incorporating these characteristics, successful graduate program review answers the following questions:

Is the program advancing the state of the discipline?

¹Assessment and Review of Graduate Programs: A policy Statement. 2005. Washington, DC: Council of Graduate Schools.

Is its teaching and training of students effective?
Does the program meet the institution's goals?
How do experts in the field assess it?

At UMB Graduate Program Review includes an internal self-study and an on-site review by an external site team.

N. Consistency with the State's Minority Student Achievement Goals

A key feature of UMB's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: diversity represents a core value, which is defined as being "committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership" (University of Maryland, Baltimore, n.d.). The State also has a goal of expanding educational opportunities for minority and educationally disadvantaged students.

The proposed MS-HPE aims to address both UMB's and the State's cultural diversity goals. First, the delivery of the majority of the courses in the program through the use of distance learning technology will enhance student access, as it expands access and success for learners from diverse communities. Essentially, distance learning is quickly becoming the educational opportunity for students who may not or would not be able to participate in a traditional in-person college education. For rural and isolated communities, distance learning can be the vehicle that conquers geography and space between teachers and students. The emergence of so-called "virtual universities" has had more success in attracting diverse populations compared to traditional colleges. Ibarra (1999) asserts that historically underrepresented groups are highly attracted to internet-based degrees that embrace the core values of social change and community engagement.

The second manner in which the new MS-HPE addresses diversity goals is that distance learning not only achieves "access," but can also help ensure "success," as the technology of distance learning meets the needs of various learners and allows for differentiated instruction. Essentially, with the proper use of its varied technology, distance learning can address the needs of all populations, creating an environment where students can thrive. In contrast with many universities that have a predominance of a particular and preferred learning environment grounded in outmoded ideas about one-size fits all educational pipelines, the varied types of interactions common in distance education embrace a shift from passive to active learning and from competition to collaboration. Furthermore, different learning styles and cultures can be accommodated more easily because useful collaborative learning values diversity (Palloff & Pratt, 2005).

Additionally, UMB realizes that it must not only embrace and celebrate diversity but also provide opportunities for students to develop faculty who can design curricula to promote cultural competence and intercultural leadership. The MS-HPE uses an interdisciplinary approach to positively influence the climate for diversity, which includes consideration of external (i.e., governmental/political forces and sociohistorical forces) and internal (i.e., historical legacy of inclusion or exclusion, compositional diversity, psychological climate, behavioral dimension, organizational/structural diversity) factors deemed

necessary to understand and shape campus environments (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005).

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed new MS-HPE program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs

The Context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work, and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in educational excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Picciano, Seaman, & Allen, 2010):

- **Education Pipeline.** The education pipeline is now seeing inputs at every level with a highly diverse prospective student pool. Prospective students are typically working adults who demand part-time and non-residential educational opportunities. Results of the educational experience are becoming ever more outcomes-based.
- **Changing Demographics.** Data indicate a shift from the traditional-aged student (i.e., 18-22-year old, full-time resident) to older students studying part-time.
- **Technology Shift.** Online delivery is far outpacing traditional forms of delivery. From 2002 to 2008, online enrollments grew at an annual compound rate of 19% vs. 1.5% for all of higher education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. There is a growing acceptance that online education is as good as or better than traditional face-to-face delivery models. It is estimated that online learning will grow by 31% from 2020 to 2025.
- **The growth of Mobile Technologies.** Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones, and iPads have the potential to revolutionize the delivery space and to provide anywhere, anytime learning.
- **Web 2.0 Revolution.** Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud.' Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking, and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of college courses that are delivered onsite. Online learning seeks to expand knowledge beyond the walls of the campus and can reach millions of new learners who could never put their lives on hold to complete a certificate or degree mainly delivered or solely on a college campus. Online programs also can respond to individual student learning needs and styles in ways that cannot be duplicated in the face-to-face classroom. Significant determinants of successful online programs include 1) course design that incorporates best practices, 2) quality faculty who can engage students in the material, and 3) responsible academic oversight. All three of these determinants are present in this proposal.

Instructional Design Team

The following individuals from the Faculty Center of Teaching and Learning will direct the distance education strategy for the MS-HPE program:

Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning

Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a Master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods, motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment, and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty

incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MS | Senior Academic Innovation Specialist

Mr. Belt holds a Master of Arts degree in distance education and e-Learning. He is an educational technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses. He was previously the director of learning technology at the College of Southern Maryland and, formerly, the assistant director of e-Learning at Howard Community College. Mr. Belt has served as an instructional designer both virtually and on-campus for various community colleges across the United States. He has a passion for advancing the scholarship of teaching and learning through course design, instructional communication, and faculty professional development.

Becky Menendez, MA/MEd | Academic Innovation Specialist

Ms. Menendez holds master's degrees in elementary education, teaching English as a Second Language, and educational technology. She has a deep understanding of educational practice and design in higher and postsecondary education, particularly with English language learners, and has supported online course design for the International Baccalaureate, the Community College of Baltimore County, and Penn State University. Ms. Menendez is a trained Quality Matters peer reviewer, providing feedback and guidance to institutions on improving the quality of their online courses.

Collectively, the FCTL team will provide the following services to ensure that best pedagogical practices are used to train and support the most of effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer session.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.

- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Course development and curricular oversight will be accomplished in partnership with a program director, teaching faculty, and the instructional design team, who will ensure course materials follow best practices in online education and adult learning theory. Collectively, they will produce the following materials:

- Course-level outcomes and module level objectives
- Course storyboards that will serve as planning documents for new courses that outline objectives, discussion prompt and learning activities, and resources (e.g., articles, websites, online videos)
- Assignments and assessments that measure student performance and clear instructions for completing them
- Grading Rubrics
- Course syllabus

Supporting Students in Distance Education

All of the courses for the MS-HPE in Health Professions Education will have an online component, and two will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements, and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. We have also prepared a short questionnaire for students that will help them decide whether online learning is right for them. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library's services to students so that they can have access to research databases, the online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with the use of our “course evaluation’ rubric.”
3. Obtain feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate.

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Appendix A. Sample Plan of Study

	Educational Research		Educational leadership	
Year 1	Course	Credits	Course	Credits
Fall A	HPE 610: Theoretical Foundations of Learning in the Health Professions	3	HPE 610: Theoretical Foundations of Learning in the Health Professions	3
Fall B	HPE 605: Curriculum Theory and Analysis	3	HPE 605: Curriculum Theory and Analysis	3
Spring A	HPE 625: Instructional Strategies in the Health Professions	3	HPE 625: Instructional Strategies in the Health Professions	3
Spring B	HPE 615: Introduction to Statistics	3	HPE 615: Introduction to Statistics	3
Summer	HPE 660: Measurement, Assessment, and Program Evaluation	3	HPE 660: Measurement, Assessment, and Program Evaluation	3
Summer	HPE 620: Critical Appraisal of Literature	3	MHS 670: Leadership Theory	3
Subtotal		18	Subtotal 18	
Year 2	Course	Credits	Course	Credits
Summer	HPE 805: Impact Institute	2	HPE 805: Impact Institute	2
Fall A	HPE 725: Qualitative Research Methods	3	HPE 725: Qualitative Research Methods	3
Fall B	HPE 640: Educational Research	3	HPE 710: Leadership in Higher Education	3
Spring A	HPE 851: Research Seminar	3	HPE 851: Research Seminar	3
Spring B	HPE 860: Capstone in HPE	3	HPE 860: Capstone in HPE	3
Subtotal		14	Subtotal 14	
Total Credits		32	Total Credits 32	

Appendix B: Budget

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty					
Faculty Program Director	\$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.00	\$ 11,255.00
Instructional Faculty (Teaching)	\$ 12,500.00	\$ 22,500.00	\$ 23,175.00	\$ 23,870.00	\$ 24,586.00
Instructional Faculty (Course Design)	\$ 0	\$ 12,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Total Benefits	\$ 5,850.00	\$ 11,778.00	\$ 10,084.00	\$ 10,347.00	\$ 10,619.00
Total Faculty	\$ 28,350.00	\$ 57,078.00	\$ 48,868.00	\$ 50,144.00	\$ 51,460.00
Administrative	\$ 13,250.00	\$ 13,648.00	\$ 14,057.00	\$ 14,479.00	\$ 14,913.00
FTE	0.25	0.25	0.25	0.25	0.25
Total Benefits	\$ 3,843.00	\$ 15,831.00	\$ 16,306.00	\$ 16,795.00	\$ 17,299.00
Total Administrative	\$ 17,093.00	\$ 29,479.00	\$ 30,363.00	\$ 31,274.00	\$ 32,212.00
Equipment	\$ 0	\$ 0	\$ 20,000.00	\$ 5,000.00	\$ 5,000.00
Library	\$ 0	\$ 0	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
New or Renovated Space	\$ 0	\$ 0	\$ 25,000.00	\$ 100,000.00	\$ 100,000.00
Curriculum Development and Maintenance	\$ 22,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Other Expenses Professional Development	\$ 10,000.00	\$ 12,000.00	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00
Contingency Funding	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$	\$	\$	\$	\$

	77,443.00	123,557.00	191,231.00	253,418.00	255,672.00
Resource Categories					
Reallocated Funds	\$ 21,499.00	\$ 0	\$ 0	\$ 0	\$ 0
Total Tuition/Fees Revenue	\$ 55,944.00	\$ 128,000.00	\$ 197,760.00	\$ 271,680.00	\$ 363,584.00
Number of F/T Students					
Annual Tuition/Fee Rate	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Number of P/T Students	6	10	15	20	26
Credit Hour Rate	\$ 777.00	\$ 800.00	\$ 824.00	\$ 849.00	\$ 874.00
Annual Credit Hour per P/T Student	12	16	16	16	16
Grants, Contracts & Other External Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Appendix C: Graduate School Policies

Purpose: Satisfactory academic performance and progress within the University of Maryland Baltimore's master's degree (MS-HPE) programs is a shared responsibility...

of the University of Maryland Baltimore Graduate School (UMBGS), the Masters Programs, and graduate students. This policy specifies the elements of satisfactory academic performance and progress for students in UMBGS MS-HPE programs (University of Maryland Baltimore, n.d.).

UMBGS Standards

- After admission to a master's program, each student must continue a course of study and must register fall and spring semesters unless on an approved leave of Absence. Failure to comply with the requirement to register every semester will be taken as evidence that the student has terminated his or her program and admission status in the Graduate School.
- Students accepted provisionally will have provisional admission status removed only after all provisions have been satisfied and the student has fulfilled all other UMBGS and Master's Program requirements for non-provisional admission. This determination will be made by the Graduate Program Director and the UMBGS Academic Coordinator.
- Graduate students must maintain a minimum, cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
- UMBGS does not impose a uniform protocol for preliminary, qualifying, or comprehensive examinations. Admission to candidacy occurs after fulfilling Master's Program requirements.
- Students must establish and maintain a professional relationship with a faculty research advisor. The advisor must hold Regular membership in the Graduate Faculty with the appropriate knowledge and expertise to serve as research advisor.
- Students must demonstrate the ability to conduct independent research by developing, presenting, and defending an original dissertation on a topic approved by the Master's Program. Evidence of completion of this requirement is a submission of the committee approved dissertation to the Graduate School.
- UMBGS requires that students take and pass a masters examination of the dissertation comprised of an open presentation and a formal examination. The formal examination can only be attempted twice. A failure on the second attempt means the MS-HPE degree is forfeited.
- Students must be admitted to candidacy within five academic years of the first term of enrollment in the Master's Program and at least two full sequential semesters or sessions (spring, summer, or fall) before graduation. All degree requirements, including the final

examination of the dissertation, must be completed within four years of admission to candidacy and no more than nine years after admission into the Master's Program.

- Students are expected to meet the highest standards of academic integrity. Plagiarism, fabrication, falsification, cheating, and other acts of academic dishonesty, or abetting the academic dishonesty of another will result in sanctions and may lead to academic dismissal.



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

TOPIC: University of Maryland, College Park: Bachelor of Science in Mechatronics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 12, 2021

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Bachelor of Science in Mechatronics. Mechatronics is the combination of mechanical, electrical, and information systems engineering. The program addresses the growing need for cross-disciplinary engineers skilled in the areas of robotics, automation, and advanced manufacturing technologies, collectively known as Industry 4.0. The Bachelor of Science in Mechatronics will provide students with a fundamental understanding of mechatronic systems analysis, the knowledge of how these systems are developed and deployed, and the practical experience required to implement mechatronic systems in real-world applications. Graduates of the program are expected to be highly sought after in fields such as aerospace & defense, energy, infrastructure, manufacturing & automation, robotics, and biomedical engineering.

This program will be offered at the Universities at Shady Grove and is mainly intended for students who have completed an associate's degree from a Maryland public community college. The program will allow them to complete their baccalaureate degree in two years. The program will offer courses at the 300- and 400-level, which constitute the junior and senior years of the program. The curriculum will require 43 credits of core courses and 18 credits of program-specific electives.

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

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

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

COMMITTEE RECOMMENDATION: Approval

DATE: January 12, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

December 2, 2020

Chancellor Jay A. Perman
University System of Maryland
3300 Metzgerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Science program in Mechatronics. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in cursive script, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Robert Briber, Dean, A. James Clark School of Engineering

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FORM

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

University of Maryland, College Park
Institution Submitting Proposal

Mechatronics
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2022
Projected Implementation Date

092100
Proposed HEGIS Code

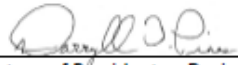
14.4201
Proposed CIP Code

Department of Aerospace Engineering
Department in which program will be located

Andrew Becnel
Department Contact

301-405-1931
Contact Phone Number

abecnel@umd.edu
Contact E-Mail Address


Signature of President or Designee

12-02-2020
Date

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

Description. Mechatronics can be concisely described as the combination of mechanical, electrical, and information systems engineering. Mechatronics engineers design, develop, and test automated production systems, transportation and vehicle systems, robotics, computer-machine controls, and many other integrated systems. Mechatronics engineers also develop new technologies for use in the automotive and aviation industry, advanced manufacturing operations, and often specialize in areas such as robotics, autonomous vehicles, and manufacturing systems. The Bachelor of Science in Mechatronics will provide students with a fundamental understanding of mechatronic systems analysis, the knowledge of how these systems are developed and deployed, and the practical experience required to implement mechatronic systems in real-world applications. Graduates of the program are expected to be highly sought after in fields such as aerospace & defense, energy, infrastructure, manufacturing & automation, robotics, and biomedical engineering.

The proposed Bachelor of Science in Mechatronics, to be offered at the Universities at Shady Grove, seeks to address the growing need for cross-disciplinary engineers skilled in the areas of robotics, automation, and advanced manufacturing technologies, collectively known as Industry 4.0. As society moves into the 4th industrial revolution, the regional economy is redoubling its focus on high-tech industries like biotechnology and aerospace/defense, fields which rely heavily on the broad expertise offered by engineers trained in Mechatronics.

Relation to Strategic Goals. The proposed major in Mechatronics relates to UMD's strategic goals by adding to its STEM program offerings, most specifically at the Universities at Shady Grove (USG). The Mechatronics major aligns with the University Mission Statement, to "advance knowledge in areas of importance to the State", as well as the undergraduate learning objectives 4.1.3 and 4.1.9, to "increase the number of graduates in fields that support the workforce needs of the state and the nation by creating new programs and pathways", and to "continue to improve pathways for transfer students in our undergraduate programs on the College Park campus and at regional centers such as the Universities at Shady Grove," respectively.

The Mechatronics program is the third of three UMD engineering programs planned for delivery specifically at the Universities at Shady Grove to contribute to workforce development in the state and most specifically in the Montgomery County region, taking advantage of the robust partnership with Montgomery College. USG's mission is "to support and expand pathways to affordable, high-quality public higher education that meet the distinctive needs of the region and are designed to support workforce and economic development in the state; to achieve these goals through partnerships and collaborations with academic, business, public sector and community organizations that promote student success, high academic achievement and professional advancement." This program contributes directly to the goals of access and affordability, to high quality programming, and to regional and state capacity building, as articulated in USG mission statement.

Funding. Resources for the new program will be drawn from the University System of Maryland's Workforce Development Initiative that was approved by the State Legislature beginning in FY19. Funds were specifically directed to increasing the number of undergraduate degree offerings in STEM areas at the Universities at Shady Grove.

Institutional Commitment. The program will be administered by the Department of Aerospace Engineering within the A. James Clark School of Engineering. Each of UMD's USG programs has an on-site program director. In addition, two staff members are currently in residence at USG to support the program directors in admissions decisions and to provide academic operational support such as recruiting, outreach to community colleges, access to training, and to act as a liaison to academic services on the College Park campus. The University of Maryland (UMD) is also the managing institution for USG, and in that role supports many administrative services for the operation of USG.

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

Need. The Maryland State Plan for Postsecondary Education highlights the need to ensure equitable access to higher education for the diverse population of the state, and offering a Mechatronics baccalaureate program at USG expands opportunities for students along the I-270 tech corridor region who may otherwise be geographically prohibited from participation at other USM institutions. The program will offer students who have completed their first two years of STEM-focused postsecondary education at a Maryland public community college (MPCC) or institutions a pathway to continue their studies in a growing field and earn a terminal four year degree. Providing for these students' success through this lower cost option - 2 years at an MPCC followed by 2 years in a UMD program delivered at USG - helps to reduce the financial burden potential students may face otherwise. The innovative curriculum will combine a solid theoretical foundation with practical implementation skills that prepare graduates for a productive and impactful career in regional industries like defense, aerospace, and advanced manufacturing.

State Plan. The proposed program aligns with the *Maryland State Plan for Postsecondary Education* in several ways. First, the program aligns with the state's emphasis on career training and research. Strategy 7 of the *Maryland State Plan* is "Enhance career advising and planning services and integrate them explicitly into academic advising and planning."¹ Career advising will not only be integrated with student advising, it will also be incorporated in the program coursework. All of the core courses for the program will help students achieve this outcome

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

The US Department of Labor, Education and Training Agency (DOL ETA) recently added a classification for Mechatronics Engineer (17-2199.05) distinct from other occupations.² Combined with the related occupations of Robotics Engineers (17-2199.08) and others, the U.S. Department of Labor's Bureau of Labor Statistics, Occupational Employment Statistics Program (BOL OESP) projects 4%-6% average growth in this occupation from 2018-2028 nationwide, accounting for nearly 12,000 new jobs.³ The State of Maryland in particular is projected to see higher than average opportunities for Mechatronics Engineers⁴, both in terms of job placement and median wages, which according to the BOL OESP are 45% higher than the national average (\$140,840 in Maryland vs. \$96,980 nationwide). This corresponds to over 7,000 jobs in

¹ Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education*. (p. 60). Retrieved October 29, 2018 from:

<http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>.

² 2018 ASEE Southeastern Section Conference American Society for Engineering Education, 2018 Growth of 2-Year programs for Mechatronics Marilyn Barger, Richard Gilbert

³ National Center for O*NET Development. 17-2199.05 - Mechatronics Engineers. O*NET Online. Retrieved January 28, 2020, from <https://www.onetonline.org/link/summary/17-2199.05>

⁴ National Center for O*NET Development. State Map for Mechatronics Engineers. My Next Move. Retrieved January 28, 2020, from <https://www.mynextmove.org/profile/state/17-2199.05?from=profile>

Mechatronics and related industries specifically, and an even greater number considering the broad based skill set that Mechatronics engineering students offer to employers.⁵

D. Reasonableness of Program Duplication

During the time that this program has been under development, there were no Bachelor's degree programs for Mechatronics in the State of Maryland. Anne Arundel Community College offers an Associate of Applied Science (AAS) degree in Mechatronics Technology. Additionally, Johns Hopkins University offers a Master's degree program in Mechatronics, Robotics, and Automation Engineering. The proposed Mechatronics program at USG will help fill an important gap, particularly in the central and northwest geographic areas of the state in which there is significant market demand. The program is expected to draw students who have already acquired the fundamentals in Maryland's community college system and who are not interested in pursuing one of the more standard 4-year engineering degrees available within the University of System of Maryland or other campuses in the state.

In November 2020, Morgan State University announced plans to launch a Mechatronics program on approximately the same time scale as the program proposed here⁶. It is our belief that the market demand is sufficiently high, the geographic draw of students is sufficiently distinct, that both programs will provide valuable contributions to the Maryland workforce.

One might also anticipate some overlap between a Mechatronics degree program and a Mechanical Engineering program, such as that to be offered by the University of Maryland Baltimore County at the Universities at Shady Grove. Experts from the two universities have met to discuss the similarities and differences between the two programs and have determined that the curricula are distinct and complementary, although discussion is already underway about the possibility of sharing both equipment and program electives.

E . Relevance to Historically Black Institutions (HBIs)

As noted above, development of the UMD Mechatronics program began in 2018, responding to a call for engineering pathway programs at the Universities at Shady Grove and with the support of Governor Hogan's Workforce Development Initiative. At that time, we had determined that no historically black institutions in Maryland offered a bachelor's program in Mechatronics. With the proposed new program at Morgan State University now in view, our position remains that the two programs, while leading to the same credential, differ substantially in the target student audience. It is important to note that there are no residential facilities at the Universities at Shady Grove so all students in the program proposed here would have to be within commuting distance from the Rockville campus. A significant majority of students will be drawn from Montgomery College.

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

See above.

⁵ <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

⁶ <https://news.morgan.edu/stem-program-offerings/>

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

Curricular Development. The curriculum was developed by faculty of the Aerospace Engineering department in collaboration with faculty in Electrical and Computer Engineering and in Mechanical Engineering. All of the undergraduate programs within the A. James Clark School of Engineering are “limited enrollment programs”, due to high demand and finite capacity.

The program will be offered exclusively at the Universities at Shady Grove. All undergraduate programs at USG are years 3 and 4 only. Expectations for lower-level coursework will be established through articulation agreements with the Maryland community colleges or taken at College Park prior to admission to the School of Engineering and the major. The proposed curriculum will offer courses at the 300- and 400-level, which constitute the junior and senior year of the program. The program is primarily intended for students transferring from a Maryland public community college. While students at the College Park campus can pursue the program, they will not be able to seek admission into the School of Engineering and Mechatronics major until they have completed the Engineering Limited Enrollment Program (LEP) gateway courses, required prior study major courses, lower-level General Education requirements (or an Associate’s Degree), and have earned at least 60 credits.

Faculty Oversight. The faculty within the department of Aerospace Engineering will provide academic direction and oversight for the program. Appendix A contains a list of the relevant faculty.

Educational Objectives and Learning Outcomes. The educational objectives of this program are established to produce top-notch graduates to fill the growing need for workers experienced with integrated mechanical and electrical systems. The Bachelor of Science in Mechatronics will produce engineering graduates who:

1. Apply their training in combining mechanical, electrical, and aerospace problem solving skills to contribute professionally in industrial or research settings;
2. Demonstrate leadership, teamwork, and professional ethical responsibility;
3. Demonstrate an appreciation for their professional activities on society as a whole.

The program will additionally use the following ABET learning outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economics factors;
3. An ability to communicate effectively with a range of audiences;

4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Institutional assessment and documentation of learning outcomes. Assessment of the program will follow the same plan that the Department of Aerospace Engineering (ENAE) uses for assessing its major for ABET accreditation purposes. Aerospace Engineering and Mechanical Engineering faculty members establish and assess the Mechatronics Program Educational Objectives (PEOs). The faculty members evaluate achievement of the PEOs based on indicators informed by reviewing relevant data from program constituencies (students, faculty, and corporate partners). The departments' Undergraduate Affairs Committees will evaluate recommendations from these constituencies before modification of PEOs. A proposal of these modifications will be presented to the Chairs, the Department Councils, and Department Advisory Boards for feedback prior to a vote for adoption by faculty.

Student Learning Outcomes are evaluated through course-specific performance indicators. The Department will establish rubrics for each performance indicator and develop a course-related assessment as part of this evaluation. Faculty members will then be asked to evaluate the students through these course assessments. Assessment of learning outcomes will take place each year.

Course requirements.

FIRST & SECOND YEAR

Prior to being admitted to the Mechatronics major, students should have completed the Engineering LEP gateway courses, basic math/science courses, and lower-level General Education requirements. Below is the representative set of requirements; specific articulation agreements will be established with each of the local community colleges.

Course	Title	Cr
ENGL 101	Academic Writing	3
MATH 140	Calculus I	4
MATH 141	Calculus II	4
MATH 241	Calculus III	4
MATH 240	Introduction to Linear Algebra	4
MATH 246	Differential Equations for Scientists and Engineers	3

CHEM 135	General Chemistry for Engineers	3
PHYS 161	General Physics: Mechanics and Particle Dynamics	3
PHYS 260/261	General Physics: Vibration, Waves, Heat, Electricity and Magnetism (plus Laboratory)	4
PHYS 270/271	General Physics: Electrodynamics, Light Relativity and Modern Physics (plus Laboratory)	4
ENES 100	Introduction to Engineering Design	3
ENES 102	Mechanics I	3
ENES 220	Mechanics II	3
ENES 232	Thermodynamics	3
GenEd Courses	General Education Requirements (for A.A.S.)	12
	Total Credits	60

JUNIOR & SENIOR YEARS AT SHADY GROVE**Junior Year 1st Semester**

Course	Title	Cr
ENMT 301	Dynamics	3
ENMT 305	Electro-mechanical Circuits and Systems	3
ENMT 364	Aerospace Sciences Laboratory	4
ENMT 380	Flight Software Systems	3
ENMT 387	Manufacturing Processes	3
	Total Semester Credits	16

Junior Year 2nd Semester

Course	Title	Cr
ENMT 313	Real Time Software Systems and Microprocessors	3
ENMT 432	Classical Control Theory	3
ENMT 324	Structures	3
ENMT 3XX	Technical Elective (based on track within program)	3
ENGL 393	Professional Writing	3
	Total Semester Credits	15

Senior Year 1st Semester

Course	Title	Cr
ENMT 483	Mechatronics Systems I	3
ENMT 461	Mechatronics and Controls Lab I	3
ENMT XXX	Three program electives (see below)	9
	Total Semester Credits	15

Senior Year 2nd Semester

Course	Title	Cr
ENMT 484	Mechatronics Systems II	3
ENMT 462	Mechatronics and Controls Lab II	3

ENMT XXX	Three program electives (see below)	9
	Total Semester Credits	15

TOTAL DEGREE CREDITS	121
-----------------------------	------------

The program will offer electives; at the same time, opportunities for electives outside the program may become available as the program matures, including USG programs offered by other universities.

Autonomous Air Vehicles Track – Program Elective Courses

Course	Title	Cr
ENMT 471	Advanced Manufacturing and Automation	3
ENMT 472	UAV Flight Testing	3
ENMT 473	Motion Planning for Autonomous Systems	3
ENMT 474	Hands-on Autonomous Aerial Vehicles	3
ENMT 477	Machine Learning in Mechatronics Engineering	3
	Additional electives by permission of advisor	

Robotics Systems Track – Program Elective Courses

Course	Title	Cr
ENMT 471	Advanced Manufacturing and Automation	3
ENMT 473	Motion Planning for Autonomous Systems	3
ENMT 475	Introduction to Robotics	3
ENMT 476	Bio-inspired Robotics	3
ENMT 477	Machine Learning in Mechatronics Engineering	3
	Additional electives by permission of advisor	

See Appendix B for course descriptions.

General Education. Students will complete their science and mathematics general education requirements by way of fulfilling major requirements. Students who transfer to UMD with an Associate's degree from a Maryland community college are deemed to have completed their General Education requirements with the exception of Professional Writing, which is typically taken in their third year of study.

Accreditation or Certification Requirements. As with other undergraduate Engineering degree programs at UMD, the Clark School of Engineering will seek to have this program accredited by the Accreditation Board of Engineering and Technology (ABET).

121 Credit Total. Because of ABET accreditation requirements for engineering undergraduate programs, this program, as with other engineering programs, requires more than 120 credits. At 121 credits, the total is still lower than many engineering programs and is, by design, lower in credits than either the Mechanical Engineering or Aerospace Engineering majors offered on the College Park campus, which have minimum requirements of 124 credits.

Other Institutions or Organizations. The department does not currently intend to contract with another institution or non-collegiate organization for this program.

Student Support. Shady Grove students will receive academic advising and support from a full-time academic advisor at Shady Grove who will report to the Director, Office of Undergraduate Studies in Aerospace Engineering at UMD. This advising includes the usual scheduling of classes, evaluation of progress towards the degrees, and identification of resources. The Mechatronics major will have a mandatory advising process, where students will be required to meet with their advisor, once each semester prior to registration, to check up on the academic progress.

In addition, the AE department will maintain offices at Shady Grove. We will designate an AE faculty member as the Faculty Program Director. The Faculty Program Director will spend one to two days per week at the Shady Grove facility to address the concerns of students, faculty, and instructors. In addition, we will hire an on-site lab technician to maintain the instructional and fabrication laboratory facilities at Shady Grove and a part-time IT specialist serving dual roles at USG and UMD. These personnel will report to the corresponding group leaders in the AE department at UMD. Students evaluate courses and faculty through the courses evaluation system for UMD.

Additional services are provided for all programs at the Universities at Shady Grove through USG's Center for Academic Success.

Marketing and Admissions Information. The AE office of external relations in collaboration with the undergraduate office will produce marketing materials and will conduct recruitment events throughout the year. Following procedures previously established at the Universities at Shady Grove, the Clark School's Assistant Director of Transfer Student Advising and Admissions will review the accepted Mechatronics cohort to ensure all students meet the Clark School's LEP admission criteria.

H. Adequacy of Articulation

Montgomery College is expected to be the largest feeder, although students who have completed two years in any engineering program in a Maryland Community College will be eligible for admission provided they meet the program's eligibility requirements. The Clark School's requirements for transfer students are articulated with the Montgomery College Associate of Science in Engineering. Montgomery College students can enter the program upon completing the Mechanical Engineering focus at Montgomery College with ENES240 – Scientific and Engineering Computation (or equivalent).

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a full list of Aerospace Engineering department faculty. Instruction will also be supported by UMD's Mechanical Engineering department. Four tenured or tenure-track (TTK) faculty and five professional track (PTK) faculty will be engaged in delivery of the program on-site. Two to three graduate students will be employed as teaching assistants on-site, and stipends/fringe benefits as well as support for commuting to/from USG is included in the proposed budget. The curriculum will also be supported by various existing centers and

laboratories in the Clark School of Engineering including Space Systems Laboratory (ENAE), Smart Structures Laboratory (ENAE), the Maryland Robotics Center (ENGR) and the UMD Unmanned Air Systems (UAS) Test Site.

Faculty training. All faculty will receive guidance from the Aerospace Engineering and Mechanical Engineering departments, both of which considers teaching to be critical to the success of its program. For the learning management system, faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program. Resources are available locally at USG's Priddy Library as well as on the College Park campus.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The program will be delivered in the new Biomedical Sciences and Engineering Education (BSE) building (also called Building IV) at the Universities at Shady Grove. This state-of-the-art educational facility has a suite of shared active-learning classrooms, computing resources, wet labs, a dental clinic, product design laboratory and maker space, as well as offices for faculty and staff delivering the curricula and student support services. Dedicated and shared laboratory and classroom facilities, as well as office space, have been identified for the program.

L. Adequacy of Financial Resources

Resources for the program will come from tuition revenue and from the Governor's Workforce Development Initiative funds that were specifically directed towards implementation of STEM degree programs at the Universities at Shady Grove. Students in this program will represent new enrollment at UMD the tuition revenue associated with this enrollment will be directed towards program needs. Tuition revenue alone is not adequate to support the program; UMD, USG and USM have articulated a memorandum of understanding to maintain funding for the program, beyond revenue expected from tuition. See Tables 1 and 2 for anticipated resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered

by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

An important aspect of this program is to draw upon students in the community colleges, which have traditionally larger numbers of African and Latin Americans than does UMD, and thereby improving the numbers of underrepresented minorities in STEM education. This will be a factor in student recruitment.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Tables 1 and 2: Resources and Expenditures**TABLE 1: RESOURCES**

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$116,800	\$360,912	\$495,652	\$638,153	\$788,757
a. #FT Students	10	30	40	50	60
b. Annual Tuition/Fee Rate	\$11,680	\$12,030	\$12,391	\$12,763	\$13,146
c. Annual FT Revenue (a x b)	\$116,800	\$360,912	\$495,652	\$638,153	\$788,757
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	\$485.00	\$499.55	\$514.54	\$529.97	\$545.87
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$900,000	\$900,000	\$900,000	\$900,000	\$900,000
TOTAL (Add 1 - 4)	\$1,016,800	\$1,260,912	\$1,395,652	\$1,538,153	\$1,688,757

Tuition revenue is based on AY2020-21 rates for the A. James Clark School of Engineering. It does not include mandatory fees or laboratory fees. Reallocated funds assume support from the States Workforce Development Initiative targeted towards programs to be delivered at the Universities at Shady Grove.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Full time Faculty (b+c below)	\$478,800	\$657,552	\$677,279	\$871,996	\$898,156
a. #FTE	3.0	4.0	4.0	5.0	5.0
b. Total Salary	\$360,000	\$494,400	\$509,232	\$655,636	\$675,305
c. Total Benefits	\$118,800	\$163,152	\$168,047	\$216,360	\$222,851
2. Part time Faculty (b+c below)	\$14,000	\$28,000	\$70,000	\$70,000	\$70,000
a. #FTE	0.2	0.4	1.0	1.0	1.0
b. Total Salary	\$14,000	\$28,000	\$70,000	\$70,000	\$70,000
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Admin. Staff (b+c below)	\$186,200	\$191,786	\$246,924	\$254,332	\$261,962
a. #FTE	2.0	2.0	2.5	2.5	2.5
b. Total Salary	\$140,000	\$144,200	\$185,658	\$191,227	\$196,964
c. Total Benefits	\$46,200	\$47,586	\$61,267	\$63,105	\$64,998
4. Technical Support staff (b+c below)	\$53,200	\$54,796	\$56,440	\$58,133	\$59,877
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
c. Total Benefits	\$13,200	\$13,596	\$14,004	\$14,424	\$14,857
5. Graduate Assistants (b+c below)	\$44,144	\$89,341	\$90,425	\$91,542	\$92,692
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Stipend	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000
c. Tuition Remission	\$17,544	\$36,141	\$37,225	\$38,342	\$39,492
d. benefits	\$6,600	\$13,200	\$13,200	\$13,200	\$13,200
6. Equipment	\$50,000	\$25,000	\$25,000	\$25,000	\$25,000
7. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
8. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
9. Marketing/Advertising	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
10. Other Expenses: Operational Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
11. Office Space Rental	\$10,500	\$10,815	\$11,139	\$11,474	\$11,818
12. Classroom Rental	\$0	\$9,000	\$9,270	\$9,548	\$9,835
13. university administrative fee	\$11,680	\$36,091	\$49,565	\$63,815	\$78,876
TOTAL (Add 1 - 13)	\$913,524	\$1,167,381	\$1,301,042	\$1,520,840	\$1,573,215

Notes: Graduate assistants are included in the budget to support instruction. Other expenses include lab equipment and software maintenance, materials and supplies, program outreach, and travel related to the program.

Appendix A: Faculty in the Fischell Department of Bioengineering

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests can be found in the department's web site (<https://bioe.umd.edu/clark/facultydir?drfilter=1>). All faculty listed are full-time. Specific course assignments have not yet been made, but will be made in time to schedule the courses for the target start term of Fall 2021. Some additional hires are anticipated to support the program at Shady Grove.

Faculty Name	Highest Degree Earned - Field and Institution	Rank
Akin, David	Ph.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Associate Professor
Baeder, James	Ph.D., Aeronautics & Astronautics, Stanford University	Professor
Bauchau, Olivier	Ph.D., Structural Dynamics, Massachusetts Institute of Technology	Professor
Cadou, Christopher	Ph.D., Mechanical Engineering, UCLA	Professor
Chopra, Inderjit	Sc.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Distinguished Univ Professor
Datta, Anubhav	Ph.D., Aerospace Engineering, University of Maryland	Associate Professor
Flatau, Alison	Ph.D., Mechanical Engineering, University of Utah	Prof & Assoc Chair
Jones, Anya	Ph.D., Aerodynamics, University of Cambridge	Associate Professor
Laurence, Stuart	Ph.D., Aeronautics, California Institute of Technology	Associate Professor
Lee, Sung	Ph.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Professor
Martin Aguirre, Maria		Associate Professor
Paley, Derek	Ph.D., Mechanical & Aerospace Engineering, Princeton University	Professor
Sanner, Robert	Ph.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Assoc Prof & Assoc Chair
Sedwick, Raymond	Ph.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Professor
Wereley, Norman	Ph.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Prof & Chair
Winkelmann, Allen	Ph.D., Aerospace Engineering, University of Maryland	Associate Professor
Yu, Kenneth	Ph.D., Aerospace Engineering, UC Berkeley	Professor
Akin, David	Ph.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Associate Professor

Baeder, James	Ph.D., Aeronautics & Astronautics, Stanford University	Professor
Bauchau, Olivier	Ph.D., Structural Dynamics, Massachusetts Institute of Technology	Professor
Cadou, Christopher	Ph.D., Mechanical Engineering, UCLA	Professor
Hartzell, Christine	Ph.D. Aerospace Engineering Sciences, University of Colorado at Boulder	Assistant Professor
Otte, Michael	Ph.D., Computer Science, University of Colorado at Boulder	Assistant Professor
Xu, Huan	Ph.D., Mechanical Engineering, California Institute of Technology	Assistant Professor
Hartzell, Christine	Ph.D. Aerospace Engineering Sciences, University of Colorado at Boulder	Assistant Professor
Becnel, Andrew	Ph.D., Aerospace Engineering, University of Maryland	Senior Lecturer
Bowden, Mary	Sc.D., Aeronautics & Astronautics, Massachusetts Institute of Technology	Visiting Asst Professor
Carignan, Craig	Sc.D. Aeronautics & Astronautics, Massachusetts Institute of Technology	Lecturer

Appendix B: Course Descriptions

ENMT301 - Dynamics

Kinematics and dynamics of three dimensional motion of point masses and rigid bodies with introduction to more general systems. Primary emphasis on Newtonian methods. Practice in numerical solutions and computer animation of equations of motion using MATLAB.

ENMT305 - Electro-mechanical Circuits and Systems

Analysis techniques for simulating resonances and impedances in systems that couple physical interactions electrical, mechanical, magnetic and piezoelectric domains. Analysis applied to modeling the electro-magneto-mechano-acoustic domain interactions in traditional loudspeaker designs, and can be extended to the design of sensors, energy harvesters and actuators.

ENMT313 - Real Time Software Systems and Microprocessors

Timing, synchronization and data flow; parallel, serial, and analog interfaces with sensors and actuators; microprocessor system architecture; buses; direct memory access (DMA); interfacing considerations.

ENMT324 - Structures

Analysis of torsion, beam bending, plate bending, buckling and their application to aerospace and robotic systems.

ENMT364 - Aerospace Sciences Laboratory

Application of fundamental measuring techniques to measurements in aerospace engineering. Includes experiments in aerodynamics, structures, propulsion, flight dynamics and astrodynamics. Correlation of theory with experimental results.

ENMT380 - Flight Software Systems

Avionics using advanced sensor and computing technologies are at the heart of every modern Aerospace vehicle. Advanced software systems to improve safety and enable unmanned and deep-space missions. Object-oriented programming and software engineering concepts required to design and build complex flight software systems. Software validation, verification and real-time performance analysis to assess flight software system reliability and robustness. Human-machine interface design for piloted systems. Automatic onboard data acquisition and decision-making for unmanned air and space vehicles.

ENMT387 - Manufacturing Processes

An introduction to common manufacturing processes and the mindset of “design-for-manufacture” in a mechatronics context. Establishing datums, geometric dimensioning and tolerancing (GD&T), and planning for the manufacturing methods that will successfully produce the desired parts. Overview of common small- and large-volume production methods, such as milling, turning, stamping and bending of sheet metal, and injection molding.

ENMT432 - Classical Control Theory

An introduction to the feedback control of dynamic systems. Laplace transforms and transfer function techniques; frequency response and Bode diagrams. Stability analysis via root locus and Nyquist techniques. Performance specifications in time and frequency domains, and design of compensation strategies to meet performance goals.

ENMT461 - Mechatronics and Controls Lab I

Basic instrumentation electronics including DC electronics, AC electronics, semiconductors, electro-optics and digital electronics. Sensing devices used to carry out experiments including metrology, machine tool measurements, bridge circuits, optical devices, and introduction to computer based data acquisition.

ENMT462 - Mechatronics and Controls Lab II

Design of mechanical motion transmission systems: gearing, couplings, belts and lead-screws; Sensing and measurement of mechanical motion, sensor selection; Electromechanical actuator selection and specification; PLCs and sequential controller design, digital I/O; Case studies.

ENMT471 - Advanced Manufacturing and Automation

Develop a comprehensive understanding of additive and subtractive manufacturing, including extrusion-based deposition, stereolithography, powder bed-based melting, inkjet-based deposition, and computer numerical controlled (CNC) machining operations, including milling and laser cutting. Cultivate a "design-for-advanced manufacturing" skill set for combining computer-aided design (CAD) and computer-aided manufacturing (CAM) methodologies to produce desired parts. Fabricate 3D mechanical objects using a variety of manufacturing technologies on campus. Execute a design project that demonstrates how advanced manufacturing technologies can overcome limitations of traditional manufacturing processes and the challenges of applying these processes at scale.

ENMT472 - UAV Flight Testing

Provides basic instruction to unmanned aircraft flight testing and demonstrates need for systematic, well-proven technique to allow for accurate performance measurements. Concepts of aerodynamics, airplane performance, and stability and control. Emphasis on small, general use quadrotor type aircraft.

ENMT473 - Motion Planning for Autonomous Systems

Autonomous systems (e.g., aircraft, vehicles, manipulators, and robots) must plan long-term movement that respects environmental constraints such as obstacles, other actors, and wind; system constraints such as kinematics, dynamics, and fuel; as well as factors such as time and safety. Robust autonomy also requires dealing with environmental changes, new information, and uncertainty. This course provides an overview of such problems and the methods used to solve them.

ENMT474 - Hands on Autonomous Aerial Vehicles

Exposes the students to mathematical foundations of computer vision, planning and control for

aerial robots. The goal is to train the students to develop real-time algorithms for the realization of autonomous aerial systems. The course is designed to balance theory with an application on hardware. The assignments will require a significant investment of time and energy. All projects will be carried using quadrotors in a group of students.

ENMT475 - Introduction to Robotics

Introduction to the kinematics, dynamics, and control of robot manipulators. DH parameters, serial and parallel manipulators, kinematic redundancy, sensors, actuators, and mechanism design. Control concepts introduced ranging from independent joint control to impedance control. Examples drawn from space robotics, wearable robotics, and other areas.

ENMT476 - Bio-Inspired Robotics

Successful realization of a flapping wing micro air vehicle (MAV) requires development of a light weight drive mechanism converting the rotary motion of the motor into flapping motion of the wings. Students will have an opportunity to develop and understand the physics and associated control algorithms enabling wings to change their position and speed instantaneously in order to perform maneuvers autonomously, such as controlled dives and loitering. Kinematics and dynamics principles essential to modeling the forces that control the flight maneuvers.

ENMT477 - Machine Learning in Mechatronics Engineering

Learn how to apply techniques from Artificial Intelligence and Machine Learning to solve engineering problems and design new products or systems. Design and build a personal or research project that demonstrates how computational learning algorithms can solve difficult tasks in areas you are interested in. Master how to interpret and transfer state-of-the-art techniques from computer science to practical engineering situations and make smart implementation decisions.

ENMT483 - Mechatronic Systems I

Principles of mechatronic systems analysis and design. Performance analysis and optimization. Design of systems including avionics, power, propulsion, human factors, structures, actuators and mechanisms, and thermal control. Design processes and design synthesis. Individual student projects in mechatronic systems design.

ENMT484 - Mechatronic Systems II

Senior capstone design course in Mechatronics. Group preliminary design of a mechatronic system, including system and subsystem design, configuration control, costing, risk analysis, and programmatic development. Course also emphasizes written and oral engineering communications. Groups of students will complete, brief and report on a major design study to specific requirements.

ENGL393: Technical Writing

The writing of technical papers and reports. Technical track of Professional Writing that is required of all UMD undergraduates.



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

TOPIC: University of Maryland Eastern Shore: Bachelor of Science in Sport Management

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 12, 2021

SUMMARY: The University of Maryland, Eastern Shore proposes to establish a Bachelor of Science in Sport Management. The program will produce graduates who will be employed as sport managers. They will work in many aspects of sport organizations and events including marketing, finance, law, facility management, event management, fundraising, sponsorships, and promotions. In addition, sport managers can work with all levels of sport, including recreational sports, interscholastic sports, intercollegiate sports, or professional sports.

The curriculum includes 42 required credits in general education and 33 credits of major core courses including facility management, sport governance, sport marketing, sport business, sport finance and economics, a unique focus and practicum in interscholastic and intercollegiate athletic administration, and an internship. The basic coursework is complemented by 15 credits selected from other Exercise Science courses to broaden their knowledge including courses that involve sport medicine and first aid, exercise physiology, exercise testing, and sport nutrition. Because sport management also involves other aspects of business and the media, students will be required to complete courses in accounting and business ethics, as well as digital media and broadcasting performance.

The curriculum of 120 credit hours will be divided among the following categories: 1) 42 credit hours in general education, 2) 33 credit hours of major core courses, 3) 15 credit hours of Exercise Science electives, 4) 24 credit hours of supportive courses, and 5) 6 credit hours in free electives.

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

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

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

COMMITTEE RECOMMENDATION: Approval

DATE: January 12, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

December 4, 2020

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

Dear Dr. Perman:

The University of Maryland Eastern Shore (UMES) seeks your approval to offer a new Bachelor of Science (B.S.) program in Sport Management.

As noted in the proposal, the Bureau of Labor Statistics projects faster than average job growth for the field of sports management through 2028, with the Washington Metropolitan area listed as the third highest of the top 10 metropolitan areas. The proposed B.S. in Sport Management is consistent with our institution mission to meet local, state, and national workforce needs. In addition, the proposed degree program supports UMES Strategic Plan Goals III and IV, and more specifically sub-goals 3.2 and 4.1 which address the alignment of academic programs with workforce development needs and educational needs of the state of Maryland, respectively.

Students who pursue the proposed undergraduate program in Sport Management will complete a total of 120 credit hours, including 33 credit hours of core courses, 15 credit hours of sport management electives, 24 credit hours of support courses, and 6 credit hours of free electives.

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

Thank you for your consideration of this request.

Sincerely,


Heidi M. Anderson, Ph.D., FAPhA
President

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
cc: Dr. Nancy S. Niemi, Provost and Vice President for Academic Affairs
cc: Dr. Latasha Wade, Vice Provost and MSCHE Accreditation Liaison Officer
cc: Dr. Rondall E. Allen, Dean, School of Pharmacy and Health Professions

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Eastern Shore
Institution Submitting Proposal

Sport Management
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2021
Projected Implementation Date

Proposed HEGIS Code

31.0504
Proposed CIP Code

Department of Kinesiology
Department in which program will be located

Dr. Margarita Treuth
Department Contact

(410) 651-6494
Contact Phone Number

mstreuth@umes.edu
Contact E-Mail Address


Signature of President or Designee

12-3-2020
Date

Bachelor of Science (B.S.) in Sport Management

A. Centrality to Institutional Mission and Planning Priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

This Sport Management program will fall under the School of Pharmacy and Health Professions (SPHP) and will tie together both health and business areas. The Department of Kinesiology is seeking approval of this new program to enhance the undergraduate degree offerings, as it currently has one major, Exercise Science with the Health Fitness or Clinical Tracks. This proposal is consistent with UMES Strategic Goal 4 'to meet the educational needs of the State of Maryland with high quality and innovative academic programming.' This proposal specifically relates to adding a new undergraduate major within Kinesiology and the SPHP.

This new program supports the UMES mission. As noted in the mission statement, UMES is "grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions." UMES is known for "nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates." UMES also "provides individuals, including first generation college students, access to a holistic learning environment". Another element is the "commitment to meeting the workforce needs of the Eastern Shore, the state, and nation". In summary, this program will allow the department to seek accreditation when appropriate, provide new opportunities to first generation college students at UMES, and lastly, as the need for healthcare and business professionals continues, provide the workforce with qualified individuals.

In the 2018-2019 academic year, the university engaged in a program prioritization process that involved a written response from each program addressing key issues such as those addressed here and it was followed by the committee's recommendations to the schools and departments. These recommendations were based on the current professional needs of our students and of our prospective students. Based on this, it was determined that our students would benefit from enhancement in the Department of Kinesiology, and in particular, the proposed Sport Management Program was included in the Department's report.

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

The Sport Management program supports UMES' Strategic Goal 4: "To meet the educational needs of the State of Maryland with high quality and innovative academic programming."

In the 2020 Strategic Plan, Goal III is supported in that the goal is to "become a leading USM partner, in research, innovation and economic competitiveness" with sub-goal 3.2 "align academic programs with workforce development needs". This new academic program will provide the workforce with qualified sport management professionals for the state of Maryland.

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

UMES will provide the proposed program with adequate resources, facilities, and faculty in the same manner that it currently has in place for its academic programs in the Department of Kinesiology. This program will require an increase in the annual operational budget from state funds for the department to accommodate the needs of the new program. The first year of the program will not require any additional resources, since existing faculty will be teaching the first introductory

course. The next four years will require additional resources and the university has agreed to provide these additional resources to support the success of the program.

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

a) Ongoing administrative, financial, and technical support of the proposed program

The internal approval procedure for new programs at UMES is indicative of the University's commitment to the ongoing administrative, financial, and technical support of the Department of Kinesiology and its only current undergraduate major, Exercise Science. At present, the department has the third largest undergraduate enrollment. The proposed program was vetted and approved by the Department Curriculum Committee, the chair of the Department of Kinesiology, the School of Pharmacy and Health Professions Curriculum committee, the dean of the School of Pharmacy and Health Professions, the Faculty Assembly Academic Standing Committee, the Faculty Assembly (faculty shared governance body), the provost and vice president for academic affairs, as well as the UMES president, indicating their support of the new program offering.

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

UMES has a commitment to support this program with sufficient time for enrolled students to complete the Sport Management program. Our goal to pursue this major is driven by the strategic goals listed previously and to increase offerings to our students. In order to accomplish these strategic goals and maintain the quality in the department, support of this program and its students through graduation is essential to the mission and goals of the University.

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

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

a) The need for the advancement and evolution of knowledge

The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt includes Strategy 7 in which the proposed curriculum addresses the sub-goal 'increase internship opportunities to improve career planning' in that the students in the Sport Management program will complete a 3 credit Practicum experience in Interscholastic and Intercollegiate Athletics in their junior year in collaboration with the UMES Department of Athletics, and then a 6 credit Internship experience in Interscholastic and Intercollegiate Athletics in the senior year. The sport industry in Maryland includes athletics at both of these levels, as well as professional sports. Providing the students with these practical internship experiences will train the students to be prepared for this billion dollar industry in Maryland.

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

Offering an undergraduate degree in Sport Management at UMES will expand the educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education. One component of the mission of UMES is specifically to offer programs to first generation college students. The student majors in the Department of Kinesiology align with these descriptions.

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

Currently, there are two historically black institutions in Maryland with programs in Sports Management. Bowie State University offers a B.S. in Sports Management, while Coppin State University offers a B.S. in Sport and Entertainment Management. The Sport Management program proposed by UMES supports the institution's mission to offer unique educational programs to the rural, underrepresented, and educationally disadvantaged residents of the Maryland Eastern Shore.

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

The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt emphasizes three areas, including *Access*, *Success*, and *Innovation*.

The goal for *Access* is to ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The goal for *Success* is to promote and implement practices and policies that will ensure student success. Under Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions, the action item that pertains to this program is to 'support the unique missions of Historically Black Colleges and Universities'. Under Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning, the action item that pertains to this program is to 'increase internship opportunities to improve career planning'.

The goal for *Innovation* is to foster innovation in all aspects of Maryland higher education to improve access and student success.

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

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

Graduates of the UMES Sport Management program can be employed as sport managers. They will work in many aspects of sport organizations and events including marketing, finance, law, facility management, event management, fundraising, sponsorships, and promotions. In addition, sport managers can work with all levels of sport, including recreational sports, interscholastic sports, intercollegiate sports, or professional sports. Graduates will enter at the lower end of management opportunities.

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

The Bureau of Labor Statistics (BLS) projects the job growth for sports management will increase faster than average from 2018 through 2028. This does depend on the path the graduate pursues. For example, a career as a sport coach and scout will grow faster than average by 11%, and a sports marketing manager will grow faster than average by 8%. The DC/MD/VA area is listed as the third highest of the top 10 metropolitan areas for this occupation.

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The BLS includes sport management under the category 'agents and business managers of artists, performers, and athletes'. The bureau expects the job outlook to be strong as it is predicted to grow. Specifically, the employment change from 2018-2028 is projected to be a total of 21,800 jobs for marketing managers, which as noted, includes sport marketing managers.

The Maryland Department of Labor provides data for the Maryland Occupational Projections – 2016-2026 (<https://www.dlir.state.md.us/lmi/iandoproj/maryland.shtml>). For coaches and scouts, a projected increase of 7.26% or 180 jobs for 2016-2026 was reported. The CIP (Classification of Program) taxonomy of 31.0504 designation was used to gather this data.

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

	Total Undergraduate Applicants to UMES	Total Undergraduates Admitted to UMES	Enrolled in Kinesiology	Graduated in Kinesiology
2014-2015	4,807	3,045	260	40
2015-2016	7,735	3,944	242	39
2016-2017	11,218	4,370	225	44
2017-2018	8,419	3,305	206	46
2018-2019	5,347	2,953	188	30
2019-2020	4,284	2,784	164	N/A(projected 30)

Of the 4 Sport Management programs offered in the state of Maryland, graduation rates in 2018 ranged from 14 students (Coppin University) to 125 students (Towson University). It is anticipated that the Sport Management program proposed by UMES would enroll 10-15 students initially. Enrollment in the program is expected to increase quickly to approximately 25-30 students, to eventually reach a target of ~40-50 total graduates per year from the Department of Kinesiology.

D. Reasonableness of Program Duplication:

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

There are a few Sport Management programs in the State of Maryland; however, none are in the same geographical area. The following table illustrates the similarities and differences between the proposed program and others.

	Similarities	Differences
Bowie State University	46 credits Gen Ed 6 similar program core courses	Not located on the Eastern Shore 47 credits program core In the College of Education
Coppin State University	40 credits Gen Ed 6 similar program core courses	Not located on the Eastern Shore 33 credits program core In the College of Business
Mount St. Mary's University	46-49 credits Gen Ed 6 similar program core courses	Not located on the Eastern Shore Private Institution 46 credits program core In the College of Business

Towson University	40 credits Gen Ed 6 similar program core courses	Not located on the Eastern Shore 42 credits program core Requires a Business Administration minor of 24 credits
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2. Provide justification for the proposed program.

This proposed program has a unique focus on interscholastic and intercollegiate athletics. It also contains some similarities to the other programs in the state. The General Education requirements are consistent with COMAR. The other programs across the state also include courses in the major program core that are required for program accreditation by the Commission on Sport Management Accreditation (COSMA). These include six courses, namely an introductory course, management, governance, marketing, finance and economics courses, and the practicum/internship courses. The proposed program at UMES differs from these programs in that the major core courses are different from those taught in the Business Administration program at UMES. In addition, there is a specific focus on interscholastic and intercollegiate athletic administration. In fact, the proposed program will include a course titled "Interscholastic and Intercollegiate Athletic Administration" and a course practicum "Interscholastic and Intercollegiate Athletic Administration Practicum". The Department of Athletics will participate in this practicum experience to provide integrated, hands-on learning opportunities for the students. Each of these 3-credit courses will be at the 300-level and offered to students in their junior year. This allows the student to have practicum experience prior to the Internship in the senior year, which is a 6-credit, 180-hour internship in the sport management field. Importantly, the career opportunities for the graduates will be strengthened if the courses in the curriculum follow those needed for accreditation by COSMA, and the goal would be to seek accreditation once the program has been well established.

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

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

UMES is a Historically Black Institution and would benefit from offering a new undergraduate major in Sport Management. There are two HBI's in Maryland with somewhat similar programs and degrees in Sport Management. However, they are located on the western shore of Maryland, 120 miles away.

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

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

There are two other HBIs with a Sport Management program. This program will be offered on the Maryland Eastern Shore and will contribute to both the uniqueness and mission of HBIs.

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

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

The proposed new program in Sport Management was internally approved by all requisite approvers at UMES, which is necessary before the proposal for a new degree or certificate program can be submitted to the University System of Maryland and MHEC for consideration. The proposed program was developed by faculty in the Department of Kinesiology, including Dr. LaShawn

Nastvogel and Dr. Margarita Treuth. Dr. Nastvogel was instrumental and developed the program curriculum.

Dr. Nastvogel earned a doctorate in Sport Management and teaches in the undergraduate Exercise Science program at UMES. If the Sport Management program is approved, she will transition to the Sport Management program full-time and teach courses in the proposed curriculum. Currently, Dr. Margarita Treuth (chair of the Department of Kinesiology) and Dr. Nastvogel co-teach the Internship experience course and both will continue to do so for students in the Department of Kinesiology. Input from the staff in the Department of Athletics and the Professional Golf Management Program also contributed their ideas for involvement through potential teaching opportunities.

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

The goal of the Sport Management program is to prepare students to enter into the sport management industry as athletic administrators, coaches and scouts, and managers at the interscholastic and intercollegiate level for the state of Maryland.

Upon graduation from the program, students will:

1. Demonstrate knowledge of the leadership and managerial qualities both within and outside the sport environment and the knowledge and skill requirements for leading a sport organization
2. Demonstrate knowledge of sport marketing techniques and be able to create a sport marketing plan
3. Gain an understanding of how to locate, budget, and allocate funds within multiple sport sectors
4. Demonstrate knowledge of the social and psychological aspects of sport
5. Gain an understanding of the US legal system and how it relates to intramural, recreational, interscholastic, and intercollegiate athletics
6. Demonstrate oral and written skills to effectively communicate
7. Gain hands-on experience in developing, implementing, and monitoring fundraising campaigns, and assisting with sporting events
8. Gain an internship experience in the field of sport management

3. Explain how the institution will: a) provide assessment of student achievement of learning outcomes in the program; b) document student achievement of learning outcomes in the program

UMES attempts to build and maintain a solid assessment process of student learning at the course, program, and institutional levels. Multiple assessment approaches ensures that students master critical knowledge and skills in General Education level and program level areas. These assessments follow the Student Learning Outcomes Assessment Process or SLOAP. Courses in the program are evaluated using SLOAP. Assessment tools are both direct and indirect in order to understand what students know, think, and can do at the end of each program. Each year, the department chair completes an assessment summary report of the program in order to guide program success and make modifications when needed. Achievement of learning outcomes is demonstrated by 90% proficiency in the prerequisite courses for the practicum (freshman and sophomore years), as well as the practicum (junior year) and internship (senior year) experiences. Core competencies will include assessments of written and oral communication, critical analysis and reasoning, and diversity and professional behavior.

Students will be evaluated on the ability to apply what has been learned in theory to practice regarding their academic preparation for assessments in sport management. Evaluations will occur midway and

at the completion of the practicum or internship, and these will be completed by the site supervisor and practicum or internship coordinator utilizing a survey instrument. These two experiences in the sport management program will provide students with professional, trained supervision and guidance. In addition, it will enhance the student's knowledge, skills, and abilities of the sport management industry so that they have the skills to pursue a career in sport and it will allow them to develop networking opportunities.

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

This program will be offered as an undergraduate degree consisting of 120 credits, with 42 credits of general education, 33 credits of major core, 15 credits of major electives, 24 credits of support courses, and 6 credits of free electives (any UMES course). The majority of these program core courses in the 200-400 level are 3 credit courses.

The support courses include:

Course Number	Course Name	Credits
TELC 214	Introduction to Digital Media	3
TELC 239	Introduction to Broadcast Performance	3
TELC 241	Basic News Writing and Performance	3
SOCI 201	Social Problems	3
ACCT 200	College Accounting	3
BUAD 200	Business Ethics	3
BUAD 302	Management and Organizational Behavior	3
MATH 210	Elementary Statistics	3
Total		24

The courses and course descriptions are listed below for the major core credits to be offered in the new program.

Major Core Course Descriptions

EXSC 205 Introduction to Sport Management (3 credits)

The purpose of this course is to provide students with a broad, yet specific overview of the sport management curriculum as well as the professional opportunities that are available within the field. The course will identify the fundamental principles of management as it relates to the sport environment.

EXSC 207 Facility Management (3 credits)

This course is designed to provide students with an understanding of the planning, design, and managing of sport related facilities. The course will place an emphasis on facility services, the daily operations, maintenance, and planning of these facilities, and the budget management of these facilities.

EXSC 285 Leadership in Sport (3 credits)

This course is designed to prepare students for the practical application of sport management principles. Students will become acquainted with the theoretical underpinnings on leadership, organizational change, and professional development. This course will also focus on the knowledge

and skill requirements for leading a sport organization with an emphasis on relationships, responsibilities, and results.

Prerequisite(s): EXSC 205

EXSC 350 Sport Governance (3 credits)

This course is designed to provide students with an in depth analysis of the structure and function of the United States legal system and how it relates to intramural, recreational, interscholastic, and intercollegiate athletics. Sport law application is examined from a social, legislative, and judicial standpoint. Special emphasis is on interscholastic and intercollegiate athletics and the legal aspects concerning the laws and equity that have taken place. Students will also explore how current trends in campus demographics have impacted sports programs throughout the nation.

EXSC 375 Sport Marketing (3 credits)

This course is designed to provide students with specific and relevant marketing techniques and platforms that are and will be used in the sport industry. Students will explore its foundation, consumer interactions, and learn how to monitor consumer behaviors. Emphasis will be placed on branding, sales, community relation, and social media. The course will include the strategic creation of a marketing plan utilizing each component that is covered.

Prerequisite(s): EXSC 205

EXSC 390 Interscholastic and Intercollegiate Athletic Administration (3 credits)

This course is designed to provide an in-depth, integrated, and strategic approach to helping students understand all aspects of interscholastic and intercollegiate athletic administration. Special emphasis will be placed on budgeting, marketing, sponsorships, ticketing, public and alumni relations, event management, sport organization-specific student-athlete compliance, and student-athlete support services.

Prerequisite(s): EXSC 205, EXSC 285

EXSC 391 Interscholastic and Intercollegiate Athletic Administration Practicum (3 credits)

This course is designed to provide students with a hands-on learning component in conjunction with EXSC 390. The student will actively engage in conversation with athletic administration, participate in the planning and implementation of fundraising and/or competitive events, and assist with the generation of new ideas. Students will understand the practical application of concepts learned throughout the sport management curriculum. Upon departmental and/or university approval, students will be required to complete 90 hours within a sport organization.

Prerequisite(s): EXSC 205, EXSC 285

Co-requisite: EXSC 390

EXSC 393 Sport Business (3 credits)

This course is designed to provide students with skills to effectively communicate in the context of interscholastic, intercollegiate, and professional sports. Students will be introduced to methods of writing standard business documents.

EXSC 456 Sport Finance and Economics (3 credits)

This course is designed to provide students with basic financial principles and economic concepts in interscholastic, intercollegiate, and professional athletic programs. An introduction to budget management and allocation, private versus public sources of revenue, and economic impact

statements will provide students with a foundation of financial and economic aspects of multiple sport sectors.

EXSC 490 Internship (6 credits)

A structured off campus learning experience is designed to provide students with a terminal professional experience that permits first-hand, direct practical and professional experiences in Exercise Science. Prerequisites: Senior status with approval of the Department Chair. Student may not exceed 12 semester hours during the semester in which they complete their professional internship experience.

Major Electives (15 credits)

Students can choose from a variety of courses offered in the Department of Kinesiology to satisfy these 15 credits. These can be chosen from the following:

Course Number	Course Name	Credits
EXSC 202	Personal and Community Health	3
EXSC 252	Sport Psychology	3
EXSC 302	Sport Medicine and First Aid	3
EXSC 311	Applied Kinesiology	4
EXSC 332	Exercise Physiology	4
EXSC 355	Exercise Testing and Prescription	3
EXSC 360online	Exercise and Sport Nutrition	3
EXSC 445	Health Aspects of Aging	3
EXSC 455	Health Fitness Management	3
EXSC 464online	Adult Health Fitness Programming	3
EXSC 475	Advanced Strength and Conditioning	3

This table below indicates the course sequence the student's will follow to fulfill the academic requirements for the Sport Management Program.

Freshman Year		Credits
FALL	EXSC 100 Freshman Experience	1
	EXSC 111 Personal Health and Fitness	3
	BIOL 111 Principles of Biology I	3
	BIOL 113 Principles of Biology I Lab	1
	ENGL 101 Basic Composition I	3
	GEN ED Curriculum Area I	3
	GEN ED Curriculum Area II	3
	Total	17

SPRING	EXSC 205 Introduction to Sport Management	3
	BIOL 112 Principles of Biology II	3
	BIOL 114 Principles of Biology II Lab	1
	ENGL 102 Basic Composition II, ENGL 001 EPE	3
	MATH 109 College Algebra	3
	GEN ED Curriculum Area I	3
	Total	16
Sophomore Year		
FALL	EXSC 207 Facility Management	3
	EXSC 265 Contemporary Issues in Kinesiology	3
	ENGL 203 Fundamentals of Contemporary Speech	3
	TELC 214 Introduction to Digital Media	3
	GEN ED Curriculum Area II	3
	Total	15
SPRING	EXSC 285 Leadership in Sport	3
	EXSC 350 Sport Governance	3
	ACCT 200 College Accounting	3
	BUAD 200 Business Ethics	3
	TELC 239 Introduction to Broadcast Performance	3
	Total	15
Junior Year		
FALL	EXSC 375 Sport Marketing	3
	EXSC 393 Sport Business	3
	EXSC Elective	3
	SOCI 201 Social Problems	3
	TELC 241 Basic News Writing and Performance	3
	Total	15
SPRING	EXSC 390 Interschol & Intercolleg Athletic Admin	3
	EXSC 391 Interschol & Intercolleg Athletic Admin Pract	3
	EXSC Elective	3
	Free Elective	3
	MATH 210 Elementary Statistics	3
	Total	15
Senior Year		
FALL	EXSC 450 Sport Finance and Economics	3
	EXSC Elective	3
	EXSC Elective	3
	Free Elective	3
	BUAD 302 Management and Organizational Behavior	3
	Total	15
SPRING	EXSC Elective	3
	EXSC 490 Internship in Exercise Science	6
	ENGL 305 Technical Writing	3
	Total	12
	Total	120

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

General Education requirements will be met in conjunction with the program requirements and will meet COMAR and UMES policies. Students are required to take 42 credits in the UMES General Education curriculum including courses in the Arts and Humanities, Social and Behavioral Sciences, Biological and Physical Sciences, Mathematics, English Composition, and Emerging Issues. A semester-by-semester sequence will be provided in the course catalog.

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

In the future, the program will seek accreditation from COSMA. The core curriculum required by COSMA includes four areas, 1) Foundations of Sport Management including management concepts and governance and policy; 2) Functions of Sport including sport marketing, sport finance and economics; 3) Sport Management Environment including legal aspects, diversity aspects, and technical advances; and 4) Integrative Experiences and Career Planning including internship/practical/experiential learning.

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

There will be no contracting with other entities.

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

Upon approval, the program curriculum, courses, degree requirements, department home page, and UMES undergraduate academic catalog will be published clearly, completely and in a timely manner. Approval of the Sport Management program will be communicated in a timely manner to the appropriate offices on campus, such as those in the Division of Enrollment Management and Student Experience and the Division of Institutional Advancement.

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

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

H. Adequacy of Articulation:

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

There is a potential for students at local community colleges on the Eastern Shore, including Wor-Wic Community College and Chesapeake Community College, to transfer to UMES and complete the Sport Management Program. There also lies the potential for articulation agreements to be developed with community colleges on the western shore of Maryland. In particular, the Community College of Baltimore (CCBC) has submitted a proposal to MHEC in January of 2020 for a new concentration (A.O.C.) in Sports Management for the Associate of Arts (A.A.) in the Humanities and Social Sciences degree program. The ability to provide a continued path in Sport Management for those students completing their A.A. degree at CCBC is ideal.

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

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

For the first two years of the proposed program, General Education requirements will be satisfied and four courses in the major. Those will be taught by existing faculty and with adjuncts. The program will need to hire two full-time, tenure-track faculty at the Assistant Professor level with advanced doctorate degrees in Sport Management to teach and advise students in the major at year 3 and one additional faculty member at year 4. The adjunct, part-time faculty will be needed in the first two years to teach the first set of core courses for freshman and sophomore years. Several staff from the Department of Athletics at UMES, including the Athletic Director, will be involved as either adjuncts or guest lecturers in some of the major core courses. In addition, faculty in the UMES Professional Golf Management program will also participate as either guest lecturers or adjunct faculty. If possible, colleagues from Salisbury University could also be interested in working with our faculty at UMES. The Department of Athletics at UMES will participate in the practicum experiences and provide guest lectures when appropriate. Currently, the Department of Kinesiology has one faculty member with specific expertise in sport management who can teach courses in the proposed program, and another faculty member that can support the internship experiences. All other courses in the major will be taught by the adjunct faculty initially as the first two years contains many General Education courses. The junior and senior year courses will be taught by both current faculty and new faculty. Advising will be done with the current faculty and new faculty.

Faculty Name	Title/Expertise	Credentials	Potential Courses taught in program
LaShawn Nastvogel, tenure-track, full-time	Assistant Professor /Sport Management	PhD, North Central University	EXSC 205, EXSC 350 EXSC 390, EXSC 391 EXSC 456
Margarita Treuth, tenured, full-time	Professor and Chair/ Exercise Physiology	PhD, University of Maryland College Park	EXSC 490
Adjunct Faculty Name	Title/Expertise	Credentials	Potential Courses taught or guest lecture in program
William Dillon, tenured	Associate Professor/ PGA Golf Management	MS, Southern Wesleyan University	EXSC 285, EXSC 375
Christopher Prosser, non-tenure track	Lecturer/ PGA Golf Management	PhD, University of Maryland Eastern Shore	EXSC 285, EXSC 375
Keith Davidson, staff	Athletic Director/ Athletics	MA, University of Central Oklahoma	EXSC 390
Kristen Drummond, staff	Associate Athletic Director for Compliance/ Athletics	PhD, North Central University	EXSC 350
G. Stan Bradley, staff	Associate Director of Athletics for External Affairs/ Athletics	MBA, University of Maryland University College	EXSC 207

2. **Demonstrate how the institution will provide the ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
 - a) **pedagogy that meets the needs of students**

UMES provides training in pedagogy for faculty in several ways. These include:

- 1) Annual Innovations in Teaching and Learning Conference in June sponsored by the Center for Teaching Excellence (CTE), which is free to UMES faculty and involves faculty from across the region. Topics covered in these conferences include Teaching with Technology, Innovative Pedagogy, Assessment, Online Learning, and Diversity and the Inclusive Classroom;

- 2) The Center for Instructional Technology and Online Learning (CITOL) offers regular seminars and trainings throughout the year related to the use of a variety of technology tools and platforms to enhance teaching and learning;
- 3) Faculty Reading Circles: CTE offers faculty reading circles focused on enhancing teaching skills. The Provost's office purchases the book for faculty, and faculty meet weekly to discuss the books during a specific time frame;
- 4) The SPHP has an annual Faculty and Staff Development Seminar in the spring semester;
- 5) Faculty are encouraged to apply for a stipend to attend professional development activities.

b) the learning management system

UMES provides uses the Blackboard Learning Management System (LMS) and other instructional software. The CITOL offers seminars on the different features of Blackboard, as well as tutorials, professional development workshops, and provides the UMES online teaching certification. CITOL staff are available for consultation and troubleshooting, and are very responsive to requests for assistance.

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

The UMES Sport Management program will not be offered via distance education at this time since the practicum experiences are designed to be in person. However, as appropriate, some courses can be developed as online or hybrid courses.

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

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

The Frederick Douglass Library functions as a viable component of the University's academic program through an organized structure which embraces Public and Technical Services. As a member of USMAI (University System of Maryland and Affiliated Institutions) consortium, the library is affiliated with the University's thirteen campuses and seventeen libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH makes it possible for our patrons to have 24/7 access to USMAI library collections and electronic resources. These collections and resources include the library catalog and over 120 research databases often including full text journals, books and newspapers.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment:

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

At UMES, the Department of Kinesiology is physically located in the William P Hytche Athletic Building. There, the department has three classrooms which are used by the courses only in the major and on rare occasions, other departments. This will provide adequate space for classroom instruction. Additional faculty offices for the program will be needed however. The department has its own computer lab. On campus, the Academic Computer Center is an academic work area which provides computing resources for instructional purposes and research. Students are given unique account ID's and passwords to use the facility. The center is open each day of the week, for approximately 100 hours per week during the academic year. Students are able to complete all online activities at the center including emails, checking academic progress, and coursework

assignments. The center also has specialized software that students may need for a particular course.

2. **Provide assurance and any appropriate evidence that the institution will ensure students are enrolled in and faculty teaching in distance education will have adequate access to: a) An institutional electronic mailing system, and b) A learning management system that provides the necessary technological support for distance education**

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

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

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

L. Adequacy of Financial Resources with Documentation:

1. **Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of these funds.**

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	0	0	0	0	0
2.Tuition/Fee Revenue (c + g below)	\$118,814	\$221,510	\$299,530	\$385,110	\$385,110
a. Number of F/T Students	13	25	35	45	45
b. Annual Tuition/Fee Rate	\$8,558	\$8,558	\$8,558	\$8,558	\$8,558
c. F/T Revenue (a x b)	\$111,254	\$213,950	\$299,530	\$385,110	\$385,110
d. Number of P/T Students	2	2	3	3	3
e. Credit Hour Rate	\$315	\$315	\$315	\$315	\$315
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$7560	\$7560	\$11,340	\$11,340	\$11,340
3.Grants, Contracts & Other External Sources	0	0	0	0	0
4.Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$118,254	\$221,510	\$310,870	\$396,450	\$396,450

Assumptions:

1. No reallocation of funds
2. Projected number of total students in Sport Management
3. In-state tuition rate, 2020-2021
4. Number of full-time students: modest, but steady increase, accounting for retention
5. Number of part-time students: modest, slow increase
6. Full-time is considered 12 credits each semester, 24 credits/yr
7. Part-time is considered 6 credits each semester, 12 credits/yr

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

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Faculty (b + c below)	\$0	\$0	\$211,200	\$316,800	\$316,800
a. Number of FTE	0	0	2	3	3
b. Total Salary	\$0	\$0	\$160,000	\$240,000	\$240,000
c. Total Benefits	\$0	\$0	\$51,200	\$76,800	\$76,800
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	\$8800	\$17,600	\$17,600	\$17,600	\$17,600
a. Number of FTE	2	4	4	4	4
b. Total Salary	\$8800	\$17,600	\$17,600	\$17,600	\$17,600
c. Total Benefits	0	0	0	0	0
4.Technical Support and Equipment	0	0	0	0	0
5.Library	0	0	0	0	0
6.New or Renovated Space	0	0	0	0	0
7.Other Expenses	\$0	\$8,000	\$10,000	\$10,000	\$10,000
TOTAL (Add 1-7)	\$8800	\$25,600	\$238,800	\$344,400	\$344,400

Assumptions:

1. A total of 4 adjunct faculty for Y1 and Y2, 2 new faculty for Y3, and a total of 3 faculty for Y4-Y5
2. Stable salary and benefits
3. No new administrative staff
4. Support staff includes adjuncts
5. Other expenses include accreditation and professional development

M. Adequacy of Provisions of Evaluation of Program: (as outlined by COMAR 13B.02.03.15)

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

At UMES, the Office of Institutional Research, Planning, and Assessment (OIRPA) provides official student data, including enrollment, retention, and graduation rates. The OIRPA provides this data annually to each specific department. To track the measures for all academic programs and offerings, the Office of the Registrar, assigns a unique code to all specified student population groups.

Course evaluations occur each semester through the student evaluation of instruction, which is an online, anonymous survey. This assessment evaluates faculty on teaching skills and dispositions. Faculty evaluations occur through faculty evaluations by the Chair, evaluations as part of the Promotion and Tenure Review Process, and the Post Tenure Review Process (every five years after tenure). Twice each year, faculty complete the faculty evaluation report which includes goals for the year, as well as achievements in the areas of teaching, research, and service. At the end of the year, the Chair evaluates faculty with respect to these three areas. In the Tenure and Promotion, and Post-Tenure Review processes, faculty accomplishments are assessed for teaching, research/scholarship, and service.

Student learning outcomes are based on selected key assessments in major core courses, which could include comprehensive exams or reflective writings, practical exams (demonstration of proficiency in certain skills), or a certification exam in the First Aid and CPR course. The Internship evaluations include assessment by the mentor/site supervisor, as well as the clinical coordinator.

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

At UMES, the Chair and the Dean submit annual end of the year reports to the OIRPA. These reports evaluate the effectiveness of the departments' programs in meeting strategic goals, including student retention, results from the annual assessment of student learning outcomes, and cost effectiveness of department and school budgets.

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

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

At UMES, the institution has a goal to 'improve structure for attracting, developing and retaining high quality and diverse students'. The faculty, staff, and students are diverse at UMES. UMES has one of the most diverse racial and ethnic student population in the USM.

Based on Fall 2019 data, UMES faculty statistics reflect a diverse faculty, including 37% African American, 38% Caucasian, 14% Asian, 1% American Indian, 3% international, and 7% other. UMES student race and ethnicity statistics reflect a student population of 52% African American, 13% Caucasian, 2% Asian, 0.2% American Indian, 4% international, and 29% other/unknown.

The Department of Kinesiology has a high enrollment of minority students, reflecting the university's diverse student population. The low tuition rate at UMES improves minority student access .

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

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

The proposed Sport Management program is not related to a low productivity program at UMES.

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

At this point in time, the intention is to offer this program in a traditional, face-to-face format. Some courses may be developed as online or hybrid, as appropriate to the course material.

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

This is not applicable as the proposed Sport Management program will only be offered in the traditional, face-to-face format at this time.



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

TOPIC: Results of Periodic Reviews of Academic Programs, 2019-2020

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 12, 2021

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

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

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

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

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

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only **DATE:** January 12, 2021

BOARD ACTION: **DATE:**

SUBMITTED BY: Joann A. Boughman 301-445-1992 **EMAIL:** jboughman@usmd.edu

2019 Periodic Review of Academic Programs Summary

Existing academic programs are required to submit a report every seven years. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions. Drafts of each report are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic and Student Affairs and comments are shared with the institutions for appropriate action prior to final submission to the Chancellor. A total of seventy-two (72) academic programs were reviewed during the 2019-2020 period program review period.

Number of Programs Reviewed

Associate's^[1]: 0
 Bachelor's: 33
 Master's: 15
 Doctorate: 7
 Certificates: 17

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

Results of Program Accreditation Reviews

Bowie State University

The College of Business *Bachelor of Science (B.S.) in Business Administration and Master in Business Administration (M.B.A.)* programs completed reaccreditation reviews by the Accreditation Council for Business Schools and Programs (ACBSP) in 2019. The enrollments and degrees awarded for the aforementioned Bowie State University programs are included in this report.

Frostburg State University

The Department of Psychology *Master of Science (M.S.) in Counseling Psychology* program in the College of Liberal Arts and Science completed a reaccreditation review by the Masters in Psychology and Counseling Accreditation Council in AY 2019-2020. The enrollments and degrees awarded for the aforementioned Frostburg State University program are included in this report.

Salisbury University

The Department of Community Health *Bachelor of Science (B.S.) in Community Health* program in the College of Health and Human Services / School of Health Services completed a reaccreditation review by Council on Education for Public Health (CEPH) in 2019.

The School of Health Services *Bachelor of Science (B.S.) in Medical Laboratory Science* program in the College of Health and Human Services completed a reaccreditation review by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) in 2020.

The enrollments and degrees awarded for the aforementioned Salisbury University programs are included in this report.

Towson University

The Department of Speech-Language Pathology and Audiology *Master of Science (M.S.) in Speech Language Pathology and Doctor of Audiology (Au.D.) programs* in the College of Health Professions completed reaccreditation reviews by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) in 2019-2020. The enrollments and degrees awarded for the aforementioned Towson University programs are included in this report.

University of Baltimore

The Department of Information Systems and Decision Sciences *Bachelor of Science (B.S.) in Information Systems and Technology Management program* in the Merrick School of Business completed a reaccreditation review by the Association of Advance Collegiate Schools of Business (AACSB International) in 2020.

The Merrick School of Business *Bachelor of Science (B.S.) in Business Administration and Master of Business Administration (M.B.A.) programs*, and the Department of Accounting, Finance and Economics *Master of Science (M.S.) in Accounting and Business Advisory Services, Master of Science (M.S.) in Business-Finance, Upper Division Certificate in Accounting (U.D.C.), and Post-Baccalaureate Certificate (P.B.C) in Business Fundamentals programs* completed reaccreditation reviews by the Association of Advance Collegiate Schools of Business (AACSB International) in 2020.

The enrollments and degrees awarded for the aforementioned University of Baltimore programs are included in this report.

Low Degree Productivity

MHEC Definition

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

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

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

By the aforementioned definition, thirteen (13) programs are considered to demonstrate “low productivity.” The types of programs identified in this report as low productivity include six (6) bachelor's degree (B) programs, five (5) upper-division certificates (U.D.C.), one (1) post-baccalaureate certificate (P.B.C.), and one (1) master's of professional studies (M.P.S.). Low productivity for an U.D.C. program is defined the same as a bachelor's degree program and the P.B.C. and M.P.S. programs follow the same definition as a master's degree program.

The following brief summaries highlight the strategies being undertaken by the identified programs to address low enrollment and the low number of degrees awarded.

Bowie State University

The *Bioinformation (B) program* faculty in the department of Natural Sciences reported action plans to address low-productivity that include 1) expanding high-impact practices and experiential learning opportunities within the program, 2) engaging curriculum mapping to align with program learning outcomes, 3) reviewing syllabi to ensure alignment with revised University guidelines, 4)

instituting a comprehensive assessment plan for program learning outcomes, and 5) establishing a pipeline for advisement and mentoring.

A few of the action plan activities to be undertaken are 1) partnering with local STEM charter schools and public high schools in the Prince George's and surrounding counties to mentor and nurture students towards STEM careers and to recruit them to the Bioinformatics program, 2) Bioinformatics research and joint activities for student learning with the Mathematics and Computer Sciences departments at the institution, 3) a Course-based Undergraduate Research Experiences (CURE) in Bioinformatics that incorporates data-driven experiential learning outcomes, and 4) hiring of additional support to enhance student learning.

Coppin State University

The *History (B) program* faculty in the department of Humanities where the program is housed reported action plans to address low-productivity that include 1) utilizing interdisciplinary skill sets from faculty across the department more effectively; 2) revising the program's requirements and curricula, updating content and learning outcomes with a focus on preparing students for entry into graduate programs and into career pathways in government, law, public history, and new media; 3) incorporating "vertical pathway" to fast-track History majors in the Coppin State University Master of Arts (M.A.T.) program, 4) establishing relationships with regional graduate programs in Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) programs in History, African American Studies, and other related programs, and 5) presenting program revision proposals to the department by the end of Fall 2020.

Towson University

The *Cultural Studies (B) program* faculty in the department of Interdisciplinary Studies (IDIS) reported action plans to address low-productivity that include 1) engaging in a critical, sustained, strategic review of staffing issues comprising of exploring ways in which a greater number and range (tenure line and part time) can become involved in the program with a timeline of fall 2021 through fall 2023 lead by the Director of Cultural Studies Major/Assistant Director of IDIS and IDIS Director or Designee; 2) beginning a review of mechanisms of presentation (web-based, social media) for the program with a timeline of fall 2021 through fall 2023 lead by the Director of Cultural Studies Major/Assistant Director of IDIS and IDIS Director or Designee; and 3) seeking ways to expand the program both in terms of majors and minors with a timeline of spring 2022 through fall 2024 lead by the Director of Cultural Studies Major/Assistant Director of IDIS and IDIS Director or Designee.

The *Metropolitan Studies (B) program* faculty in the department of Interdisciplinary Studies (IDIS) reported action plans to address low-productivity that include 1) continuing the work currently underway in supporting assessment and program improvement consistent with best practices in assessment, teaching, and program design with a timeline of fall 2021 through fall 2023 lead by the Director of Metropolitan Studies Major/Assistant Director of IDIS and IDIS Director or Designee; 2) beginning a review and revision of the program curriculum to make it more coherent, current, and coincide with emerging practices, concerns, and employment opportunities in metropolitan areas that focus on: a) most notably race and ethnicity in urban systems and technologies relevant to city planning, i.e. GIS, that comprise aspects of urban environments, and b) advancing more off-campus opportunities for students, with a timeline of fall 2021 through fall 2023 lead by the Director of Metropolitan Studies Major/Assistant Director of IDIS and IDIS Director or Designee; and 3) working in conjunction with the IDIS Director, Dean of the College, and allied departments/offices to coordinate and expand the program student internship opportunities,

community engagement initiatives, internationalization of the curriculum, and study abroad opportunities with a timeline of spring 2022 through fall 2024 lead by Director of Metropolitan Studies Major and IDIS Director.

University of Maryland, Baltimore County

The *Asian Studies (U.D.C.) program* faculty in the department of Asian Studies reported action plans to address low-productivity that include 1) hiring a lecturer with specialization in political science, economics, or another social science field, 2) creating a capstone course, 3) creating academic pathways, 4) collaborating with other programs to introduce students to Asian Studies and raise the profile of the program on campus, 5) revamping program website and increase usage of social media, 6) revising and creating new articulation agreements with area community colleges to increase the number of transfer students in the Asian Studies Program, 7) improving connections between affiliate faculty and the program, 8) adding a study abroad requirement, and 9) enhancing the connections between Asian Studies and STEM programs at UMBC.

The *Chinese (U.D.C.), Intercultural Communication (U.D.C.), Russian (U.D.C.), and Korean (U.D.C.) programs* faculty in the department of Modern Languages, Linguistics & Intercultural Communication (MLLI) reported action plans to address low-productivity that include 1) examining the curriculum to identify points that pose difficulties to the students, 2) studying the viability of developing courses in conjunction with faculty members from other programs, 3) promoting better the 200-level language courses to increase enrollments in certificates, minors, and majors, 4) re-envisioning the program, to develop and offer online courses, to attract working professionals in a variety of fields, and 5) demonstrating to the university the value of learning other languages and cultures using the website and promotional materials,

University of Maryland, College Park

The *Survey and Data Science (M.P.S.) and Survey Statistics (P.B.C.) programs* faculty in the Joint Program in Survey Methodology department reported action plans to address low-productivity that include 1) continuing to increase enrollments from non-profits and the private sector, 2) initiating partnerships with undergraduate academic programs to create dual bachelor's/master's tracks, 3) working to create a mix of opportunities in certificates, 4) promoting training opportunities, 5) pursuing joint appointment for faculty with a tenure home in an academic unit, and 6) positioning the programs for more engagements with existing faculty across the campus

University of Maryland Eastern Shore

The *Agribusiness Management (B) program* faculty in the department of Agriculture, Food and Resource Sciences reported action plans to address low-productivity that include 1) hiring of faculty, 2) increasing the collaboration between academic programs and the Extension Program, 3) promoting the program at the state and national levels to potential students, 4) continuing to offers service courses used by other majors on campus, 5) enhancing recruitment pipeline through bringing high school students to the UMES campus to participate in the Maryland World Food Prize Youth events, and 6) increasing the number of Jr. Minorities in Agriculture, National Resources and Related Sciences (MANRRS) chapters in high schools and the organization of Jr. MANRRS Leadership Institutes at UMES.

The *Mathematics (B) program* faculty in the department of Mathematics and Computer Science reported action plans to address low-productivity that include 1) recommending program suspension to reorganize it to ensure sustainability, 2) developing strategies for improving

enrollment in the program, 3) developing interventions for addressing high attrition and low retention and graduation rates, 4) developing areas of research expertise in trending areas, 5) determining the best strategies from national mathematics for course redesign, 6) seeking scholarship funding for students, and 7) developing partnerships with K-12 schools, community colleges, other universities, and private entities as well as establishing a partnership with the University's Center for Access and Academic Success to develop a retention plan for mathematics majors.

2019-2020 Periodic Review of Academic Programs

Bowie State University										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Business Administration (B)	705	134	816	126	914	106	986	113	989	151
Business Administration (M)	34	14	33	11	26	19	34	11	46	12
Bioinformatics (B)	7	1	8	3	4	1	7	0	12	0
Biology (B)	306	57	347	37	410	47	378	61	377	55
Management Information Systems (M)	133	32	106	64	117	38	83	37	64	26
Psychology (B)	321	70	308	77	342	73	356	74	359	81
Sports Management (B)	115	15	138	13	149	15	168	19	195	30
<p>Notes:</p> <ol style="list-style-type: none"> 1. The Bioinformatics (B) program indicates low degree productivity with less than 5 in 2019 and less than a total of 15 in the last three years (2017, 2018, and 2019) in this report period. 2. The Bioinformatics (B) program equips students to rise to the challenges of the changing global economy to address the future STEM workforce and to fulfill the unmet need for trained scientists, educators, and other degree-holders in STEM and related fields. The 2019 strategies undertaken for the Bioinformatics program to increase enrollment include the adding of highly-qualified subject matter experts in Bioinformatics, enhancing the visibility of the program through strategic marketing, and to improve course progress for student to complete the program. 3. The Business Administration (B) and (M) programs are the hallmarks of the College of Business. From the periodic reviews of the programs the action plan for the undergraduate program is to a) obtain from students and stakeholders information for planning educational programs, services, marketing, process improvements, and the development of other services; b) to create a process to provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated; and c) specifically for the master's program the provision of resources to assist faculty in developing more online courses and conduct other course redesigns. 4. The Biology (B) program is consistent with the University's Strategic Initiatives and equips students with a broad yet strong conceptual foundation. The action plan defined for the program is to expand high-impact practices, experiential learning, curriculum revision, program outcomes and assessment, aligning curriculum mapping with program learning outcomes, and advisement and mentoring to improve student outcomes. 5. The Management Information Systems (M) program has strong foundational and core courses recommend by ACM (Association for Computing Machinery) and AIS (Association for Information Systems). The action plan outlined from the periodic review is to expand it course offerings in information technology to meet the latest demands of the profession and employers and increase students' competitiveness in the marketplace while maintaining the requisite credits for the major. 6. The Psychology (B) program is to prepare undergraduate psychology majors for graduate training in psychology and/or employment in social science professions. The action plan for the program is to strengthen student advisement, improve the opportunities for internships and undergraduate research, and hire full-time faculty to fill vacant positions. 7. The Sports Management (B) program has increased enrollment over the last five years. The action plan is to continuously improve the program by enhancing the curriculum to meet the rapidly changing sport industry, expanding internship and experiential opportunities for students, and to hire full-time faculty to fill vacant positions. 										

2019-2020 Periodic Review of Academic Programs

Coppin State University										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
History (B) ¹	19	5	17	3	10	1	10	0	10	1
Social Sciences (B)	17	4	27	6	26	6	32	11	34	8
Notes: 1. The History (B) program is inextricably linked to the university's mission and lays the foundations for social responsibility, civic and community engagement, and diversity and inclusion. At the time of this reporting period, the program indicates low degree productivity with less than 5 in 2019 and less than a total of 15 in the last three years (2017, 2018, and 2019). The action plan to improve the productivity of the program is a) the hiring of one new faculty member in 2019, b) increase interdisciplinary programming, c) incorporate "vertical pathways" that allow majors to fast-track their progress into the Master of Arts (MAT) degree, and d) pursue relationships with regional graduate programs seeking enrollments for M.A. and Ph.D. programs in History, African-American Studies, and other related programs. 2. The Social Science (B) program is the foundation of the programs offered in Applied Social and Political Sciences (ASPS). The action plan for the program is to a) expand course methodology inclusive of capstone courses, b) strengthening the coordination of the internship program to enhance learning outcomes for students, and c) further advance the presence of the department across the campus.										

Frostburg State University										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Applied Ecology and Conservation Biology (M)	15	1	15	3	14	4	11	6	10	2
Biology (B)	246	30	196	35	152	33	125	29	105	28
Counseling Psychology (M)	31	7	30	12	29	7	29	9	28	9
English (B)	79	28	82	20	67	20	62	12	56	18
History (B)	40	14	39	10	34	10	26	4	24	6
Psychology (B)	303	92	294	83	260	77	258	66	272	75
Notes: 1. The Applied Ecology and Conservation Biology (M) program is housed in the Department of Biology. The program action plan is to a) explore the feasibility of adding a non-thesis option, b) expand the scope to include all faculty members, and c) increase stipends for graduate support and other support (e.g., conference attendance), to name a few. 2. The Biology (B) program has a diverse student body with an action plan that includes a) developing an exit assessment for graduating senior, b) increasing full-time teaching capacity, c) expanding the use of exceptional undergraduate students as tutors, and d) increasing communication and tracking alumni. 3. The Counseling Psychology (M) program demonstrates curricular integrity and produces quality counselors who are able to pass the National Counselor Exam. The program action plan moving forward is to a) hire full-time faculty for vacant positions, b) identify and act upon data on student discontinuation in the program to address the 20% attrition rate, and c) enhance relationships with internship sites.										

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

2019-2020 Periodic Review of Academic Programs

4. The English (B) program is the largest provider of General Education Program (GEP) credits and special programs in community outreach and cultural development at the Universities. The program enhancement action plan is to a) pursue technology funds, b) review curriculum to consider course offering changes that will engage students and draw on faculty expertise, c) encourage more internships and field experiences to offer students additional high-impact educational practices, d) update open house materials and website to better market the program and liaison with Admissions, and e) pursue strategies to provide more reading and writing support to basic writing students.
5. The History (B) program adheres to the guidelines of the American Historical Association and the action plan is to a) redesign the assessment plan, b) publicize faculty development activities and student achievements to develop a program reputation, c) develop alumni outreach, d) lobby the General Education Program (GEP) Review Committee to include US History courses in revised GEP, and e) develop and publicize internships to increase student participation.
6. The Psychology (B) program is healthy and well-functioning according to this review. The continuous improvement action plan is to a) redesign designed courses to improve students' professional writing skills in collaboration with the English, b) redesign select psychology courses, and c) hire faculty member with expertise to afford the offering of an Addictions Counseling major.

Salisbury University										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Community Health (B)	59	15	76	22	106	34	117	23	110	56
Contemporary Curriculum Theory and Instruction: Literacy (D)	11	n/a	20	n/a	21	6	31	0	30	6
Medical Laboratory Science (B)	67	15	67	11	73	15	57	13	67	16
Notes:										
<ol style="list-style-type: none"> 1. The Community Health (B) program enjoys national recognition. The action plan recommendations for the program are to a) allocate a new faculty position as the enrollment increases, b) implement a formalized recruitment strategy for USM-H, c) establish a well-developed assessment plan, d) identify and equip a dedicated classroom conducive to learning, and e) enhance the quality of online instruction. 2. The Contemporary Curriculum Theory and Instruction: Literacy (D) program is well-aligned to the University's mission and strategic plan. The action plan recommendations for the program are to a) develop innovative recruitment and obtain marketing resources for sustaining and diversifying enrollment, b) explore the viability of an administrative credential credit-count track that can be coupled with the Ed.D., c) develop opportunities for cross-level partnering with the Ed.D. and M.Ed. students seeking an M.Ed. in Reading Specialist, d) institute a scholarly writing course, e) develop formal faculty mentoring program faculty, f) participation in the Carnegie Project on the Education Doctorate (CPED), g) work to obtain resources for sustaining student persistence, and h) consider reducing the cohort size to 8 students. 3. The Medical Laboratory Science (B) program has many areas of strength and the recommendation for the action plan are to a) further improve and update laboratory equipment, b) address tenuous clinical affiliate placements, c) strengthen faculty coverage, d) improve facilities, and e) enhance research opportunities. 										

2019-2020 Periodic Review of Academic Programs

Towson University										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Audiology (D)	50	12	49	11	45	16	52	10	58	10
Cultural Studies (B)	9	7	12	2	19	4	16	3	9	3
Deaf Studies (B)	211	64	156	61	148	42	130	58	114	29
Foreign Languages (B)	90	32	104	23	103	29	85	34	84	19
Metropolitan Studies (B)	14	5	6	3	13	0	15	4	18	4
Professional Studies (M)	26	14	23	13	29	7	28	7	23	6
Social Science (B)	55	13	58	12	66	12	78	16	69	18
Social Science (M)	20	4	16	4	17	5	19	3	14	5
Speech Language Pathology (M)	92	43	96	44	94	46	82	48	86	45
Speech Language Pathology & Audiology (B)	273	76	280	64	264	63	233	72	245	53
<p>Notes:</p> <ol style="list-style-type: none"> 1. The Au.D. in Audiology (D) program has a well-designed curriculum that provides students with excellent knowledge base. The review plan for the program is a thorough review of the curriculum and will revise it based on current and anticipated workforce needs, review all clinical procedures and will brainstorm ideas to further enhance clinical opportunities and procedures, provide additional hands-on opportunities with hearing aids through the hiring of a new instructor to teach a Hearing Aids course, provision of continuity across the didactic course and the clinical experiences, expand simulation-based learning, and examine and implement strategies to enhance student and faculty diversity. 2. The Cultural Studies (B) program offers significant opportunities for students at exceptionally low cost to include opportunities to explore aspects of urban life that helps to increase their job prospects upon graduation. In addition, the dedicated courses serve the university's core curriculum. In this report period, the program indicates low degree productivity with less than 5 in 2019 and less than a total of 15 in the last three years (2017, 2018, and 20219). The action plan is to a) leverage dedicated faculty, b) enhance dedicated fixed program cost, and c) use the enrollment of students in the core curriculum courses to build the program enrollment. 3. The Deaf Studies (B) program is stable and has strong enrollments. The program action plan is to a) develop a course scheduling and staffing plan to reduce the number of faculty overload courses, and b) review and revise the program curriculum to make it more coherent within the program and more consistent with off-campus programs at community colleges and other four year institutions. 4. The Foreign Languages (B) program has innovative and visionary teachers who strive to anticipate the needs of a diverse student pool both inside and outside the classroom. The program action plan includes a) assigning mentors to junior faculty, b) establishing professional development activities opportunities, c) advancing learning outcomes, d) providing advisors and mentors to both majors and minors, and e) creating a committee or ad-hoc group focused entirely on diversity, enrollment, and retention. 5. The Metropolitan Studies (B) program, like the Cultural Studies, offers significant opportunities for students at exceptionally low cost, serves the University's core curriculum and is a natural complement to several related majors in the college and majors elsewhere on campus. In this report period, the program indicates low degree productivity with slightly less than 5 in 2019 and 2018, and less than a total of 15 in the last three years (2017, 2018, and 20219). The action plan is to a) affords students opportunities to explore aspects of urban life that help to increase their job prospects upon graduation, b) establish dedicated faculty, and c) provide fixed cost for the program. 										

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

2019-2020 Periodic Review of Academic Programs

6. The Professional Studies (M) program offers flexibility for students at multiple levels ranging from curricular design to rolling admissions and a choice of full- or part-time scheduling, as well as strong mentorship with faculty associated with the program. The action plan for the program is to a) create an advisory body for the program, b) track student coursework more formally to identify pathways and trends in curricular design, c) identify PBC programs that could be completed concurrently with the M.A. degree and consider creating new ones to serve identified needs, d) increase recruiting efforts, greater flexibility for completing courses and programs remotely, e) create a more robust assessment plan, f) establish a long-range curricular development plan, and g) create an advisor position dedicated to serving Professional Studies M.A. students.
7. The Social Sciences (B) programs is strong both in terms of numbers of students enrolled and graduates. The action plan to further build the program includes a) curricular change, i.e., a capstone course, possible changes to the Secondary Education concentration in the major, and b) extensive changes to the program's assessment processes.
8. The Social Science (M) program is currently suspended and the expected result for the program is ultimately termination. The decision to suspend the program was based on the existence of too few students, too few courses available to students, and too narrow a pathway from the program to career goals for many prospective students.
9. Speech Language Pathology (M) program has a wide-range of course and clinic offerings that provide a solid foundation of knowledge and skills across a variety of disorders and populations. The program action plan is to a) complete a thorough review of the curriculum, b) brainstorm activities to further enhance clinical opportunities, c) recruit an expert clinician in the area of voice disorders, and d) examine and implement strategies to enhance student and faculty diversity.
10. Speech Language Pathology & Audiology (B) program possesses a high rate of on-time graduation and acceptance into graduate school or full-time employment. The advancement action plan for the program is to a) complete a thorough review of the curriculum and will revise it based on current and anticipated workforce needs, b) review transfer study policy and barriers to entry and on-time graduation will be evaluated, and c) provision of opportunities on cultural humility (i.e., trainings, webinars) will be provided for faculty, staff, and students.

University of Baltimore										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Accounting and Business Advisory Services (M)	34	11	27	13	24	14	37	5	40	9
Accounting Fundamentals (PBC)	7	4	6	3	6	1	9	2	6	4
Accounting (UDC)	28	4	31	5	27	12	37	5	23	8
Business Administration (B)	1160	228	1100	270	964	256	831	239	678	223
Business Administration (M)	339	137	448	125	384	146	410	132	409	93
Business Administration (PBC)	12	4	15	5	35	8	29	12	31	16
Business Finance (M)	12	5	11	4	18	5	39	5	39	6
Environmental Sustainability (B)	42	12	43	6	39	9	32	10	28	7
Global Affairs and Human Security (M)	57	4	63	11	65	17	56	14	46	16
Information Systems and Technology Mgmt. (B)	42	10	56	6	63	6	56	16	47	14
Legal Studies (M)	60	20	62	17	54	17	46	25	42	18
Public Administration (D)	38	2	40	5	44	1	42	5	54	3

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

2019-2020 Periodic Review of Academic Programs

Simulation and Game Design (B)	210	45	201	45	189	41	188	37	172	44
<p>Notes:</p> <ol style="list-style-type: none"> 1. The Merrick School of Business Accounting and Business Advisory Services (M), Accounting Fundamentals (PBC), Accounting (UDC) , Business Administration (B, M, PBC), Business Finance (M), and Information Systems and Technology Management (B) programs are engaging in new strategic planning processes for the creation of new emphasis areas designed to appeal to local, non-traditional students to advance program enrollments. The action plan opportunities for the aforementioned programs in the Merrick School of Business are to a) develop and implement an annual scorecard to measure the success of the school in achieving enrollment and financial goals in alignment with both the University of Baltimore Board of Regents Task Force report and peer review team recommendations, b) conduct holistic curriculum reviews and revisions to reinvigorate in the marketplace the Bachelor of Science (B.S.) in Business Administration, Master in Business Administration (M.B.A.), and Master of Science in Business-Finance with targeted implementation in AY 2022-2023, c) pursue develop of accounting apprenticeship program and summer institute to fast-track offering of Upper Division Certificate in Accounting, d) continue enhancement of specialized offerings for Master of Science (M.S.) in Accounting and Business Advisory Services and Post-Baccalaureate Certificate (P.B.C.) in Accounting Fundamentals in collaboration with Law School graduate taxation program to offer tax specialization courses, and e) replace the B.S. Business Administration specialization in Computer Information Systems with Data Analytics to better leverage Information Systems course offerings across programs. 2. The Environmental Sustainability (B) program's key feature is interdisciplinarity and the provision of a solid background for students to pursue careers in various professional fields in environmental sciences/environmental studies. The program action plan recommendations are to a) institutional investment –consider the addition of a faculty line, b) expand institutional marketing and promotion (web, social media etc.), c) create specific thematic courses, d) network with other area academic institutions, and e) increase use of our alumni community. 3. The Global Affairs and Human Security (M) program has a diverse student body consisting of local students and those from other countries with different perspectives on transactional issues and interaction with international organizations. The program action plan includes opportunities to a) institute support for the study of foreign languages, b) implement innovative and sustainable recruitment activities, c) continuously expand e-learning as a key strategy for growth, and d) pursue online programming options. 4. The Legal Studies (M) program comprises a wealth of course offerings, high-quality faculty, and strong connections to the law school, local organizations and institutions. The program action plan includes opportunities to a) further increase staffing, b) offer more online courses to improve enrollment, c) improve the tracking of graduates to use the information to enhance web pages, d) more intentionally use alumni network, and e) improve student access to available databases, 5. The Public Administration (D) program accommodates working professionals with weekend scheduling and recruits a high quality student body that typically brings years of government or non-profit experience. The program action plan includes opportunities to a) develop fund raising campaign for graduate assistantships, scholarships and research support, b) develop a Doctor of Professional Practice or practitioner track in the D.P.A, c) develop a recruitment plan, and d) explore potential markets. 6. The Simulation and Game Design (B) program consistently offers to student a career-focused curriculum for aspiring and current professionals to build expertise through the acquisition of skills. It is the oldest and largest game design program in Maryland. This continues to be a popular field for students. The program action plan recommendations are to a) build broader institutional support to maintain program visibility, b) increase program-related events, c) evaluate and address curriculum based on the industry, d) incorporate eSports topic in the curriculum, and e) revisit specific track in the program to further support enrollment. 										

2019-2020 Periodic Review of Academic Programs

University of Maryland, Baltimore County										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Asian Studies (B)	67	13	53	17	60	14	66	11	52	14
Asian Studies (UDC)	0	3	0	0	2	0	2	0	1	0
Modern Languages and Linguistics (B)	207	46	198	42	195	34	225	44	198	36
Intercultural Communication (M)	12	12	15	10	8	6	13	5	16	4
Chinese (UDC)	2	0	2	1	2	2	0	0	1	1
French (UDC)	6	10	15	3	15	8	6	6	8	1
German (UDC)	3	4	1	1	5	1	4	3	5	5
Intercultural Communication (UDC)	12	5	9	7	8	5	8	6	17	1
Russian (UDC)	1	2	5	1	5	1	4	1	6	1
Spanish (UDC)	25	11	31	12	33	11	25	18	32	8
Korean (UDC)	0	0	0	0	0	0	3	2	5	0
Political Science (B)	322	105	293	82	304	73	316	85	306	81
Notes: 1. MHEC does not explicitly define the productivity of Upper Division Certificates (UDC). UDCs are included in the 2019-2020 Period Review of Academic Programs Report because the institution monitors the viability of its certificate programs. 2. The Asian Studies (B) program compared to peer programs is of the highest quality as it is unique in offering Hindi and courses on South Asia. The plan for the program is to hire a lecturer to teach core courses, create a capstone course at the 300 or 400 level to help consolidate student knowledge and provide better means of assessing the success of the program, increase the number of majors, minors and certificate students, increase the connections between affiliate faculty and the program, explore adding a study abroad requirement, and increase connections between Asian Studies and STEM programs at UMBC. 3. Within the Bachelor of Asian Studies, the Upper Division Certificate in Asian Studies (UDC) program plans to increase productivity by creating a capstone course that attracts and engages student in research, enhances their critical reading and thinking skills, and to provide more career-oriented students events. 4. The Modern Languages and Linguistics (B) program has become one of the primary academic departments at UMBC dedicated to innovative approaches to linguistic, cultural, and economic diversity and social justice. 5. The Intercultural Communication (M) is unique, especially the inclusion of in lingua courses in a variety of language/culture traditions. The plan for the program is re-envision the program (including the development and teaching of online courses) to attract working professionals in a variety of fields in the Baltimore-Washington area, study the development of a professional degree certificate to meet demand for intercultural training in industry, develop a concentration in Cultural and Diversity Studies to attract more students, increase Graduate Assistantships when possible, and develop exchange programs with international institutions (e.g., Unicletiana in Colombia) by working with the International Education Office 6. The Upper Division Certificate in Chinese (UDC), Upper Division Certificate in Intercultural Communication (UDC), Upper Division Certificate in Russian (UDC), and Upper Division Certificate in Korean (UDC) are undergraduate certificate programs. These certificate programs as listed indicate low certificate productivity in alignment with the definition for bachelor's program productivity that denotes less than 5 in the most recent year (2019) and less than a total of 15 in the last three years (2017, 2018, and 2019). The programs are within the Department of Modern Languages, Linguistics and Intercultural Communication (MLLI) and are among the most										

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

2019-2020 Periodic Review of Academic Programs

- interdisciplinary academic units within the liberal arts curriculum and play an important role in the General Education Program (GEP) at UMBC. Furthermore, the programs support cultural and ethnic diversity and social responsibility.
7. The Upper Division Certificate in French (UDC), Upper Division Certificate in German (UDC) and Upper Division Certificate in Spanish (UDC) programs demonstrate continued enrollment growth.
 8. The Political Science (B) program is commitment to improving undergraduate research capacity, Integrate Shady Grove program and students more with main campus, and curriculum and assessment reforms.

University of Maryland, College Park															
Program Title (Degree)	2015			2016			2017			2018			2019		
	Enrolled	Degrees		Enrolled	Degrees		Enrolled	Degrees		Enrolled	Degrees		Enrolled	Degrees	
Survey Methodology – Graduate - (M/D)	39	M	D	32	M	D	29	M	D	30	M	D	32	M	D
		5	2		13	1		10	0		9	1		2	3
Survey and Data Science (MPS)	0	0		0	0		2	0		4	0		8	1	
Fundamentals of Survey Methodology (PBC)		2			3			2			4			2	
Survey Statistics (PBC)		1			1			2			0			1	
Women’s Studies – Undergraduate -(B)	28	11		22	6		22	7		30	8		21	11	
Women’s Studies – Graduate - (M/D)	28	M	D	28	M	D	24	M	D	22	M	D	18	M	D
		4	0		1	2		3	5		1	5		4	4
LGBT Studies (UDC)		26			27			18			23			17	
Women’s Studies (PBC)		1			8			4			4			3	
Notes:															
1. MHEC does not explicitly define the productivity of Post-Baccalaureate Certificates.															
2. The PBC in Survey Statistics indicates low degree productivity with less than 2 in 2019 and less than a total of 6 in the last three years (2017, 2018, and 2019) in alignment of with the definition for Master’s program degree productivity.															
3. The Survey Methodology (M/D) program has an admissions process only for the doctoral track. The master’s and doctorate enrollments are not tracked separately.															
4. The Survey and Data Science (MPS) program productivity is low in accordance with the MHEC definition for Master’s degrees.															
5. The Survey and Data Science (M.P.S.) and Survey Statistics (P.B.C.) programs action plans to address low-productivity that include a) continuing to increase enrollments from non-profits and the private sector, b) initiating partnerships with undergraduate academic programs to create dual bachelor’s/master’s tracks, c) working to create a mix of opportunities in certificates, d) promoting training opportunities, e) pursuing joint appointment for faculty with a tenure home in an academic unit, and f) positioning the programs for more engagements with existing faculty across the campus.															
6. The Post-Baccalaureate Certificate (PBC) in Fundamentals of Survey Methodology and Post-Baccalaureate Certificate (PBC) in Survey Statistics are embedded in the Survey Methodology (M/D) program. The enrollments for each of the PBCs are not tracked separately within the Survey Methodology (M/D) program.															
7. The PBC in Survey Statistics just began and the enrollments are still relatively low.															
8. The PBC in Survey Statistics is disadvantaged because it does not have a departmental status and it is recommended for the PBC more mentoring of the existing faculty.															
9. The Women’s Studies (M/D) program enrollments are not separately tracked for the master’s and doctorate.															
10. The enrollment for the Upper Division Certificate (UDC) in LGBT Studies is not tracked separately from the Women’s Studies (B).															

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

2019-2020 Periodic Review of Academic Programs

11. The Post-Baccalaureate Certificate (PBC) in Women's Studies enrollment is not tracked separately from the Women's Studies (M/D).

University of Maryland Eastern Shore										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Agribusiness Management (B)	5	0	6	1	6	0	9	0	8	2
Food and Agricultural Science (D)	12	1	12	3	13	3	14	3	13	1
Mathematics (B)	34	6	31	6	26	4	26	2	28	2
Toxicology (M)	7	0	3	0	4	0	4	0	3	3
Toxicology (D)	10	1	15	0	14	1	14	0	13	1
Notes: 1. The Agribusiness Management (B) plays a critical role in fulfilling the land-grant mission of UMES. The program indicates low degree productivity with less than 5 in 2019 and less than a total of 15 in the last three years (2017, 2018, and 2019) in this report period. The Agribusiness Management (B) program demonstrates that the enrollments are pointing upward and the National data indicates the program is very necessary as there is a shortage of graduates in Agricultural disciplines, including Agribusiness Management. The action plan includes a) increasing promotion through advertisement, open-houses, and campus-wide activities, b) advancing scholarship programs, particularly Land Grant Scholarship program supported by USDA funds, and c) increasing the number of Jr. "Minorities in Agriculture, National Resources and Related Sciences (MANRRS)" chapters in high schools and the organization of Jr. MANRRS Leadership Institutes at UMES. 2. The Food and Agriculture (D) program enrollment and productivity is expected to increase slightly due to the program title change from "Food Science and Technology" to "Food and Agricultural Sciences" in 2019. The action plan is to a) establish an advisory board, b) increase program visibility, and c) increase faculty pursuit of grants and contracts with federal agencies, foundations, and private industry. 3. The Mathematics (B) program is seeking suspension in order to engage in program redesign for its future sustainability. In this report period, the program indicates low degree productivity with less than 5 in 2019 and less than a total of 15 in the last three years (2017, 2018, and 2019). The action plan during the suspension period is to engage in program redesign to a) create new pathway in Statistics that lead to careers in Actuarial Analytics, Data Science, and Statistics, etc. to increase enrollment, retention and completion, b) revise the B.S. in Mathematics and Mathematics Education concentration curricula, c) support faculty to engage aggressively with top high school students, and d) seek scholarship funding to attract and retain students. 4. The Toxicology (M, D) programs demonstrate the essential building blocks and faculty to have the programs recognized as statewide and national leaders in the field, particularly for underrepresented minorities. The program action plan is to a) broaden the scope of inference beyond the current primarily medical applications, b) sustain student recruitment pipelines with USM institutions, regional HBCUs, and other regional colleges and universities, c) develop more meaningful connection across UMES department, d) seek external grant funding, and e) enhance graduate student experience through the provision of career opportunity events, spaces for groups meetings, independent or team opportunities to analyze data, or write, etc.										

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

2019-2020 Periodic Review of Academic Programs

University of Maryland Global Campus										
Program Title (Degree)	2015		2016		2017		2018		2019	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Digital Media and Web Technology (B)	529	106	496	101	499	93	539	119	540	119
Finance (B)	539	78	648	97	710	15	822	134	799	124
Foreign Language Area Studies (UDC)	80	67	102	52	118	55	136	71	138	48
Homeland Security (B)	383	131	209	92	114	61	204	33	508	38
Psychology (B)	2484	437	2469	417	2620	387	2713	469	2847	437
Spanish for Business and the Professions (UDC)	30	14	30	18	34	8	42	12	35	8
Notes: 1. The Digital Media and Web Technology (B) program has consistently met the highly specialized, rapidly changing needs of the industry. 2. The Finance (B) program has shown progressively increasing enrollments while maintaining a strong learning experience for students. 3. The Foreign Language Area Studies (UDC) program has been running successfully for over two decades and has proven to be particularly valuable for military students and their families stationed overseas. 4. The Homeland Security (B) programs meets the needs for a foundation of knowledge and emergency management skills for entry-level homeland security positions. 5. The Psychology (B) program shows strength in leadership, support, curriculum and enrollments. 6. The Spanish for Business and the Professions (UDC) program will continue to be evaluated in relation to market demands, improve the quality of student learning, and improve faculty involvement.										

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**TOPIC:** Report on the Instructional Workload of the USM Faculty - (AY 2019-2020)**COMMITTEE:** Education Policy and Student Life**DATE OF COMMITTEE MEETING:** Tuesday, January 12, 2021

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year's report (AY 2019-2020) is the second of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019.

As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- Overall, total credit hours produced by faculty outpaced total student enrollment.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 69% of all credit hours produced (up another 3% from last year).
- Further, over the five years since 2014-15, credit hours produced by tenured/tenure track faculty is up 5.65% while credit hours produced by part-time faculty (adjuncts, etc.) is down - 3.9%
- Faculty publication and scholarship continue at high levels.
- Faculty secured over \$1.5 billion in research funding, representing a 5.33% gain over 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: January 12, 2021

BOARD ACTION:

DATE:

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

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Ellen Herbst 301-445-1923

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OFFICE OF THE CHANCELLOR

December 10, 2020

The Honorable Guy Guzzone
Chair, Senate Budget & Taxation Committee
3 West Miller Senate Office Building
Annapolis, MD 21401

The Honorable Maggie McIntosh
Chair, House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

RE: Fiscal 2021 Joint Chair's Report – Report on Faculty Workload (R75T00), Page 197

Dear Chair Guzzone and Chair McIntosh:

The Fiscal 2021 Joint Chair's Report, section R75T00, page 197, requires that the University System of Maryland (USM) Office report on USM instructional faculty workload:

The committees request that the University System of Maryland (USM), Morgan State University (MSU), and St. Mary's College of Maryland (SMCM) continue to provide annual instructional workload reports for tenured/tenure-track faculty. By focusing on these faculty, the committees gain a sense of the teaching activities for the regular core faculty. However, there are other types of instructional faculty at institutions such as full- and part-time nontenured/nontenure-track faculty including adjunct faculty, instructors, and lecturers. Focusing on only tenured/tenure-track faculty provides an incomplete picture of how students are taught. Therefore, the report should also include the instructional workload when all types of faculty are considered. Additional information may be included at the institution's discretion. Furthermore, the USM report should include the percent of faculty meeting or exceeding teaching standards for tenured/tenure-track faculty for the University of Maryland, Baltimore Campus.

Attached is the AY 2019-2020 Report of the Workload of the USM Faculty. This document is the second report in a three-year transition to the University System of Maryland's new workload reporting format under the Board of Regents' June 2019 policy amendment. The new format, as you may recall, is aimed at improving reporting accuracy and coverage, better aligning with current practice, and incentivizing policy goals around student success.

I am happy to address any questions you may have regarding this response.

Sincerely,

A handwritten signature in cursive script that reads 'Jay A. Perman'.

Jay A. Perman
Chancellor

Enclosures

cc: Sarah Albert, DLS; Sara J. Baker, DLS; Joann Boughman, USM; Ellen Herbst, USM; Patrick Hogan, USM

INSTITUTIONS // BOWIE STATE UNIVERSITY • COPPIN STATE UNIVERSITY • FROSTBURG STATE UNIVERSITY • SALISBURY UNIVERSITY
TOWSON UNIVERSITY • UNIVERSITY OF BALTIMORE • UNIVERSITY OF MARYLAND, BALTIMORE • UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE • UNIVERSITY OF MARYLAND, COLLEGE PARK • UNIVERSITY OF MARYLAND
EASTERN SHORE • UNIVERSITY OF MARYLAND GLOBAL CAMPUS **REGIONAL CENTERS** // UNIVERSITIES AT SHADY GROVE • UNIVERSITY SYSTEM
OF MARYLAND AT HAGERSTOWN • UNIVERSITY SYSTEM OF MARYLAND AT SOUTHERN MARYLAND

REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2019-2020



As requested on Page 197 of the FY21 Joint Chair's Report

Submitted by:

Office of the Senior Vice Chancellor for Academic and Student Affairs

Office of the Vice Chancellor of Administration and Finance

REPORT ON THE WORKLOAD OF THE USM FACULTY: ACADEMIC YEAR 2019-2020

KEY FINDINGS

- Overall, in 2019-20, total credit hours produced by faculty outpaced total student headcount enrollment. In the five years since 2014-15, USM enrollment decreased by 0.66% and USM total credit hours produced increased by 7.19% (see Table 2a).
- When disaggregated by the program and degree level of the courses taught (such as lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately mirrors the unique mission of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 69% of all credit hours produced (up another 3% from last year) (see Table 4).
- Further, over the five years since 2014-15, credit hours produced by tenured/tenure track faculty is up 5.65% while credit hours produced by part-time faculty (adjuncts, etc.) is down -3.9% (see Table 4).
- Full-time tenured/tenure-track faculty carry the largest load at the upper-division undergraduate and graduate levels as compared to other faculty types (see Table 5).
- The number of bachelor's degrees awarded continues to increase. There was a USM record 20,744 bachelor's degrees awarded in the most recent year, 489 more than last year and 1,269 more than five years earlier (see Table 7).
- Four-year graduation rates have improved this year to the best performance since this measure was first tracked (see Table 8a). Six-year graduation rates have also increased (see Table 8b).
- Faculty publication and scholarship continue at high levels (see Table 9) and at appropriate levels according to faculty type (Table 10).
- Faculty secured over \$1.5 billion in research funding, representing a 5.33% gain over last year (Table 11).

INTRODUCTION

Since 1994 the University System of Maryland (USM) Board of Regents has provided an annual report to the General Assembly that synthesizes faculty workload, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2019-2020.

Background

The USM policies governing faculty workload are designed to ensure maximum accountability, while providing individual campuses high levels of flexibility to deploy faculty in the most effective and efficient way possible. The primary USM Board of Regents policy governing faculty workload is II-1.25 POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES.¹

The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. However, since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. As a result, the “course unit” metric reported previously was requiring an increasing number of exemptions and workarounds to establish equivalencies with the various academic innovations our institutions are embracing. This policy, therefore, was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year’s report is the second of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. While UMCES, UMGC, and UMB will not be included until next year, for the first time this year’s report incorporates teaching data from UB’s School of Law, UB’s Merrick School of Business, SU’s Perdue School of Business, TU’s College of Business & Economics, and any other departments and colleges that had been exempted in previous years.

As described, below, we have also made some definitional shifts in this year’s report:

- Numbers of faculty provided are based on *headcounts* instead of *full-time equivalents* (FTEs).
- Data for department chairs and non-departmental administrators who are also full-time faculty are included in the full-time faculty categories instead of being included as part of “other faculty.”
- Data for full-time research faculty and teaching/graduate assistants are disaggregated into their own categories instead of being included as part of the previous “other faculty” category.

While these definitional shifts will make some longitudinal comparisons a little more difficult over the next 5 years, we believe these changes will provide a clearer picture of how faculty are being deployed across teaching, research, and service in the analyses. The addition of student credit hour data disaggregated by course level this year should also help make clearer how faculty are being deployed across undergraduate and graduate programs. In addition, these changes put the definitions being used for purposes of this report into better alignment with COMAR and MHEC data definitions for various submissions, including the Employee Data System (EDS) report.

Definitions

For analysis purposes, this report combines various faculty activities and different faculty types into relatively broad categories. The metrics for these activities and the types of faculty are defined below:

¹ Other policies that clarify specific issues or relate to the faculty workload include: II-1.19 UNIVERSITY OF MARYLAND SYSTEM POLICY ON THE COMPREHENSIVE REVIEW OF TENURED FACULTY and II-1.05 POLICY ON THE EMPLOYMENT OF FULL-TIME, NON-TENURE TRACK INSTRUCTIONAL FACULTY IN THE UNIVERSITY SYSTEM OF MARYLAND.

Student Credit Hours (SCH): Student credit hours are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D). For example, a 3-credit course with ten students produces thirty student credit hours. Similarly, for a variable credit course where 10 students are enrolled at 2 credits and 10 other students are enrolled at 3 credits, the student credit hours generated would be 50 credits.

Academic Year: All data reported are for fall and spring terms only.

Faculty Types: Numbers of faculty included here represent headcounts and are disaggregated by their employment classification, as described below:

Full-time Tenured/Tenure-Track Faculty: This includes all persons, including department chairs and non-departmental administrators, holding tenured and tenure-track positions who are classified as faculty and had at least 1 instructional credit hour in the reporting year.

Full-time Non-Tenure Track Instructional Faculty: These are all full-time instructional faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting instructional faculty are also reported here.

Full-time Non-Tenure Track Research Faculty: This includes all full-time research faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting research faculty are also reported here.

Teaching/Graduate Assistant: These are graduate students with at least 1 instructional credit hour in the reporting year as part of their university employment.

Part-Time Instructional Staff: This category includes emeritus, adjunct and affiliated faculty, staff who teach, and all other part-time faculty with at least 1 instructional credit hour in the reporting year. Teaching/graduate assistants are not reported here.

Course Levels: Per the USM's Policy for the Numbering of Academic Courses III-6.10, course levels are defined here as follows:

Lower Division: Undergraduate credit hours for 000-099 non-degree courses and 100 and 200 level courses.

Upper Division: Undergraduate credit hours for undergraduate courses 300 level courses and higher.

Graduate I: Graduate credit hours for post-baccalaureate certificate, master's and professional practice doctoral level courses

Graduate II: Graduate credit hours for post-master's and research/scholarship doctoral level courses.

Graduate III: Graduate credit hours for master's and doctoral research supervision courses (798, 799, 898, 899).

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

Because student success is the central focus of our degree-granting institutions, the primary measure of instructional productivity in this report is expressed in terms of credit hours produced. Additional student outcomes with respect to enrollments and graduation rates are also presented here as a measure of the faculty's contributions to student success.

Student Credit Hour Measures

Production of student credit hours (SCH) is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and deployment of faculty. SCH are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D) and further defined above.

Total SCH Production by Institution

The total SCH production by institution over the academic years since 2014-15 is reported in Table 1, below. This table includes SCH totals across all faculty types and instructional levels. The number and percent of 1-year change since 2018-19 and the 5-year change since 2014-15 are also reported.

Table 1. One-year (2018-19 vs. 2019-20) and 5-year (2014-15 vs. 2019-20) Change in Total SCH Produced

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	1-year change		5-year change	
							#	%	#	%
BSU	126,225	121,580	130,328	141,908	142,389	149,722	7,333	5.15%	23,497	18.62%
CSU	68,287	71,361	73,302	72,329	72,014	43,904	-28,110	-39.03%	-24,383	-35.71%
FSU	124,447	126,599	121,206	121,392	112,865	117,702	4,837	4.29%	-6,746	-5.42%
SU	208,478	200,511	205,456	209,529	207,673	227,458	19,785	9.53%	18,980	9.10%
TU	477,122	472,248	462,548	464,834	471,472	551,865	80,393	17.05%	74,743	15.67%
UB	66,374	65,189	63,592	58,362	49,534	78,698	29,164	58.88%	12,324	18.57%
UMBC	317,452	322,899	322,225	317,416	321,734	320,027	-1,707	-0.53%	2,575	0.81%
UMCP	854,228	853,867	895,625	887,875	889,605	962,924	73,319	8.24%	108,696	12.72%
UMES	115,829	115,731	103,346	93,939	83,779	75,792	-7,987	-9.53%	-40,037	-34.57%
Total	2,358,442	2,349,985	2,377,628	2,367,584	2,351,065	2,528,091	177,026	7.53%	169,649	7.19%

Source: USM Report on Faculty Teaching Workload

Table 2a, below, provides a general sense of whether the number of total SCH produced by the institution is keeping pace with total enrollment. While there was a slight drop in USM fall headcount enrollment between Fall 2018 and Fall 2019 (-1.78%) there was an increase in overall USM SCH production (7.53%) between 2018-19 and 2019-20. This 1-year comparison roughly mirrors the 5-year comparison; between Fall 2018 and Fall 2019 there was a slightly lower enrollment headcount (-0.66%) and an increase in overall SCH production (7.19%). As can be seen in Table 2a, however, fluctuations in enrollment and SCH production varies for specific institutions.

Table 2a. One-year and 5-year Change in Fall Undergraduate and Graduate Headcount and Total SCH Produced

	1-year change (2018-19 vs. 2019-20)		5-year change (2014-15 vs. 2019-20)	
	Enrollment	Total SCH	Enrollment	Total SCH
BSU	-2.36%	5.15%	8.36%	18.62%
CSU	-0.51%	-39.03%	-13.05%	-35.71%
FSU	-2.19%	4.29%	-8.27%	-5.42%
SU	0.58%	9.53%	-1.74%	9.10%
TU	-0.93%	17.05%	1.90%	15.67%
UB	-11.21%	58.88%	-30.30%	18.57%
UMBC	-1.20%	-0.53%	-2.70%	0.81%
UMCP	-1.11%	8.24%	8.33%	12.72%
UMES	-9.61%	-9.53%	-32.55%	-34.57%
Total	-1.78%	7.53%	-0.66%	7.19%

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

Given SCH is calculated as the number of students in a course multiplied by the number of course credit hours, one might expect enrollment changes to closely mirror SCH changes. However, undergraduate and graduate headcount enrollment includes both full time and part-time students, who differentially impact SCH due to the numbers of credits they are taking in a given year. Part-time students count equally in enrollment headcount numbers, but account for fewer SCH within a given year. Drops in part-time enrollment, as experienced 2018-19,

can account for some of this variation. Table 2b illustrates the 1-year and 5-year change in fulltime and part-time headcount enrollments.

Table 2b. Total Undergraduate and Graduate Headcount Enrollment by Attendance Status

	1-year %			5-year %		
	Change in Fulltime	Change in Part-time	Change in Total	Change in Fulltime	Change in Part-time	Change in Total
BSU	-1.62%	-4.87%	-2.36%	14.73%	-9.36%	8.36%
CSU	1.64%	-5.28%	-0.51%	-12.74%	-13.78%	-13.05%
FSU	-6.28%	10.59%	-2.19%	-15.30%	17.55%	-8.27%
SU	0.30%	2.78%	0.58%	-1.09%	-6.47%	-1.74%
TU	-0.86%	-1.21%	-0.93%	3.03%	-2.44%	1.90%
UB	-12.75%	-9.68%	-11.21%	-35.31%	-24.72%	-30.30%
UMBC	-1.25%	-1.02%	-1.20%	-1.37%	-7.27%	-2.70%
UMCP	-0.92%	-2.63%	-1.11%	10.11%	-4.20%	8.33%
UMES	-10.62%	-3.67%	-9.61%	-32.86%	-30.85%	-32.55%
Total	-1.70%	-2.14%	-1.78%	1.04%	-7.75%	-0.66%

Source: USM Institutional Research Information System (IRIS)

This year the USM institutions also provided a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 3 provides the 2019-2020 SCH data by course level, illustrating the unique missions of each of the USM institutions.

Table 3. 2019-2020 SCH Production by Course Level

	BSU	CSU	FSU	SU	TU	UB	UMBC	UMCP	UMES	USM
Lower-Division	87,546	16,874	55,198	122,069	271,828	12,334	150,735	417,347	39,739	1,173,669
Upper-Division	48,487	22,861	52,972	91,847	242,816	29,226	136,781	407,749	22,366	1,055,105
Graduate I	6,810	0	8,502	12,688	34,424	36,274	21,606	87,412	11,538	219,254
Graduate II	4,495	0	612	854	2,189	573	4,008	30,733	1,445	44,909
Graduate III	2,384	4169	418	0	608	291	6,897	19,683	705	35,155
Total	149,722	43,904	117,702	227,458	551,865	78,698	320,027	962,924	75,792	2,528,091

Source: USM Report on Faculty Teaching Workload

Student Credit Hour Production by Faculty Type

Table 4, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. Core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 69% of all SCH produced (up another 3% from last year). Of note, while non-tenure track instructional faculty produced over 24% more SCH than they did five years ago, the number of SCH produced has also increased for full-time tenured/tenure-track faculty overall by 5.65% while dropping for part-time faculty by -3.90%. Specific institutions do differ from this trend.

Table 4. Percentage of SCH Produced by Faculty Type and 5-Year Percent Change (2019-20 vs. 2014-15)

	FT Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		FT non-TT Research		Teaching/Graduate Assistants		Other PT Instructional Staff	
	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change
BSU	44.67%	23.36%	0.14%	4.10%	0.00%	--	0.00%	--	43.28%	86.31%
CSU	90.32%	2.94%	4.24%	-21.90%	0.00%	--	0.00%	--	5.44%	-89.83%
FSU	65.62%	1.91%	13.92%	16.60%	0.00%	--	0.41%	--	20.05%	4.53%
SU	60.53%	23.83%	19.49%	19.50%	0.00%	--	0.55%	--	19.43%	0.89%
TU	40.20%	23.02%	28.89%	6.50%	0.00%	--	0.42%	--	30.49%	8.10%
UB	55.28%	89.63%	14.27%	-10.40%	0.00%	--	0.00%	--	30.45%	-30.51%
UMBC	29.40%	-7.24%	31.17%	14.00%	0.26%	--	1.72%	--	37.45%	12.02%
UMCP	33.43%	-6.32%	36.31%	56.30%	1.54%	--	6.43%	--	22.29%	-16.46%
UMES	48.62%	-34.25%	23.52%	-31.40%	0.53%	--	0.41%	--	26.92%	-34.28%
Overall	41.13%	5.65%	27.71%	24.20%	0.63%	--	2.84%	--	26.98%	-3.90%

Source: USM Report on Faculty Teaching Workload

Note: FT non-TT Research and Teaching/Graduate Assistants have not been reported separately before this year, so percent of 5 year change could not be calculated.

Table 5, below, illustrates how faculty are being deployed across undergraduate and graduate programs by faculty type. As one would expect, full-time tenured/tenure-track faculty carry the largest load at the graduate level as compared to other faculty types. Of note, the institutions appropriately make heavy use of part-time faculty (practitioners in the field) at the Graduate I Level, which are typically master's and professional practice courses.

Table 5. Course Levels of Total SCH Produced by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Teaching/Graduate Assistants	Other PT Instructional Staff	Total
Lower-Division	369,871	409,471	6,779	45,529	342,021	1,173,669
Upper-Division	499,836	267,878	7,419	24,993	254,981	1,055,105
Graduate I	106,464	38,521	1,473	1,225	71,571	219,254
Graduate II	35,855	1,980	280	46	6,750	44,909
Graduate III	27,672	591	80	0	6,812	35,155
Total	1,039,697	718,439	16,031	71,790	682,134	2,528,091

Source: USM Report on Faculty Teaching Workload

Average Student Credit Hour Production for Core Instructional Faculty

Table 6, which reports average SCH production for all core instructional faculty indicates that USM average SCH produced by FT instructional faculty increased quite a bit in 2019-20 with core instructional faculty at five of the nine institutions producing significantly more SCH as compared to 2018-19. Overall SCH production is also up significantly for the five-year period since 2014-15.

Table 6. Trends in Average SCH Generated by All Core Faculty²

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
BSU	387	341	332	329	355	314
CSU	285	325	325	349	355	340
FSU	371	375	348	357	352	388

² Due to the shift this year from calculating average SCH using faculty headcount instead of FTEs, data in this table will differ from previous reports but have been recalculated across the years for consistency and comparison purposes.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
SU	364	347	349	356	353	407
TU	348	344	335	337	333	412
UB	146	168	167	164	151	294
UMBC	370	378	384	357	360	358
UMCP	295	294	314	307	324	359
UMES	368	346	334	337	295	264
Average	325	322	327	323	328	366

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report each year. Until the recent shifts in USM policy, UMB has applied a different set of standards for judging faculty instructional workload from the other institutions that were more appropriate for its professional schools. Starting with next year's report, both UMB and UMGC data will be integrated into the above tables.

UMB reports that 95% of all core faculty met or exceeded the institution's standard faculty instructional workload, consistent with the attainment for previous years. In fact, nearly half of faculty exempted from teaching the standard load did so anyway to pursue opportunities for externally funded or department supported research and service.

Student Outcomes

While SCH are one measure of faculty production, student outcomes --such as number of degrees awarded and graduation rates-- are also useful indicators of faculty contributions to student success. While an increase or decrease in the number of degree recipients can reflect a number of factors such as the institution's growth in enrollment and their level of success in retaining students to graduation, students' ability to graduate in a timely fashion is also dependent on the efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings.

Table 7. Trends in the Undergraduate Degrees Awarded (FY 2015 to FY 2020)

	2015	2016	2017	2018	2019	2020
BSU	801	832	713	781	826	870
CSU	416	464	421	399	378	335
FSU	1,032	964	1,060	1,027	1,078	967
SU	1,935	1,982	2,026	1,873	1,805	1,907
TU	4,422	4,428	4,628	4,609	4,619	4,701
UB	694	721	755	711	615	521
UMBC	2,432	2,521	2,572	2,578	2,658	2,632
UMCP	7,166	7,253	7,292	7,559	7,768	8,295
UMES	577	574	514	482	508	516
Total	19,475	19,739	19,981	20,019	20,255	20,744

Source: USM Institutional Research Information System (IRIS)

Note: Total does not include all USM institutions.

The number of graduating students continues to rise and is at the highest level yet achieved by the USM. Table 7, above, displays the number of degree recipients for the last five years at the USM institutions included in this report. USM also continues to see overall progress in student time-to-degree. Table 8a, below, illustrates changes over time in the four-year graduation rates and Table 8b documents changes in the six-year graduation rates. Although

graduation rates reflect only part of the larger picture (and transfers are not included), they are a useful measure of student success.

Table 8a. Four-Year Graduation Rate by Entering Year

	2011	2012	2013	2014	2015	2016
BSU	15%	16%	16%	17%	18%	18%
CSU	9%	9%	12%	12%	12%	9%
FSU	27%	29%	27%	27%	27%	31%
SU	50%	50%	52%	49%	49%	50%
TU	45%	46%	45%	47%	49%	47%
UB	8%	15%	17%	18%	22%	20%
UMBC	36%	40%	39%	42%	43%	45%
UMCP	63%	66%	66%	65%	69%	70%
UMES	20%	22%	21%	21%	15%	20%
All USM	44%	46%	46%	47%	48%	49%

Source: USM Institutional Research Information System (IRIS)

Notes: "All USM" includes USM institutions not reported here. Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

Table 8b. Six-Year Graduation Rate by Entering Year

	2009	2010	2011	2012	2013	2014
BSU	44%	41%	42%	46%	46%	46%
CSU	19%	20%	23%	21%	25%	31%
FSU	61%	55%	56%	57%	57%	59%
SU	74%	74%	76%	71%	74%	70%
TU	73%	72%	74%	75%	72%	75%
UB	38%	36%	34%	41%	44%	40%
UMBC	65%	66%	65%	68%	71%	72%
UMCP	86%	86%	85%	86%	87%	87%
UMES	37%	42%	42%	44%	46%	45%
All USM	69%	68%	70%	70%	72%	72%

Source: USM Institutional Research Information System (IRIS)

Notes: "All USM" includes USM institutions not otherwise reported here. Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Scholarship and Service Activity

Table 9 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2018-2019 academic year, USM faculty published 523 books and over 13,900 peer-reviewed articles. Faculty also participated in almost 4,800 juried and non-juried creative activities combined. USM faculty logged more than 37,000 days in public service to their communities, government, schools, and non-profit organizations. Table 10, below, provides these same data disaggregated by faculty type.

Table 9. Scholarship and Service of the USM Faculty (Academic Year 2019-2020)

	# Books Published	# Refereed Publications	# Non-Refereed Publications	# Juried Creative Works	# Non-Juried Creative Works	# Professional Presentations	# Prestigious Faculty Awards	# Faculty Awarded Externally Funded Grants and Contracts	# Patents Awarded to Faculty	Leadership in Professional Societies	# Days Spent in Public Service
Comprehensive											
BSU	7	90	52	5	43	141	3	24	3	10	1,088
CSU	1	37	5	18	0	93	2	31	0	12	1,740
FSU	7	119	60	12	404	132	1	19	0	10	1,661
SU	25	398	116	101	175	570	53	32	3	143	4,013
TU	55	745	243	122	753	695	75	79	0	179	6,287
UB	11	89	88	15	13	59	91	30	0	29	1,249
UMES	19	203	63	80	46	306	19	75	0	29	720
Research											
UMB	281	5,673	829	--	2,388	4,023	456	2,316	--	--	15,749
UMBC	31	777	217	0	290	1,421	22	173	10	498	2,393
UMCP	86	5,769	239	54	273	296	103	1,482	18	65	2,221
Total	523	13,900	1,912	407	4,385	7,736	825	4,261	34	975	37,121

Source: USM Report on Faculty Teaching Workload

Notes: Includes tenured/tenure track, department chairs, and full-time non-tenure track instructional and research faculty from all departments for the entire institution. UMB data reported using old reporting format, that did not separate juried/non-juried created works or include patents or professional society leadership positions.

Table 10. Measures of Research and Scholarly/Creative Productivity by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Other	Total
# Books Published	206	25	4	7	242
# Refereed Publications	7,512	181	57	477	8,227
# Non-refereed Publications	967	83	5	28	1,083
# Juried Creative Works	352	51	0	4	407
# Non-juried Creative Works	1,494	485	7	11	1,997
# Professional Presentations	3,246	337	68	62	3,713
# Prestigious Faculty Awards	312	29	2	26	369
# Faculty Awarded Externally Funded Grants and Contracts	1,150	65	99	631	1,945
# Patents Awarded to Faculty	33	0	1	0	34
# Faculty in Leadership Positions in Professional Societies	748	168	54	5	975
# Days spent in public service	15,441	5,625	73	233	21,372

Source: USM Report on Faculty Teaching Workload

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars.

Table 11 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2019-2020 academic year, the USM was awarded over \$1.5 billion in external awards. This represents a 5.33% increase from the 2018-2019 academic year.

Table 11. External Funding per Institution (FY 2015 – FY 2020)

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Comprehensive						
BSU	\$8,786,813	\$7,988,546	\$8,750,023	\$10,025,960	\$9,870,789	\$12,195,822
CSU	\$6,815,776	\$5,850,572	\$7,765,864	\$6,524,176	\$8,250,738	\$9,674,730
FSU	\$6,975,842	\$3,279,980	\$7,818,382	\$2,041,543	\$3,564,730	\$3,185,636
SU	\$4,882,812	\$4,584,488	\$5,760,833	\$5,141,941	\$8,032,505	\$5,791,637
TU	\$17,729,843	\$16,789,859	\$10,439,414	\$12,953,604	\$14,724,204	\$6,707,767
UB	\$7,399,317	\$7,729,907	\$10,582,279	\$13,698,053	\$14,813,294	\$16,972,599
UMES	\$21,224,282	\$17,827,443	\$19,728,418	\$15,601,754	\$16,750,307	\$18,772,791
UMGC	\$51,321,961	\$52,172,670	\$51,111,131	\$54,782,797	\$57,041,537	\$75,575,017
Research						
UMB	\$497,918,281	\$494,477,177	\$553,170,320	\$664,599,070	\$664,120,371	\$684,752,810
UMBC	\$71,134,098	\$76,215,884	\$92,193,683	\$77,180,308	\$79,741,464	\$72,517,690
UMCP	\$545,633,305	\$554,177,223	\$509,225,382	\$538,013,239	\$566,559,047	\$613,620,510
UMCES	\$24,508,834	\$24,815,908	\$24,739,098	\$26,833,197	\$21,424,116	\$23,184,557
USM Total	\$1,264,331,164	\$1,265,909,657	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102	\$1,542,951,566

Source: USM Annual Extramural Awards Survey

Note: USM Total includes all USM institutions.

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2019-2020 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of SCH outpaced overall enrollment trends in 2019-20, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion. This is further substantiated by the fact that the number of degrees awarded continues to rise and four-year and six-year graduation rates continue to improve. That said, to ensure we are keeping pace with longer-term enrollment trends, the USM continues to track SCH generated by core instructional faculty.

The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is for teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at very high levels. External research funding rose again in the last year to over \$1.5 billion in the last year in 2019-2020.

APPENDIX A: FACULTY PROFILE

USM Faculty Complement

In 2019-2020, the USM had a total instructional complement of 16,817 faculty by headcount across all 12 institutions. Table A-1 provides a detailed breakdown of these faculty by tenure status and full or part time employment status for the institutions represented in this year's report.

Table A-1. USM Faculty Profile (Academic Year 2019-2020)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	178	36	0	0	345	559
CSU	115	7	0	0	135	257
FSU	201	40	0	5	205	451
SU	350	97	0	23	321	791
TU	607	319	0	25	1020	1971
UB	147	39	0	0	250	436
UMB	469	1079	352	35	1778	3713
UMBC	394	148	16	28	649	1235
UMCP	1,370	500	82	506	1,648	4,106
UMES	155	52	7	18	145	377
Overall	3,986	2,317	457	640	6,496	13,896

Source: USM Report on Faculty Teaching Workload

Note: Overall totals do not include UMCES or UMGC

Tenured and Tenure-Track Faculty

Once again this year, the overall headcount of tenured and tenure-track faculty for the institutions reported here decreased both from 2014-2015 and from 2018-2019 to 2019-2020. Table A-2 displays the number of tenured/tenure-track faculty at each institution and the 1-year and 5-year percent change in number.

Table A-2. Tenured/Tenure Track Faculty

	2014-15	2018-19	2019-20	1-Year Change in Tenured/ Tenure Track	5-Year Change in Tenured/ Tenure Track
BSU	161	156	178	14.1%	10.6%
CSU	141	138	115	-16.7%	-18.4%
FSU	214	201	201	0.0%	-6.1%
SU	289	350	350	0.0%	21.1%
TU	514	608	607	-0.2%	18.1%
UB	173	155	147	-5.2%	-15.0%
UMB	539	488	469	-3.9%	-13.0%
UMBC	386	394	394	0.0%	2.1%
UMCP	1456	1439	1370	-4.8%	-5.9%
UMES	170	159	155	-2.5%	-8.8%
Overall	4,043	4,088	3986	-2.5%	-1.4%

Source: USM Report on Faculty Teaching Workload

Note: Overall totals do not include UMCES or UMGC

Full-time Non-Tenure Track Instructional faculty

The total headcount of full-time, non-tenure track instructional faculty has continued to increase. In the period from 2014-2015 through 2019-2020, the numbers increased by 269 or about 28%. Table A-3 displays the number of full-time, non-tenure track instructional faculty at each institution and the 1-year and 5-year percent change in number.

Table A-3. Full-Time Non-Tenure Track Instructional Faculty

	2014-2015	2018-2019	2019-2020	1-Year Change in Non-Tenure Track	5-Year Change in Non-Tenure Track
BSU	72	53	36	-32.08%	-50.00%
CSU	14	10	7	-30.00%	-50.00%
FSU	40	34	40	17.65%	0.00%
SU	83	96	97	1.04%	16.87%
TU	294	330	319	-3.33%	8.50%
UB	26	39	39	0.00%	50.00%
UMBC	131	141	148	4.96%	12.98%
UMCP	250	397	500	25.94%	100.00%
UMES	59	55	52	-5.45%	-11.86%
Overall	969	1155	1238	7.19%	27.76%

Source: USM Report on Faculty Teaching Workload
Note: Overall totals do not include UMCES or UMGC

Part-time Faculty

While part-time faculty continue to play an important role in instruction at USM institutions, the headcount of part-time faculty used to teach courses decreased dramatically in 2019-2020; by -24.15% from 2018-2019 and by -14.22% from 2014-2015. Table A-4 displays the headcount of part-time faculty at each institution and the 1-year and 5-year percent change.

Table A-4. Part-Time Faculty

	2014-2015	2018-2019	2019-2020	1-Year Change in Part-Time	5-Year Change in Part-Time
BSU	259	368	345	-6.25%	33.20%
CSU	141	135	135	0.00%	-4.26%
FSU	183	161	205	27.33%	12.02%
SU	368	399	321	-19.55%	-12.77%
TU	998	1091	1020	-6.51%	2.20%
UB	358	295	250	-15.25%	-30.17%
UMBC	570	622	649	4.34%	13.86%
UMCP	2407	2995	1648	-44.97%	-31.53%
UMES	216	154	145	-5.84%	-32.87%
Overall	5,500	6,220	4,718	-24.15%	-14.22%

Source: USM Report on Faculty Teaching Workload
Note: Overall totals do not include UMCES or UMGC

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**TOPIC:** Report on Extramural Funding – FY 2020**COMMITTEE:** Education Policy and Student Life**DATE OF COMMITTEE MEETING:** Tuesday, January 12, 2021

SUMMARY: This report provides information on extramural awards received by USM institutions in support of specific initiatives in research, education, or service for FY 2020. In addition to detailed information by institution and funding source for FY 2019 and FY 2020, the report also provides five years of summary data by institution for comparison purposes. It is important to note that while the report on extramural awards is consistent within the USM, it is not directly comparable with NSF accounting-based reports nor with expenditure data in System budget documents.

In FY 2020, the System received a total of \$1,542,951,565.87 in extramural funding, a 5.6% increase from the FY 2019 total of \$1,460,932,947.34. UMB and UMCP garnered the largest extramural funding totals among System institutions. BSU, CSU, UB, UMB, UMCES, UMCP, UMES, and UMGC obtained higher levels of extramural funding than in FY 2019.

ALTERNATIVE(S): This is an information item.**FISCAL IMPACT:** This is an information item.**CHANCELLOR'S RECOMMENDATION:** This is an information item.

COMMITTEE ACTION: Information Only

DATE: January 12, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



USM Report on Extramural Funding FY 2020

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

In FY 2020, the System received a total of \$1,542,951,565.87 in extramural funding, a 5.6% increase from the FY 2019 total of \$1,460,932,947.34. As noted on table 2, overall external funding to the USM has been steadily increasing since FY 2016. These increases are promising, although securing federal funding is still challenging.

Table I shows how much income each institution generated in each of the past two years from grants and contracts from the federal government, Maryland state agencies, non-profit foundations, corporations, and other sources, such as non-governmental organizations. Table I also shows the number of proposals submitted to each type of funding source and the number of grants received. Awards are counted in the year they are received. It should also be noted that in this report, the number of awards represents not only new awards but also amendments to existing awards that provide additional funding not previously accounted for. Institutions that receive a high percentage of awards funded in increments will have a higher number of awards than proposals, since one initial proposal could result in multiple funding actions. It should also be noted that some awards received were the result of proposals submitted in a prior fiscal year and that notification regarding the funding of some proposals submitted in FY 2019 were still pending as the fiscal year closed.

The degree to which institution secured funding from the various sources differs by institution. Although the federal government is the largest funding source for the System as a whole (64% of the USM total) and the majority of our institutions (nine of twelve), the state government, corporations and foundations, and other sources provide critical support on the same order of magnitude for several of our comprehensive universities. Institutions whose funding levels increased this year attribute those increases to the diversification of funding streams, intra-institutional partnerships and coordination, employment of a director of sponsored research, closer tracking of individual faculty federal awards, and growth in State partnerships.

Table 1
Extramural Funding for the USM – Fiscal Years 2019 and 2020

FY 2019**USM**

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

BSU

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

CSU

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

FSU

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

SU

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

FY 2020**USM**

Source	Award Amount	Awards	Proposals
Federal	\$1,004,627,346.76	2,626	3,375
State	\$189,294,558.73	1,889	829
Corporate	\$105,873,344.00	1,414	1,074
Foundations	\$124,123,789.64	921	980
Other	\$138,683,001.79	2,492	2,187
TOTAL	\$1,562,602,040.92	9,342	8,445
Total Less Other USM	\$1,542,951,565.87		

BSU

Source	Award Amount	Awards	Proposals
Federal	\$11,700,669.12	30	37
State	\$389,153.00	7	9
Corporate	\$86,000.00	3	0
Foundations	\$0.00	0	0
Other	\$20,000.00	1	2
TOTAL	\$12,195,822.12	41	48
Total Less Other USM	\$12,195,822.12		

CSU

Source	Award Amount	Awards	Proposals
Federal	\$7,293,268.00	9	25
State	\$537,689.41	14	22
Corporate	\$718,572.15	11	17
Foundations	\$1,125,200.00	16	23
Other	\$27,000.00	1	6
TOTAL	\$9,701,729.56	51	93
Total Less Other USM	\$9,674,729.56		

FSU

Source	Award Amount	Awards	Proposals
Federal	\$1,363,977.00	8	12
State	\$1,743,554.00	16	20
Corporate	\$0.00	0	0
Foundations	\$36,605.00	7	11
Other	\$474,952.00	15	20
TOTAL	\$3,619,088.00	46	63
Total Less Other USM	\$3,185,636.00		

SU

Source	Award Amount	Awards	Proposals
Federal	\$2,268,939.00	9	17
State	\$3,786,917.00	45	44
Corporate	\$8,700.00	4	4
Foundations	\$65,023.00	17	24
Other	\$566,194.00	42	46
TOTAL	\$6,695,773.00	117	135
Total Less Other USM	\$5,791,637.00		

FY 2019

TU

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

UB

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

UMB

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

UMBC

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

UMCES

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

FY 2020

TU

Source	Award Amount	Awards	Proposals
Federal	\$2,854,764.00	18	48
State	\$2,930,321.00	40	36
Corporate	\$268,892.00	5	16
Foundations	\$2,000.00	2	15
Other	\$671,790.00	31	58
TOTAL	\$6,727,767.00	96	173
Total Less Other USM	\$6,707,767.00		

UB

Source	Award Amount	Awards	Proposals
Federal	\$6,727,767.00	6	14
State	\$4,558,917.00	24	24
Corporate	\$1,508,029.00	4	5
Foundations	\$877,220.00	22	19
Other	\$1,023,383.00	9	12
TOTAL	\$17,311,342.00	65	74
Total Less Other USM	\$16,972,599.00		

UMB

Source	Award Amount	Awards	Proposals
Federal	\$391,617,436.92	784	1,046
State	\$99,868,862.75	307	297
Corporate	\$62,538,594.35	514	433
Foundations	\$98,087,014.64	355	598
Other	\$34,763,578.55	389	743
TOTAL	\$686,875,487.21	2,349	3,117
Total Less Other USM	\$684,752,810.33		

UMBC

Source	Award Amount	Awards	Proposals
Federal	\$45,960,058.00	185	279
State	\$14,369,927.00	34	44
Corporate	\$3,372,335.00	37	70
Foundations	\$3,379,813.00	44	88
Other	\$13,923,155.00	93	165
TOTAL	\$81,005,288.00	393	646
Total Less Other USM	\$72,517,690.00		

UMCES

Source	Award Amount	Awards	Proposals
Federal	\$14,788,050.72	145	151
State	\$6,135,214.57	76	47
Corporate	\$680,496.50	17	5
Foundations	\$1,220,996.00	24	13
Other	\$1,270,498.24	8	33
TOTAL	\$24,095,256.03	270	249
Total Less Other USM	\$23,184,556.86		

FY 2019

UMCP

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

UMES

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

UMGC

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

FY 2020

UMCP

Source	Award Amount	Awards	Proposals
Federal	\$442,217,540.00	1,397	1,695
State	\$53,036,961.00	1,303	266
Corporate	\$20,425,534.00	812	520
Foundations	\$18,993,168.00	427	184
Other	\$85,235,716.00	1,895	1,092
TOTAL	\$619,908,919.00	5,834	3,757
Total Less Other USM	\$613,620,510.00		

UMES

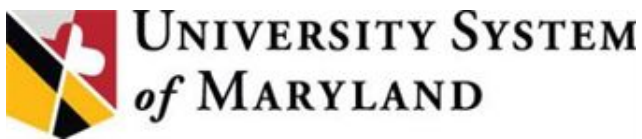
Source	Award Amount	Awards	Proposals
Federal	\$18,772,791.00	30	51
State	\$1,572,780.00	21	19
Corporate	\$226,191.00	2	2
Foundations	\$65,000.00	1	2
Other	\$623,735.00	6	9
TOTAL	\$18,890,552.00	60	83
Total Less Other USM	\$18,772,791.00		

UMGC

Source	Award Amount	Awards	Proposals
Federal	\$58,816,005.00	5	0
State	\$364,262.00	2	1
Corporate	\$16,040,000.00	5	2
Foundations	\$271,750.00	6	3
Other	\$83,000.00	2	1
TOTAL	\$75,575,017.00	20	7
Total Less Other USM	\$75,575,017.00		

Table 2
Extramural Funding Summary
Fiscal Years 2016-2020

Institution	FY2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY19- FY20
BSU	\$8,033,222.39	\$8,750,022.86	\$10,054,156.20	\$9,877,588.50	\$12,195,822.12	+23.5%
CSU	\$6,105,918.50	\$7,935,863.80	\$7,254,220.22	\$8,455,960.85	\$9,701,729.56	+14.7%
FSU	\$3,783,294.00	\$8,166,104.00	\$2,436,317.00	\$3,950,208.00	\$3,619,088.00	-8.4%
SU	\$5,108,180.00	\$6,418,587.00	\$5,514,543.00	\$8,705,449.00	\$6,695,773.00	-23.1%
TU	\$16,970,018.00	\$10,849,942.00	\$14,966,768.00	\$12,069,844.00	\$6,727,767.00	-44.3%
UB	\$7,901,178.00	\$10,869,373.00	\$13,963,210.00	\$15,026,162.00	\$17,311,342.00	+15.2%
UMB	\$497,537,747.00	\$556,071,212.60	\$667,402,728.00	\$664,650,088.00	\$686,875,487.21	+3.3%
UMBC	\$85,305,358.00	\$99,184,619.00	\$86,214,206.00	\$90,474,514.00	\$81,005,288.00	-10.5%
UMCES	\$25,723,496.06	\$25,301,524.91	\$27,140,666.81	\$21,741,883.36	\$24,095,256.03	+10.8%
UMCP	\$560,216,354.00	\$514,747,496.55	\$545,314,107.00	\$569,462,970.00	\$619,908,919.00	+8.9%
UMES	\$18,150,421.00	\$19,969,078.79	\$16,098,480.91	\$17,194,525.54	\$18,890,552.00	+9.9%
UMGC	\$52,172,670.00	\$42,081,131.00	\$54,782,797.00	\$57,041,537.00	\$75,575,017.00	+32.5%
Institutional Total	\$1,287,007,856.95	\$1,310,344,955.51	\$1,451,142,200.14	\$1,478,650,730.25	\$1,562,602,040.92	+5.7%
USM Total (LESS OTHER USM)	\$1,265,909,656.95	\$1,292,254,826.32	\$1,429,166,242.14	\$1,460,932,947.34	\$1,542,951,565.87	+5.6%



The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

February 4, 2021

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 February 4, 2021 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, L. Gooden, and R. Rauch. USM personnel present were J. Perman, T. Sadowski, L. Ryan, C. Broido Johnson, T. McDonough, D. Wilkerson, E. Langrill, and J. Boughman. Others present were S. Sheppard, J. Hardy, A. Bissahoyo, D. Ajayi, C. Goodman, and L. McNeil. Presenters were B. Burke, C. Weer, M. Cohen, C. Kane, D. Lunz, M. Hines, S. Hobby, and L. Jackson.

SU Shore Hatchery & Featured Entrepreneurs: Panel of Competition Winners (Information Item)

Vice Chancellor Sadowski introduced Christy Weer, Dean of the Perdue School of Business, and William Burke, Professor of Practice in Information and Decision Sciences and Executive Director for Economic Development. Dean Weer described the Perdue School of Business and explained that their hallmark is experiential learning. Mr. Burke explained that a student business plan competition that started in 1987 has evolved, and now there is a Shore Hatchery component that is open to regional businesses, made possible with support from the Philip E. and Carole R. Ratcliffe Foundation.

Tia Hobby is a student at Salisbury University. Her business, Tia Dash started as a clutch purse business, where she was making each by hand. With \$1,000 from the competition, she was able to get a manufacturer, which she was able to turn into additional growth and more funding. She was able to hire another person to help with manufacturing and is utilizing the new downtown center. The money has also allowed her to focus on marketing, which is her major. Regent Leggett asked about her initial motivation. She explained that she has been sewing since she was 8, then started making them for herself. When others were asking for them, too, she decided to pursue it as a business.

Megan Hines explained that she and her co-founder are both high school teachers, and Megan is a doctoral student. They started their meadery, The Buzz Meadery, in June of 2020. They participated in the student competition in the spring, winning \$7k in cash and \$1k in BEACON services. They received \$20k in the Shore Hatchery competition in the fall. They use all local Maryland honey. They opened their doors in June and have started wholesaling to restaurants and others in addition to farmers' markets. They also hired their first full-time employee. They don't have any outstanding debt, and they're looking at purchasing a location in downtown Berlin.

Dan Lunz explained that Capsulomics spun out of JHU and are addressing gastrointestinal diseases. They are located in Baltimore and found the Shore Hatchery competition while browsing the web and were impressed and so applied. They received \$15k, which is fully supporting a collaboration with JHU in

Pittsburgh, which will allow them to launch their first product this fall. Chancellor Perman commented that he lost his father when he was a teenager to esophageal cancer, and he wished them well. Vice Chancellor Sadowski added that the Baltimore Fund has supported them. Dan commented that Mary Morris and the Baltimore Fund has been wonderful, and all of the state support has been wonderful, including a TEDCO MII grant they just received.

Matt Cohen explained that SIMPLi is a national leader for sustainable and ethical sourcing of ingredients. They work to bring international ingredients to the U.S. The Shore Hatchery program awarded them \$10k, which they used for machinery for a production line. Clients include restaurants, meal kits, and more. He explained that he is a 2012 graduate and is involved in advisory boards for Salisbury University, which is how he heard about the competition.

Cameron Kane explained that he started in Computer Science and is finishing a second degree with a thesis focused on his business, Valkyrie Software Solutions. He realized that the deaf and hard of hearing community does not have access to noise directionality information. He is pursuing technology that could bring in revenue in markets such as video games to help support the technology development in other markets such as public safety. He was able to go from an idea in 2017 to winning funds as a student and then winning in the Shore Hatchery. He will apply to the MIPS program, which requires a cash match if granted, and so the Shore Hatchery funds can support that. He would go from one person to a team. He also mentioned support from the ETC Baltimore, TEDCO, and other local programs.

Regent Leggett asked Ms. Hines about their product differentiation. She explained that mead has a long history, but they are the only ones on the Eastern Shore producing it, and the style they are making it in is unique because it's lighter and more similar to a hard apple cider or beer. Regent Leggett asked if bee disruptions were cause for concern. Ms. Hines said their supplier has hives all over the Eastern Shore, so they aren't worried, though prices have increased. Ms. Hines said capitalism is one way to promote environmentalism, so if people like their products, they are hoping they will be more likely to want to protect the animals that make them possible.

Regent Gooden said all the projects were impressive and very different. Regent Gossett complemented the concise descriptions. Regent Attman said sometimes people think about the large research institutions when they think about entrepreneurship and innovation, but Mr. Burke and Dean Weer have been stalwarts at generating new business and supporting them. Regent Leggett asked what would be needed to expand support. Dean Weer said much has changed during the 7 years of her tenure because of the hard work of the faculty, staff, and the community in which they're embedded. She said continuing to talk about their programs beyond the shore is helpful. Mr. Burke agreed that community support has been key and added that many, many judges from the business community participate, not just a few. He also mentioned that donor support has been critical to success, not only from the Ratcliffe Foundation, but from Dave and Patsy Rommell and the Bernstein family. Regent Leggett asked about where the jobs were created and suggested that understanding statewide benefits would be helpful in advocating for the program. Mr. Kane also suggested not just looking at jobs created but also impact toward things like United Nations goals. Vice Chancellor Sadowski shared that 80% of startups stay in the area in which they first receive their funding and agreed that the program has been incredibly impactful.

BSU Workforce Development and Industry Partnerships (Information Item)

Lethia Jackson, Professor Chairman, Department of Technology & Security, Bowie State University. Prof. Jackson explained that they are seeking renewal of their ABET accreditation soon. They are the only computer technology program in the University System of Maryland. Their external advisory board is extremely critical to their success. They help guide curriculum development, provide internship opportunities, and research topics. They implement design thinking and innovation into their coursework and have seen enrollment growth. She explained that the workforce is looking students are ready to work since day one, with the ability to problem solve. Hackathons, sandbox laboratories, and other experiential learning help student gain this experience. Students are prepared for great, high-paying jobs.

Prof. Jackson described a program with 40 Baltimore students per summer that come up with their own problem as it related to their own communities and propose solutions over a 5-week period. Recently, 5 students graduated from Bowie that have gone through that program. She said most students are coming in with a heavy heart, and they can meet them where they are. Their industry engagement provides resume and confidence-building. They have 5 capstone classes. Industry is now lining up to participate and sponsor the program to have students design and build solutions. Hackathons and other events also involve industry. When students compete but do not place, they still are hired because of the experience they've gained. They also provide co-op courses. Amazon hired 20 students at once after a program with them. They just partnered with VCU and the Army. Regent Fish wondered how they could expand programming. Prof. Jackson replied that it would require additional funding because of fixed costs like train tickets, etc.

Prof. Jackson said they have been successful with transfer students. They also engaged with a partner to to reduce textbook cost barriers. She explained that in some cases, students can get a good job without finishing the program, but they also encourage finishing because of the value of a 4-year degree. Regent Gooden commented that she advises Millenium, who has commented about the quality of graduates out of the Bowie program. She commented that 2+2 is important because it allows students to get a job in two years and then receive more education.

Regent Gossett asked about any proposals for scholarship development or philanthropy. Prof. Jackson said that she was worked with partners and written grants. Dr. Breaux has come out personal to meet students. Vice Chancellor Sadowski commented that a spokesperson from Amazon is looking for strategic partnerships with HBCUs who have strategies in place and that he plans to discuss with Prof. Jackson. Regent Gossett said this is ripe for support from the philanthropic community.

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

Vice Chancellor Sadowski provided an overview of the OED update. Ms. Broido Johnson provided an overview of the Maryland Momentum Fund. She commented that the level of funding for women is much higher than for typical venture capital, and they are actively trying to increase support for African-American founders. Vice Chancellor Sadowski noted that a reserve fund has been established, and the robust Advisory Board has provided great input. Regent Leggett asked if there was a way for students to get involved with the Momentum Fund at a different level. Ms. Broido Johnson explained that she speaks with many students and others at an early stage and gives them advice, including connecting

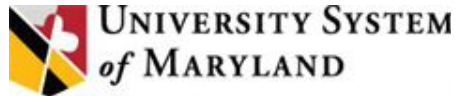
them to other potential funders. Vice Chancellor Sadowski commented that the gap Regent Leggett is referencing is the next gap USM is looking to address.

Ms. Broido Johnson said it also underscores the natural tension of the fund between trying to make money and build the entrepreneurial network. They do not have any exits, which is common at this stage in the Fund. They have enough to invest in about 9 more companies. Regent Leggett said that the level at which we are making investments seems to be productive. Perhaps a smaller investment for someone who needs a first or second step to be able to evaluate them later on is needed. If this is happening with others through connecting, then perhaps it is not. However, if a little bit of money could provide formal structure to get more bang for the buck, he would be supportive. Regent Attman said another way to look at it would be to add more money at every level. There is nothing bad here. The amount of money in this program is miniscule compared to the opportunity. If you look at what Ohio State and others have, we started with a miniscule amount to test the process. We are probably ready to begin to really look at scaling this program. If we look at funding smaller projects, looking at private contribution would make sense. Vice Chancellor Sadowski said that Vice Chancellor Herbst is on the Executive Committee and is aware of the successes and constraints. July of 2022 may be the soonest that more funds could be expended. Regent Leggett said we need to hit the ground running then. Regent Attman suggested we pursue a more aggressive timeline.

The meeting ended at 1:42 pm.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization



USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
February 4, 2021
Zoom

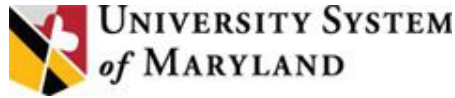
Minutes of the Public Session

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 8:33 a.m. on hursday, February 4, 2021 via Zoom.

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

- 1. Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Gossett, seconded by Regent Gourdine; unanimously approved).

The public session meeting adjourned at 8:34 a.m.



USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
February 4, 2021
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 8:34 a.m. on Thursday February 4, 2021, via Zoom.

Those in attendance included Regents Rauch, Gooden, Attman, Gossett, Gourdine, Neall, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; and Ms. Wilkerson. Vice Chancellor Hogan and Associate Vice Chancellor Skolnik were 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. Discussion of BOR strategy regarding communication concerning proposed legislation.** The Regents were briefed and discussed communication strategies related to proposed legislation with potential impact on the USM. (§3-103(a)(1)(i)).
- 3. 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)).

The meeting adjourned at 9:32 a.m.



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

February 4, 2021
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 10:33 a.m.

Regents participating in the session included: Mr. Attman, Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Gossett, Mr. Holzapfel, Mr. Neall, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Assistant Attorney General Bainbridge, Ms. Amyot, Mr. Colella, Mr. Danik, Mr. Lockett, Mr. Lowenthal, Ms. Rhodes, Mr. Savia, Ms. Schaefer, Ms. Wormack, Mr. Wyden, Ms. Washington, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Ms. Decker Mann, Mr. Page, Ms. Petronka, Ms. West, Mr. Lurie, Mr. Acton, Ms. Norris, Ms. McMann, and other members of the USM community and the public.

1. University System of Maryland: FY 2022 Operating Budget Update

Regent Attman introduced the informational update on the FY 2022 operating budget and then turned to Vice Chancellor Herbst. She opened her remarks with good news, informing the Finance Committee that the Governor's Budget Bill included a fiscal year 2021 deficiency appropriation of \$21.2 million in restricted bond funding. Vice Chancellor Herbst reported that the USM Office had provided the Department of Budget and Management (DBM) with a list of institutional "shovel ready" projects that would be organized to go shortly after the funds would be made available in April. Vice Chancellor Herbst reviewed the Governor's Allowance for the USM, noting increases for operating expenses at new facilities, and pointed out that there is an additional \$38 million for a 2% Cost of Living salary Adjustment (COLA) included in the DBM Personnel Budget. These funds would remain in the DBM budget until the time when a COLA is approved by the legislature and the state's budget is finalized. Vice Chancellor Herbst stated that the operating budget hearings were underway. She shared that the Department of Legislative Services had not recommended any USM-specific reductions to the Governor's Budget Allowance; however, over the course of the legislative session adjustments could be recommended to the Governor's budget in order to fund other legislative priorities. While cautioning that nothing is guaranteed, the Chancellor remarked that the USM would make its best case. Regent Gooden offered that—all things considered—this is a strong budget for the System. Regent Attman agreed, adding that the budget is a reflection of the esteem in which the leadership of the System is held.

The Finance Committee received the item for information purposes.

2. Discussion of FY 2020 USM Audited Financial Statements

Regent Attman stated that this information item concerns the System's annual audit of its financial statements for the year that ended June 30, 2020. He explained that Ms. Denson would review the key takeaways from the audited financial statements, and Vice Chancellor Herbst together with Mr. Page would take the committee members through a discussion about financial planning in the System and the current state of the USM's financial strength.

Vice Chancellor Herbst reported that in advance of the bond sale, she and the Chancellor together with members of the financial team met with the three major credit rating agencies in January. She informed the members of the committee that each of the rating agencies—Moody's, S&P, and Fitch—affirmed the USM's existing strong ratings with a "stable" outlook. As Regent Attman pointed out, this occurred at a time when the 2021 outlook for the U.S. higher education sector remains negative. Chancellor Perman added that the "power of System" carried a lot of sway. Vice Chancellor Herbst noted that all three groups asked about the System's strategic planning process. She also reported that in the upcoming week the System would auction over \$300 million of revenue bonds, including the refinancing of more than \$150 million of previously issued bonds.

Turning to the System's Audited Financial Statements, Vice Chancellor Herbst explained that the statements are important to investors and the financial community, potential partners, as well as the Board and USM leadership in assuring effective and responsible financial management. The System's financial statements are also included in the state's audited financial statements. Addressing the decline in unrestricted reserves of \$78 million, she indicated that the reduction reflects a number of events that are believed to be one-time or short-term in nature. Vice Chancellor Herbst explained that over the years the System had built up financial strength that gave it the ability to withstand and manage through the pandemic, without jeopardizing the institutions' ability to resume their operations in a regular capacity as they emerge out the other side.

She then turned to Ms. Denson, USM Comptroller, who reviewed key takeaways from the audited financial statements. Ms. Denson began by saying that the USM received a clean/unqualified opinion once again. She walked the group through the financial charts provided with the meeting materials. Ms. Denson noted that this year the USM is taking materiality into consideration and is no longer capturing some of the smaller entities in the financial statements. The affiliated foundations that are being removed from the System's financial statement reporting will continue to be subject to the Board's Policy on Affiliated Foundations. Their statements along with other compliance documents will continue to be reviewed annually. She also pointed out that the USM's key balance sheet strength ratio had improved in FY 2020, largely because the System had not issued any new revenue bonds in the fiscal year.

Mr. Page presented a series of slides on the USM's financial planning and its relationship to the financial statements. He reviewed the calculation of institutional fund balance goals and addressed the difference between the state's Rainy Day Fund and the USM fund balance. While the former is money that has been set aside specifically for an economic downturn or crisis, the fund balance is the result of a large number of managers at the institutions who have saved money for a future specific need, such as a renovation to a dining hall. These reserve accounts are held at an individual department level. Mr. Page reported that in determining the USM's bond rating, the credit agencies pointed to the strong leadership of the Board, Chancellor, and institution presidents; consistent financial support of the operating and capital budgets; and, the build up in financial strength. Along with the financial statements, Mr. Page cited several examples of input to the financial management cycle including fall

enrollment, campus master plans, capital and operating budgets, debt issuance, and spring enrollment projections. A graph displayed a recent history of the System's available funds to debt outstanding, currently standing at 127%. This figure is expected to decline during FY 2021 since debt will be issued, yet it will remain above the stated policy requirement of 90%. The Board's policy on debt is designed to support the financial health of the System. Mr. Page noted that the System would have under \$1.3 billion in debt outstanding following the bond sale, an amount still within the statutory cap of \$1.4 billion. Mr. Page's presentation is available online at <https://www.usmd.edu/regents/agendas/20210204-FC-Financial-Statements-Presentation.pdf>

The Finance Committee received the item for information purposes.

3. FY 2020 Effectiveness and Efficiency Results

Regent Attman reviewed the annual report of activities, prepared by Vice Chancellor Herbst and her team in conjunction with the individual efforts reported by each institution. He reminded the group that the Board's E&E initiative leads with effectiveness. As displayed in the first summary chart, the institutions' efforts during FY 2020 resulted in a combined new savings of over \$65 million. The savings are characterized in five financial classification categories. As shown on the second summary chart, there were significant savings via consortial buying through the use of the Maryland Educational Enterprise Consortium (MEEC) contracts and other leveraged contracts executed out of the System Office. Regent Attman shared a tangible example with the group. When the institutions needed to pivot faculty, students, and staff last spring to online education and telework due to the COVID-19 pandemic—and purchase the necessary equipment—the contracts in place by MEEC yielded tremendous savings. In particular, the heavily leveraged master contract for hardware resulted in savings of over \$7 million, nearly \$2.5 million more than in the prior fiscal year. Vice Chancellor Herbst added that during a period of laptop shortages last spring, the USM was in a very favorable place in line due to its long-term arrangements.

Regent Attman then recognized Ms. Petronka, Executive Director for MEEC—a consortium of all USM institutions, other Maryland public and private 4-year institutions, community colleges and K-12's—and Mr. Eismeier, Interim USM CIO who spearheads the leveraged contracts out of the System Office and oversees the E&E program. Ms. Petronka took the opportunity to acknowledge and offer praise of all of the procurement officers who had stepped up to the plate to help with the Consortium's initiatives. She informed the Committee that UB's online exam proctoring services agreements had been expanded to the MEEC membership. Ms. Petronka explained that all MEEC discounts were available to all members, and once a vendor is selected the member can further negotiate an agreement. Mr. Eismeier provided an update on several E&E reporting enhancements under discussion, including the development of a web-interface for collecting and displaying initiative data throughout the year. This would enhance the value back to the institutions by providing real-time dynamic data to see what others are doing regarding efficiency programs and provide opportunities to leverage each other's ideas and capitalize on collaboration. Regent Attman thanked everyone for their hard work in keeping the USM's E&E program thriving and looking for ways to create collaborative value.

The Finance Committee received the report for information.

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

Regent Attman summarized the item. The Capital Planning Office prepares a periodic status report on the major projects underway System-wide. The report reflects activity for the twelve-month period that began December 1, 2019 and ended November 30, 2020. He explained that the report includes contract awards, completions, and detailed project schedules. Regent Attman pointed out there were thirteen new projects added to this list, including the UMCES Chesapeake Collaborative Building in Solomons Island, the renovation of Building I at Shady Grove to support the expansion of UMB's nursing program, and the basketball practice facility at College Park. He made reference to one of the completed projects that had been removed from the list, the Community Engagement Center in the Poppleton neighborhood of Baltimore. He reminded the committee members that the project had come before the committee a couple of times. The Center is housed in a rehabilitated historic building in West Baltimore near the University of Maryland, Baltimore campus. The facility supports multi-disciplinary community outreach efforts by UMB students and faculty. Regent Attman recognized Mr. Beck and asked if there were any questions from the regents. In response to a question from Regent Gossett regarding the status of the practice facility, Mr. Beck indicated that the preliminary planning was underway and that once the funds have been raised, the intent is to move forward. Briefly returning to the Community Engagement Center, Regent Wood commended UMB for its work on the enormous project and its success.

The Finance Committee received the report for information.

6. University System of Maryland: Report on FY 2020 Procurement Contracts

Regent Attman reported that this information item is required annually by the Policy on the Approval of Procurement Contracts. The report lists all contracts that are within a \$1 million to \$5 million value that were awarded during Fiscal Year 2020. In response to a question regarding the use of Maryland firms, Mr. Hickey indicated that there is not an in-state preference and if the USM were to adopt such a preference, other states would likely retaliate with a similar action, which could impact Maryland firms competing in other states.

The Finance Committee received the report for information.

Regent Attman thanked everyone for joining the meeting. The public meeting was adjourned at 12:01 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**TOPIC:** FY 2020 Audited Financial Statements and USM Financial Planning**COMMITTEE:** Finance**DATE OF COMMITTEE MEETING:** February 4, 2021

SUMMARY: This item is a brief review of the audited University System of Maryland basic financial statements for the year ended June 30, 2020, for which CliftonLarsonAllen LLP (CLA)—the USM’s independent accountants—provided an unqualified opinion.

A set of key points to be taken from the System’s financial statements appears on page one and two of the attached materials. The balance sheet, along with the statement of revenues, expenses, and changes in net position follows on pages three and four.

The fifth page, titled “Financial Snapshot,” summarizes the System’s key financial health ratio used by rating agencies—available resources to debt outstanding—using the figures reflected in the financial statements to provide a comparison between June 30, 2019 and 2020. The lower part of the Financial Snapshot displays adjustments to the publicly reported balances for Board-approved claims and authorizations not yet expended or reflected in the financial statements to arrive at a “true” financial health ratio for internal management and decision-making purposes.

A discussion, aided by a set of presentation slides, about the System’s approach to financial planning will be used to complement the review of the audited financial statements.

NOTE: The University System of Maryland Financial Statements and Supplemental Schedules for FY2020 can be viewed online at <http://www.usmd.edu/usm/adminfinance/finafair/fsssch.html>

ALTERNATIVE(S): This item is presented for information and discussion.**FISCAL IMPACT:** This item is presented for information and discussion.**CHANCELLOR’S RECOMMENDATION:** This item is presented for information and discussion.

COMMITTEE RECOMMENDATION: REPORT ACCEPTED FOR INFORMATION

DATE: 2/4/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



Audited Financial Statements
Years ended June 30, 2020 and 2019

Key Points Associated with FY 2020 Audited Financial Statements:

1. The total net position increase of \$128M (**A on Statements of Net Position**) is comprised of a decrease of \$78M in unrestricted net position (**B on Statements of Net Position**), \$208M increase in net invested in capital assets (**C on Statements of Net Position**) and \$2M decrease in restricted net position.
2. The change in unrestricted net position includes the following significant transactions outside normal operations:

Operating Margins (in millions)	FY19	FY20
Change in unrestricted net position	\$51.4	(\$77.7)
Cash funded capital projects	89.8	124.3
Allocated expense associated with State pension liability	115.5	96.2
COVID-19 refunds and revenue losses		239.0
CARES Act revenue recognized		(89.3)
Change in unrestricted balances attributable to operations	\$256.7	\$292.5

3. The financials reflect the impact of COVID-19 on the System with the return of a little more than \$115M in student fees and \$124M in forgone revenue related to other auxiliary activities (athletics, conferences, and other activities).
4. Institutions were awarded the \$182.5M in CARES Act Funds; of which \$106.7M is direct funding from the Department of Education and \$75.8M in pass-through funding from the State. \$89.3M in CARES Act funds are recognized as "other nonoperating grants" revenue in FY20 (**D on Statements of Revenues, Expenses and Changes in Net Position**).

CARES Act Funds (in millions)	Total	FY20	FY21
Student Aid	\$40.3	\$28.5	\$11.8
Institutional	40.3	28.0	12.3
HBCUs/Minority Serving Institutions/Other	26.1	6.4	19.7
COVID/Public Safety (State)	75.8	26.4	49.4
Total	\$182.5	\$89.3	\$93.2

5. The net pension liability and related deferred balances at June 30, 2020 and 2019 is \$995M and \$889M, respectively (**E on Statement of Net Position**). The net impact of pension related adjustments not including required contributions is an additional expense of \$96M in FY20, compared to \$115M in FY19.
6. The final complete set of financial reporting includes the basic financial statements of the University System of Maryland, but also affiliated, separately governed organizations that are recognized as affiliated entities. In the past, the System's financial statements have included 19 organizations based solely on the affiliation status and without consideration of the size of the organization or nature of its relationship with the System. Since the accounting requirement was first adopted in 2003, the System has granted affiliated foundation status to several additional, relatively smaller, organizations, mostly entities created to do economic development activities. Accounting guidance related to the subject indicates that the provisions need not be applied to immaterial amounts. As permitted by GASB reporting guidance, beginning with the FY20 financial statements the System will limit the affiliated entities included to those organizations that have a strong interdependent relationship and are material in size. Institution fundraising entities as well non-fundraising entities with assets of more than \$10M will be included in the System's reporting entity. A total of 8 affiliated entities, representing \$33.5M in total assets or 1.5% of total Component Unit assets, are no longer being included as part of the reporting entity.

These 8 affiliated foundations that are being removed from the System's financial statement reporting, along with the 11 entities that will continue to be included as part of the System's reporting entity are all subject to the Board of Regent's Policy on Affiliated Foundations. Their audited financial statements along with other compliance documents will continued to be reviewed and the status reported to the Audit Committee annually.

7. As shown on the "Financial Snapshot," the financial statements report the key Balance Sheet strength ratio used by the rating agencies. Balance Sheet strength, defined as the ratio of "available resources" (USM unrestricted net position + unfunded pension amounts **E** + accrued leave liability **F** + affiliated foundation unrestricted net assets) to debt outstanding **G**, is 197% at June 30, 2019 compared to 218% at June 30, 2020 (**H on Financial Snapshot**). This improvement is largely due to the System not issuing any new revenue bonds in FY20.

Adjusting for Board-approved commitments and authorizations to spend not yet reflected in the financial statements, FY20 resulted in a slight decrease in overall in "true" financial standing, with the ratio of available resources to debt outstanding on an adjusted basis, changing from 132% in FY19 to 127% in FY20 (**I on Financial Snapshot**).

UNIVERSITY SYSTEM OF MARYLAND
STATEMENTS OF NET POSITION
JUNE 30, 2020 AND 2019

	<u>2020</u>	<u>2019</u>
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,633,496,005	\$ 2,552,186,538
Accounts receivable, net	343,251,636	295,439,263
Notes receivable, current portion, net	3,874,699	5,345,066
Inventories	9,954,651	9,464,301
Prepaid expenses and other	<u>20,886,577</u>	<u>20,758,341</u>
Total current assets	<u>3,011,463,568</u>	<u>2,883,193,509</u>
Noncurrent assets:		
Restricted cash and cash equivalents	62,133,802	157,124,871
Endowment investments	354,554,440	364,140,586
Other investments	34,999,509	22,144,370
Notes receivable, net	23,860,209	29,984,838
Capital assets, net	<u>6,826,034,004</u>	<u>6,633,402,152</u>
Total noncurrent assets	<u>7,301,581,964</u>	<u>7,206,796,817</u>
Total assets	10,313,045,532	10,089,990,326
DEFERRED OUTFLOWS OF RESOURCES		
Unamortized loss on refundings of debt	12,109,985	14,196,040
Asset retirement obligations	12,801,865	12,404,568
Deferred changes, pension expense	<u>390,016,497</u>	<u>496,739,069</u> E
Total assets and deferred outflows of resources	<u><u>\$ 10,727,973,879</u></u>	<u><u>\$ 10,613,330,003</u></u>
LIABILITIES		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 348,633,745	\$ 315,630,844
Accrued workers' compensation, current portion	4,885,800	4,309,950
Accrued vacation costs, current portion	123,461,419	111,785,925 F
Revenue bonds and notes payable, current portion	99,295,675	100,892,731 G
Obligations under capital lease agreements, current portion	1,846,129	1,652,537 G
Unearned revenues	<u>351,060,005</u>	<u>318,662,589</u>
Total current liabilities	<u>929,182,773</u>	<u>852,934,576</u>
Noncurrent liabilities:		
Accrued workers' compensation	27,686,200	24,423,050
Accrued vacation costs	151,666,808	115,722,833 F
Revenue bonds and notes payable	1,088,171,129	1,198,123,353 G
Obligations under capital lease agreements	12,336,835	2,844,822 G
Net pension liability	<u>1,275,563,402</u>	<u>1,309,998,345</u> E
Total noncurrent liabilities	<u>2,555,424,374</u>	<u>2,651,112,403</u>
Total liabilities	<u>3,484,607,147</u>	<u>3,504,046,979</u>
DEFERRED INFLOWS OF RESOURCES		
Deferred service concession arrangement receipts	252,219,390	270,575,431
Deferred changes, pension expense	<u>109,755,858</u>	<u>85,824,130</u> E
Total deferred inflows of resources	<u>361,975,248</u>	<u>356,399,561</u>
NET POSITION		
Unrestricted	1,212,195,784	1,289,908,203 B
Net investment in capital assets	5,430,985,410	5,222,375,942 C
Restricted:		
Nonexpendable:		
Scholarships and fellowships	17,585,035	16,764,483
Research	7,210,176	5,461,934
Other	16,923,030	16,922,872
Expendable:		
Scholarships and fellowships	36,878,144	38,527,037
Research	80,563,068	78,706,352
Loans	40,243,558	49,234,447
Capital projects	9,023,201	6,799,771
Other	<u>29,784,078</u>	<u>28,182,422</u>
Total net position	<u>6,881,391,484</u>	<u>6,752,883,463</u> A
Total liabilities, deferred inflows of resources and net position	<u><u>\$ 10,727,973,879</u></u>	<u><u>\$ 10,613,330,003</u></u>

UNIVERSITY OF SYSTEM OF MARYLAND
STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2020 AND 2019

	2020		2019
OPERATING REVENUES:			
Tuition and fees	\$ 1,764,678,052		\$ 1,747,607,871
Less: scholarship allowances	<u>(356,385,268)</u>	\$ 1,408,292,784	<u>(338,154,602)</u> \$ 1,409,453,269
Federal grants and contracts		783,778,541	785,626,017
State and local grants and contracts		218,485,078	210,651,934
Nongovernmental grants and contracts		243,414,129	255,572,552
Sales and services of educational departments		335,932,342	332,519,878
Auxiliary enterprises:			
Residential facilities	166,289,368		204,234,018
Less: scholarship allowances	<u>(9,619,728)</u>	156,669,640	<u>(11,275,093)</u> 192,958,925
Dining facilities	105,895,827		137,630,194
Less: scholarship allowances	<u>(4,905,838)</u>	100,989,989	<u>(6,327,041)</u> 131,303,153
Intercollegiate athletics	124,374,286		140,759,174
Less: scholarship allowances	<u>(6,267,635)</u>	118,106,651	<u>(6,350,369)</u> 134,408,805
Bookstore	13,692,645		15,689,421
Less: scholarship allowances	<u>(1,531,320)</u>	12,161,325	<u>(1,475,404)</u> 14,214,017
Parking facilities	36,825,497		44,278,604
Less: scholarship allowances	<u>(136,669)</u>	36,688,828	<u>(141,414)</u> 44,137,190
Other auxiliary enterprises revenues	132,783,243		155,766,798
Less: scholarship allowances	<u>(37,181)</u>	132,746,062	<u>(35,507)</u> 155,731,291
Other operating revenues		<u>69,486,420</u>	<u>82,031,729</u>
Total operating revenues		<u>3,616,751,789</u>	<u>3,748,608,760</u>
OPERATING EXPENSES:			
Instruction		1,402,071,908	1,364,312,495
Research		1,039,622,121	988,835,162
Public service		521,599,010	548,915,818
Academic support		527,330,418	486,707,624
Student services		321,421,560	314,289,585
Institutional support		543,979,557	537,015,238
Operation and maintenance of plant		402,000,372	402,662,215
Scholarships and fellowships		137,307,078	119,837,448
Auxiliary enterprises:			
Residential facilities		184,119,860	180,250,467
Dining facilities		115,170,982	123,133,350
Intercollegiate athletics		138,171,000	145,198,019
Bookstore		14,773,008	16,393,630
Parking facilities		34,280,720	35,699,965
Other auxiliary enterprises expenses		<u>138,835,403</u>	<u>140,094,560</u>
Total operating expenses		<u>5,520,682,997</u>	<u>5,403,345,576</u>
Operating loss		<u>(1,903,931,208)</u>	<u>(1,654,736,816)</u>
NONOPERATING REVENUES (EXPENSES)			
State appropriations		1,493,671,878	1,398,073,778
Pell grants		167,411,653	167,702,482
Other nonoperating grants		89,316,876	D 48,647,832
Gifts		53,210,506	
Investment income	87,461,092		80,677,254
Less: investment expense	<u>(1,323,876)</u>	86,137,216	<u>(1,263,921)</u> 79,413,333
Interest on indebtedness		(40,580,627)	(42,630,462)
Other revenues, (expenses), gains and (losses)		<u>(14,638,982)</u>	<u>14,027,435</u>
Total nonoperating revenues		<u>1,834,528,520</u>	<u>1,665,234,398</u>
Income (loss) before other revenues		<u>(69,402,688)</u>	<u>10,497,582</u>
OTHER REVENUES:			
Capital appropriations		172,302,652	244,478,467
Capital gifts and grants		23,039,106	28,307,336
Additions to permanent endowments		<u>2,568,951</u>	<u>711,073</u>
Total other revenues		<u>197,910,709</u>	<u>273,496,876</u>
Increase in net position		128,508,021	283,994,458
Net position - beginning of year		<u>6,752,883,463</u>	<u>6,468,889,005</u>
Net position - end of year		<u>\$ 6,881,391,484</u>	<u>\$ 6,752,883,463</u>



Financial Snapshot
As of June 30, 2020 Compared with 2019

	<u>June 30, 2020</u>	<u>June 30, 2019</u>
From the June 30, 2020 and 2019 audited financial statements		
USM unrestricted net position	\$ 1,212,195,784	\$ 1,289,908,203 B
Net pension liability and deferred balances	995,302,563	899,083,406 E
USM accrued leave	275,128,227	227,508,758 F
Affiliated foundations unrestricted net assets	<u>139,171,213</u>	<u>157,682,929</u>
Available funds	<u><u>\$ 2,621,797,787</u></u>	<u><u>\$ 2,574,183,296</u></u>
Debt outstanding	\$ 1,201,649,768	\$ 1,303,513,443
Ratio of available resources to debt outstanding per financial statements	218%	197% H
Claims against the June 30 available resources not reflected in financial statements:		
Available funds per financial statements	\$ 2,621,797,787	\$ 2,574,183,296
Cash-funded capital projects not fully spent at June 30,	(242,236,277)	(342,575,955)
Future years cash-funded capital projects committed but not yet authorized	(358,621,000)	(212,361,000)
Noncapital cash-funded projects not yet authorized	<u>(44,474,515)</u>	<u>(73,909,631)</u>
Adjusted available funds	<u><u>\$ 1,976,465,995</u></u>	<u><u>\$ 1,945,336,710</u></u>
Debt outstanding per financial statements	\$ 1,201,649,768	\$ 1,303,513,443
Revenue bond-funded projects authorized but debt not yet issued	<u>352,751,640</u>	<u>167,679,138</u>
Adjusted total debt outstanding	<u><u>\$ 1,554,401,408</u></u>	<u><u>\$ 1,471,192,581</u></u>
Ratio of available resources to debt outstanding, adjusted	127%	132% I

While rating agencies base their assessments based on financial statement balances, the System manages the ratio of available funds to debt outstanding to not fall below 1:1 ratio to ensure that financial health does not fall below medians for Aa1 rating category.

2/2/2021


Overview of Financial Statements and Financial Planning

Vice Chancellor for Administration and Finance
Ellen Herbst

Associate Vice Chancellor for Financial Affairs
Robert Page

Comptroller
Celeste Denson


February 4, 2021



1

Overview of Financial Statements and Financial Planning


System financial health inputs and processes
BOR financial planning metrics
Bond ratings



2

1

2/2/2021



How are System finances managed?

Institutional leadership:

- Operating budget and capital spending under \$1M – *institution fund balance goal requires saving \$1 out of every \$100 spent*

Chancellor and Board of Regents discipline:


- Capital spending over \$1M – *spending progress tracked, considered outside of institution fund balance goals so that project timing not impacted*
- Bond authorizations approvals based on institution and USM affordability
- The fund balance goal is set annually to maintain ratio of reserves to debt

USM financial planning annually takes into consideration externalities:

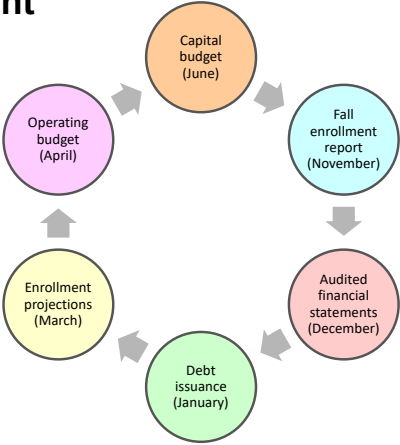
- Pension liability
- Investment returns
- Pandemic or other crisis
- Fund balance reversions

3

3



Annual Cycle for Inputs into Financial Management



```

graph TD
    A((Operating budget  
(April))) --> B((Capital budget  
(June)))
    B --> C((Fall enrollment  
report  
(November)))
    C --> D((Audited financial  
statements  
(December)))
    D --> E((Debt issuance  
(January)))
    E --> F((Enrollment  
projections  
(March)))
    F --> A
  
```

Other off cycle processes:


- Campus master plans (rotating cycle every 5 years)
- Out of cycle project approvals (ongoing)

4

4

2

2/2/2021



Financial Planning Metrics

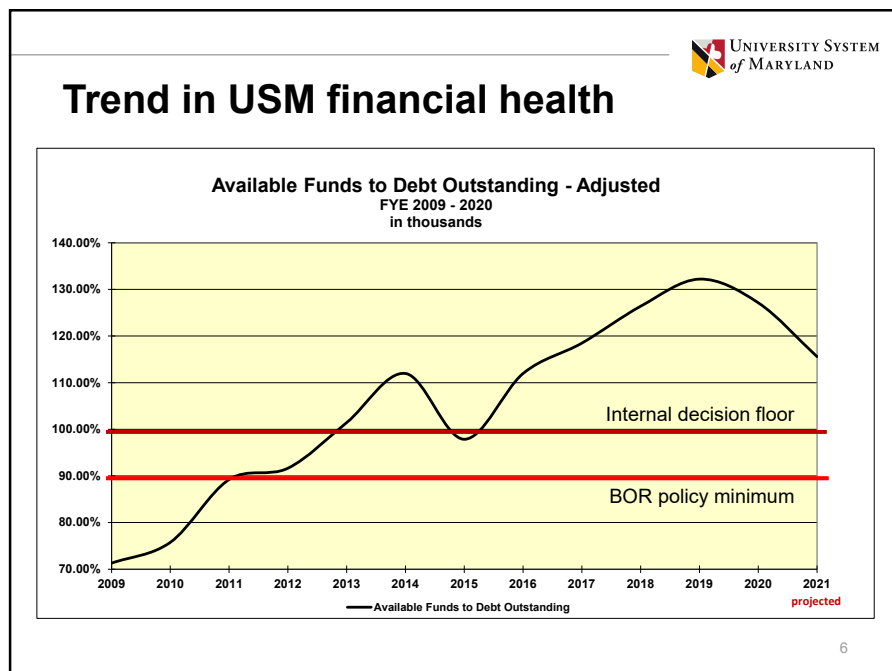
Board of Regents Policy on Debt Management (VIII-12.00)

- Minimum 'Available Funds to Debt' of 90% on an 'adjusted' basis
- Maximum debt service ratio of 4% (currently just over 3%)
- Standards are designed to ensure institutions have reserves for:
 - Opportunistic initiatives
 - Crisis like the pandemic where revenues temporarily decline
 - To satisfy obligations when due

Institution fund balances are not a 'rainy day fund' – fund balances are the result of hundreds of business managers across the System making prudent decisions to meet long-term needs – when an unanticipated challenge arises requiring use of fund balances, institution presidents need to make difficult choices

5


5



6

3

2/2/2021



USM Bond Ratings (reaffirmed past week)

- Moody's Aa1 (since September 2010)
- Standard & Poor's AA+ (since June 2008)
- Fitch AA+ (since December 2010)


All 3 with stable outlook

What does this mean for the System:

1. Lower interest rates
2. Access to refinancings of previously issued debt
3. Partnership opportunities associated with credit strength
4. Requires financial strength to be maintained (lower borrowing)

7

7



The Rating Agency Evaluation


- Needed for selling USM debt to provide facilities needed for mission
- Better rating = lower borrowing costs + enhanced fiscal discipline
- USM BOR debt policy designed to support financial health
- Rating agency evaluation takes into consideration:
 - Quality of leadership and decision-making
 - Financial statement results
 - Financial plans
 - Public-private partnership projects retained risk

8

8

4

2/2/2021

**Bond Issuance Practices**

- Issue annually to fund coming 12 months of project spending
- Level debt service to provide budgetary predictability
- 3% to 5% coupon rates against a 2% true interest cost yields larger bond premiums (cash proceeds in excess of par)
- Refinancing to lower debt portfolio-wide interest spending
- 10, 20 and 30-year term borrowings
- Auxiliary projects pay their proportionate debt service based on proceeds use
- Academic projects debt service paid from System-wide pool

9

9

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

TOPIC: University System of Maryland: Review of Capital Improvement Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 4, 2021

SUMMARY: This report provides information on the status of capital improvement projects systemwide. Included are contract awards, completions, and detailed project schedules. The attached report reflects activity for the twelve-month period starting December 1, 2019 and ending November 30, 2020. Highlights include:

- 13 New projects added to list, including:
 - UMCES – New state-funded Chesapeake Collaborative Building, supporting research programs focused on climate and sustainability
 - UMCP – ICA Basketball Practice Facility
 - USG – Renovation of Building I for the expansion of the UMB School of Nursing
- 9 Completed projects removed from list, including:
 - UMBC – Opening of the beautiful new Interdisciplinary Life Sciences Building that provides major support in terms of state-of-the-art instructional spaces and research laboratories. The main lobby of the new facility supports a major new art installation and highlights glass-walled lab spaces where visitors can view student activities inside.
 - Towson – Renovation of the dining hall at the Glen Towers complex. This is a significant improvement for a facility that is used intensively during normal campus operations.
 - UMB – Opening of the Poppleton Engagement Center housed in a rehabilitated historic building in West Baltimore near the UMB campus. The facility supports multi-disciplinary community outreach efforts by UMB students and faculty.

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: REPORT ACCEPTED FOR INFORMATION

DATE: 2/4/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

CIP STATUS REPORT



SUMMARY: USM PROJECT STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS

AS OF NOVEMBER 30, 2020

This report provides information on major (\$1M or larger) capital projects System-wide, excluding maintenance and energy performance contracts. Projects are funded through a variety of sources: State of Maryland capital and operating funds, including facilities renewal; internal funding through the System Funded Construction Program (SFCP); private funds; and federal grants.

This report is a summary of contract awards, project completions and project schedules for the seven-month period beginning Dec 1, 2019 and ending November 30, 2020.

ONGOING PROJECTS:

As of November 30, 2020, there are a total of 65 major projects System-wide either pending design, or in design or construction, that are managed by the service centers or delegated to the institutions.

NEW PROJECTS ADDED TO LIST (PRE-PLANNING AND DESIGN):

Campus	Project Name	Architect/Engineer or TBD	Project Cost
		Name (State Abbrev)	Est Total Proj
UMCES	Chesapeake Collaborative Building	TBD	\$18,798,000
UMCP	ICA Basketball Practice Facility	Clark Construction (MD)	\$36,000,000
UMCP	ICA Basketball Practice Facility-FFE	Clark Construction (MD)	\$5,000,000
USM	USG Building 1 School of Nursing Expansion	Hord Coplan Mact (MD)	\$7,500,000
UMCP	John S. Toll Physics Bldg. 2nd Floor Classrooms	In-House (UMCP)	\$3,600,000
UMCP	John S. Toll Physics Bldg. - 1st Floor Lab 1322 & AHU Replacement	In-House (UMCP)	\$1,792,282
UMCP	Animal Sciences Wing 2 Bldg. Renovation	In-House (UMCP)	\$2,196,145
UMCP	RPB1: Renovation for GATR	HDR (VA)	\$2,160,000
UMB	GRB Basement Relocate Mailroom	Design Collective (MD)	\$1,600,000
UMB	Bressler Replace Wet Standpipes	In-House (UMB)	\$2,500,000
UMB	Bressler 11 th Floor Research Lab	Marshall Craft (MD)	\$2,000,000
UMB	School of Nursing Renov/Window Replacement	Marshall Craft (MD)	\$8,800,000
UMB	Bressler Exterior Upgrades	Ziger Snead (MD)	\$5,700,000
		Total	\$91,946,427

PROJECTS COMPLETED AND REMOVED FROM LIST:

Campus	Project Name	Const Mgr/Contractor	Project Cost
		Name (State Abbrev)	
UMBC	Interdisciplinary Life Sciences Bldg	Whiting Turner (MD)	\$123,047,000
UMCP	Cole Shell Space	Gilbane (MD)	\$1,900,000
TU	Glen Dining Hall Renovation	Turner Construction	\$10,400,000
TU	Practice Field Improvements	Field Turf USA	\$4,900,000
UMB	Poppleton University Engagement Ctr	Riparius (MD)	\$9,600,000
UMB	Elevator/Fire Alarm Improvements in Parking Garages	Maranto, QSS, Brawer, Emjay	\$4,130,000
UMB	Health Sciences Facility I Cooling Tower Replacement	Emjay (MD)	\$2,900,000
UMB	Biomedical Research Air Handler	Min Engineering (MD)	\$1,400,000
UMB	Howard Hall Teaching Pods	Brauner (MD)	\$1,300,000
		Total	\$158,277,000

ONGOING PROJECT TABLE:

The attached information includes schedules and project data for ongoing activities.



STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS

Revised 1/4/2021
Data as of 11/30/2020

KEY:

STATE-FUNDED CIP PROJECTS

SYSTEM-FUNDED NON-STATE/AUXILIARY OR FACILITIES RENEWAL PROJECTS

Institution	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Architect (Location)	Contractor (Location)
BSU	Comm Arts & Humanities Bldg (MLK Replacement)	1	\$147,689,000	04/20	D/B	06/22	01/25	\$11,200,000	GO Bonds	Whiting-Turner (MD)	Whiting Turner (MD)
BSU	Marshall Library HVAC Improvements, Phase 1	5	\$4,900,000	03/20	GC	10/18	12/19	\$0	Cash	Kibart (MD)	TBD
CSU	Percy Julian Bldg. Renovation for the College of Business	3	\$44,008,000	1/19	CM	07/20	04/22	\$10,483,000	GO Bonds	Quinn Evans & Goody Clancy	Barton Malow (MD)
FSU	Education and Health Sciences Center	1	\$93,434,000	05/18	CM	04/20	06/22	\$46,769,000	GO Bonds, ARB	Ayers St. Gross (MD)	Barton Mallow (MD)
FSU	New Residence Hall	1	\$42,895,000	05/20	D/B	6/18	07/20	\$42,895,000	USM Bonds, Cash	Perkins Eastman (DC)	PJ Dick (PA)
FSU	Five Dorm Renovation (Phased)	3	\$13,400,000	07/20	JOC	7/17	12/22	\$12,100,000	USM Bonds, Cash	In-House (FSU)	JOC/In-House FSU
SU	New Residence Complex (Court Plaza)	1	\$86,500,000	6/20	CM	6/21	11/23	\$86,500,000	USM Bonds	Design Collective (MD)	TBD
SU	New Student Recreation Center	1	\$66,000,000	10/23	D/B	11/25	11/27	\$2,500,000	Cash	TBD	TBD
SU	Maggs Natatorium Renovation	3	\$10,000,000	3/18	D/B	01/20	10/20	\$10,000,000	Cash	Whiting Turner (MD)	Whiting Turner (MD)
SU	Center for Entrepreneurship	3	\$4,600,000	06/19	DB	01/20	01/21	\$4,600,000	Cash	GMB (MD)	Harper (MD)
TU	New Science Facility	1	\$183,819,000	8/14	CM	10/17	11/20	\$183,819,000	GO Bonds, NBF	Cannon Design (MD)	Whiting Turner (MD)
TU	College of Health Professions Bldg.	1	\$173,453,000	9/19	CM	7/21	12/23	\$5,266,000	GO Bonds	Perkins Will (DC) JMT (MD)	Gilbane (MD)
TU	Union Addition/Renovation	2/3	\$108,770,000	12/16	CM	10/18	8/20-Add'n 8/21-Renov	\$70,670,000	USM Bonds	Design Collective (MD)	Barton Mallow (MD)
TU	Glen Towers and Plaza Renovation	3/5	\$58,160,000	8/18	CM	7/21	7/25	\$4,400,000	Cash, Bonds	Design Collective (MD)	Barton Mallow (MD)
UMB	Central Elec Substation and Elec Infrastructure Upgrades, Phased	5	\$74,920,000	3/17	GC/CM	5/19-ph1	5/20-ph 1	\$41,557,000	GO Bonds, NBF	RMF Engin'g (MD)	Phase 1A - Highlander (MD) Phase 1B - Jeffrey Brown (MD)
UMB	Howard Hall/Bressler Research Bldg. Substation	5	\$13,000,000	8/17	GC	9/19	8/23	\$13,000,000	Cash	RMF Engin'g (MD)	
UMB	Replacement of Sanitary Drain Piping and Assoc Systems in BRB	5	\$5,900,000	7/18	GC	10/19	8/21	\$5,900,000	Cash	In-House (UMB)	Emjay (MD)
UMB	Bressler Research Bldg. Electrical Substations 2 - 7 Renewal	5	\$3,500,000	2/19		2/20	8/22	\$3,500,000	Cash	In-House (UMB)	
UMB	IHV Façade Stabilization	3	\$6,550,000	6/13	GC	4/20	6/22	\$2,900,000	FR Funds, Cash	Hord Coplan Mact (MD)	Plano Coudon (MD)
UMB	School of Pharmacy Bldg. Electrical System Renewal	5	\$2,300,000	5/19		3/21	3/22	\$2,300,000	Cash	RMF Engin'g (MD)	
UMB	Howard Hall Exhaust System	5	\$2,000,000	4/18	GC	12/21	12/22	\$2,000,000	Cash	BKM (MD)	
UMB	HSFII Fire Alarm System Renewal	5	\$1,900,000	10/18	GC	9/19	1/21	\$1,900,000	FR Funds, NBF	In-House	MC Dean
UMB	108 N. Greene Street Chiller Extension	5	\$1,800,000	4/19		12/22	12/23	\$1,800,000	Cash	RMF Engin'g (MD)	

February 19, 2021 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Architect (Location)	Contractor (Location)
UMB	School of Medicine Compressed Air & Central Vac	5	\$1,600,000					\$1,600,000	Cash		
UMB	School of Pharm HVAC Fan Coil Units/Heating & Cooling Piping	5	\$2,700,000	1/18	GC	1/19	1/21	\$2,700,000	Cash	BKM (MD)	Emjay (MD)
UMB	GRB Basement Relocate Campus Mailroom	3	\$1,600,000	2/19	CM	1/20	3/21	\$1,600,000	Cash	Design Collective (MD)	Brauner (MD)
UMB	BRB Replace Wet Standpipe	5	\$2,500,000	7/20	Open Bid	12/22	12/23	\$2,500,000	Cash		
UMB	BRB 11th Floor Research Lab	3	\$2,000,000	9/15	CM	7/20	4/21	\$2,000,000	Cash	Marshall Craft (MD)	Emjay (MD)
UMB	SON Student Services Renovation and Window Replacement	4	\$8,800,000	3/19	CM	10/20	3/22	\$8,800,000	Cash	Marshall Craft (MD)	Kinsley (PA)
UMB	BRB Exterior upgrades	5	\$5,700,000	10/18	GC	5/21	6/22	\$5,700,000	Cash	Ziger Snead	
UMBC	Retriever Activities Center Renewal	3	\$28,200,000	10/18	CM	1/20	5/21	\$28,200,000	USM Bonds, Cash	Marshall Craft (MD)	J Vinton Shafer (MD)
UMBC	Utility Upgrades	5	\$17,274,000	7/19	GC	5/20	6/22	\$11,423,000	GO Bonds, ARB	RMF Engin'g (MD)	Whiting Turner (MD)
UMBC	Health & Counseling Services Bldg.	3	\$17,000,000	1/20	D/B	11/20	8/21	\$17,000,000	USM Bonds, Cash		Whiting Turner (MD)
UMBC	Stadium Improvements	4	\$7,000,000	1/20	GC	TBD	TBD	\$7,000,000	GO Bonds, Cash	GWWO (MD)	
UMBC	Central Plant Roof	3	\$1,850,000	12/19	OCGC	TBD	TBD	\$1,850,000	FR, Cash	HCM (MD)	
UMBC	Bio Bldg. UC Roof Replacement	3	\$1,655,000	3/20	OCGC	TBD	TBD	\$1,655,000	FR, Cash	ASG (MD)	
UMBC	Math/Psych Envelope Repairs	3	\$1,452,000	4/20	OCGC	TBD	TBD	\$1,452,000	FR, Cash	JMT (MD)	
UMBC	Sherman Hall Façade Repairs	3	\$1,000,000	TBD	OCGC	TBD	TBD	\$1,000,000	GO Bonds	TBD	
UMCES	Chesapeake Collaborative Building	1	\$18,798,000	02/21	D/B	10/22	10/24	\$1,448,000	GO Bonds	TBD	TBD
UMCP	Cole Fieldhouse Conversion/Expansion	2/3	\$210,000,000	6/15	CM	12/15	12/20	\$210,000,000	GO Bonds, NBF	Cannon Design (MD)	Gilbane (MD)
UMCP	Chemistry Building Ph 3, Wing 1 Replacement	3	\$118,400,000	05/19	D/B	06/21	11/23	\$12,363,000	GO Bonds	Whiting-Turner (MD)	Whiting Turner (MD)
UMCP	New Residence Hall (900 beds)	1	\$119,300,000	2/18	D/B	08/19	10/21	\$119,300,000	USM Bonds, Cash	Holder (VA)	Holder (VA)
UMCP	ICA Basketball Practice Facility	1	\$36,000,000	01/21	D/B	05/21	05/23	\$36,000,000	NBF	Clark Construction Group (MD)	Clark Construction Group (MD)
UMCP	ICA Basketball Practice Facility-FFE	1	\$5,000,000	01/21	D/B	05/21	06/23	\$0	GO Bonds	Clark Construction Group (MD)	Clark Construction Group (MD)
UMCP	IDEA Factory Bldg	1	\$63,641,000	9/18	D/B	12/19	11/21	\$63,641,000	Cash	Clark Construction Group (MD)	Clark Construction Group (MD)
UMCP	North Dining Hall Replacement	1	\$56,750,000	2/18	D/B	08/19	01/22	\$56,750,000	USM Bonds, Cash	Holder (VA)	Holder (VA)
UMCP	Ellicott Residence Hall Renovation	3	\$48,190,000	09/21	D/B	05/22	09/23	\$1,000,000	USM Bonds	TBD	TBD
UMCP	School of Public Policy Bldg.	1	\$62,406,500	7/17	CM	12/19	06/22	\$25,636,500	GO Bonds, NBF	Leo Daly (DC)	J Vinton Shafer (MD)
UMCP	Chemistry Renov, Wings 2,3,& 5	3	\$14,015,663	5/18	CM	10/19	3/21	\$14,135,814	NBF	HCM (MD)	Kinsley (MD)

February 19, 2021 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Architect (Location)	Contractor (Location)
UMCP	MFRI Western Maryland Training Ctr Renovation	3/4	\$8,765,000	04/20	GC	7/21	9/22	\$8,765,000	NBF	GWWO (MD)	TBD
UMCP	Oakland Residence Hall SCUB Ph 2	5	\$8,748,312	01/22	CM	01/24	01/26	\$500,000	USM Bonds	TBD	TBD
UMCP	HJP Wing 2 Mech Rm. (Phase of Campuswide Infrastructure)	5	\$16,167,000	6/18	CM	6/19	12/20	\$8,513,864	GO Bonds, ARB, NBF	Design Collective (MD)	J Vinton Shafer (MD)
UMCP	New Office Bldg. for Central MD Res/Educ. Ctr., Clarksville	1	\$4,835,000	01/20	GC	01/22	09/22	\$4,835,000	Cash	Johnson Mirmran Thompson (MD)	TBD
UMCP	John S. Toll Physics Bldg 4th Floor Wing 3 West end Renovation	5	\$1,416,000	8/18	GC	8/19	02/20	\$1,416,000	Cash	Kibart (MD)	W.L. Gary Co. (DC)
UMCP	John S. Toll Physics Bldg 2nd Floor Classrooms	3/4	\$3,600,000	10/19	GC	09/20	03/21	\$3,600,000	Cash, FR Funds	In-House (UMCP)	Kalmia (MD)
UMCP	John S. Toll Physics Bldg - 1st Floor Lab 1322 & AHU Replacement	3	\$1,792,282	04/20	GC	08/20	01/21	\$1,792,282	Cash, FR Funds	In-House (UMCP)	W.L. Gary Co. (DC)
UMCP	Mitchell Bldg Third Floor Renovation	3	\$1,416,189	10/19	GC	11/19	4/20	\$1,416,189	FR Funds	In-House (UMCP)	A.R. Marani (MD)
UMCP	Animal Sciences Wing 2 Bldg Renovation	3	\$2,196,145	03/19	GC	09/20	03/21	\$2,196,145	Cash	In-House (UMCP)	Jeffrey Brown (MD)
UMCP	RPB1: Renovation for GATR	3	\$2,160,000	01/20	GC	01/21	06/21	\$2,160,000	Cash	HDR (VA)	Jeffrey Brown (MD)
UMES	School of Pharmacy and Allied Health	1	\$97,762,852	12/17	CM	03/20	03/22	\$89,991,252	GO Bonds; USM Bond, Cash	Ayers St. Gross (MD)	Gilbane (MD)
UMES	Flood Mitigation	5	\$12,514,000	07/19	GC	5/21	06/22	\$11,008,000	USM Bonds	Whitney Bailey Cox & Magnani (MD); MS Engineers	TBD
UMES	Agricultural Research and Education Center	1	\$13,953,541	07/20	D/B	06/21	07/22	\$13,953,541	Grants, Cash, Insurance Proceeds	Bancroft Construction Co (DE)	Bancroft Construction Co (DE)
UMES	Natural Gas Pipeline/Retrofit	5	\$6,200,000	7/20	GC	06/21	01/22	\$6,200,000	Grants, Cash, FR Funds	Whitney Bailey Cox & Magnani (MD)	TBD
USM	USG Building 1 School of Nursing Expansion	4	\$7,500,000	05/20	CM	01/22	11/22	\$7,500,000	USM Bonds, Cash	Hord Coplan Mact (MD)	TBD
USM	USM Southern MD Engineering Acad and Research Bldg	1	\$87,070,470	8/16	CM	09/19	09/21	\$51,241,470	GO Bonds, SMCODonation, Equip Loan	Cooper Carry (GA)	Whiting Turner (MD)
Total Program (State and non-State/ Auxiliary)			\$2,278,426,954				5,696	Jobs supported by the capital program per DBM formula of 7.5 FTE direct (construction-related) jobs per \$1M investment, divided by a rough average duration of construction from award through completion of 3 years			

Codes:
 1 New facility
 2 Addition/Expansion/Extension
 3 Renovation or Replacement
 4 Alterations and Addition
 5 Infrastructure

*** Definitions:**
 Total Project Cost: Total estimated project cost including planning, construction & equipment.
 Design Start: Date of BPW approval of architect/engineer.
 Construction Start: Date of BPW approval of contractor.
 Completion: Date of substantial completion/beneficial occupancy.

Abbrev.
 CM = Construction Management
 D/B = Design/Build
 GC = General Contractor
 JOC= Job Order Contractor

Funding:
 NBF = Non-budgeted funds (e.g., donor funds); GO Bonds = State General Obligation Bonds or Bond Premium funds;
 ARB = Academic Revenue Bonds (approved by State); FR = Capital Facilities Renewal
 USM Bonds = USM Auxiliary Revenue Bonds; CASH = Institutional funding, including cash, donor funding and plant funds

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

TOPIC: University System of Maryland: Report on FY 2020 Procurement Contracts

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 4, 2021

SUMMARY: The USM Policy on Approval of Procurement Contracts requires that contracts of \$1 million to \$5 million, and emergency and expedited procurement contracts of \$5 million or more, shall be reported to the Committee on Finance.

Attached is the report of the procurement contracts awarded during Fiscal Year 2020 (July 1, 2019 - June 30, 2020). As provided in the policy, the report does not include construction contracts for capital projects approved by the Board of Regents, sponsored research/education contracts and grants, and contracts pertaining to interests in real property.

Thirty-three (33) contracts have been awarded that meet the reporting requirements totaling \$69 million. Of the total dollars awarded, 39% of the contracts were awarded to Maryland firms. The MBE participation on the contract awards was 12%.

There was one emergency contract of \$5 million or more during the reporting period. UMB procured \$5.5 million in COVID-19 testing kits. This emergency procurement was reported separately to the Finance Committee on June 10, 2020

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: REPORT ACCEPTED FOR INFORMATION

DATE: 2/4/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

\$1-\$5 MILLION ANNUAL PROCUREMENT REPORT

February 19, 2021 Board of Regents Meeting - Public Session Agenda

USM Procurements Between \$1 million and \$5 million
For Fiscal Year 2020

<u>Inst.</u>	<u>Description of Procurement</u>	<u>Category</u>	<u>Method</u>	<u>Award</u>	<u>Amount</u>	<u>Fund Source</u>	<u>In-State</u>	<u>% MBE</u>
CSU	Housekeeping Services	Maintenance	Competitive Sealed Proposal	WFF Facilities Services	\$1,629,235	Current Unrestricted	No	20%
CSU	Food Services	Services	Competitive Sealed Proposal	Thompson Hospitality	\$3,300,000	Auxiliary	No	10%
TU	Oracle Cloud Implementation Services	IT Services	Cooperative Contract	Navigator Mgmt. Partners LLC	\$3,580,414	Plant Funds	No	5%
TU	Power Plant Boiler and Fuel Tank Upgrade	Maintenance	Invitation for Bid	Power & Combustion, Inc.	\$3,963,000	Plant Funds/MCCBL	Yes	20%
TU	Campuswide Wayfinding	Maintenance	UMB On-Call Contract	Jeffrey Brown Contracting, LLC	\$1,166,195	Plant Funds	Yes	15%
TU	Cisco Equipment for New Science Building	Commodity	Cooperative Contract	DISYS Solutions	\$1,024,462	Plant Funds	No	0%
UMB	Heating & Exhaust System at Biomedical Research Facility	Maintenance	Competitive Sealed Bid	Denver-Elek, Inc.	\$4,240,000	Plant Funds	Yes	31%
UMB	BRB Roof Replacement	Maintenance	Competitive Sealed Bid	Baltimore Contractors, Inc.	\$1,182,888	Plant Funds	Yes	10%
UMB	Roof Replacement HSF I, #1\Pharmacy Hall\SON MSTF	Maintenance	Competitive Sealed Bid	SGK Contracting, Inc.	\$3,955,648	ARB & Plant Funds	Yes	32%
UMB	Library Journal Subscriptions	Services	UMCP Contract	Ebsco Information Services	\$1,800,000	State Operating	No	0%
UMB	Parking Management Services	Services	Competitive Sealed Proposal	Penn Parking Inc	\$3,173,800	Auxiliary	Yes	100%
UMB	MagBead Virus Custom Reagents	Supplies and Equipment	Sole Source	Qiagen Inc	\$2,502,501	Self-Support	No	0%
UMB	Oracle Cloud Financial Services	IT Services	Competitive Sealed Proposal	Oracle America Inc	\$1,176,587	General Appropriation	No	0%
UMB	Sequencing Kits	Supplies and Equipment	Sole Source	Illumina Inc	\$1,129,366	State Operating	No	0%
UMB	Dental Sterilization Equipment	Supplies and Equipment	Competitive Sealed Bid	Steris Corp	\$1,071,400	Plant Funds	No	0%
UMB	Nasopharyngeal Swabs	Supplies and Equipment	Sole Source	Resolution Medical	\$1,007,130	Self-Support	No	0%
UMB	IGS STAR COVID-19 Workstation	Supplies and Equipment	Sole Source	Hamilton Company	\$1,767,591	Self-Support	No	0%
UMB	Tims TOF Mass Spectrometry System	Supplies and Equipment	Sole Source	Bruker Scientific, LLC	\$1,028,345	Restricted, C&G Private	No	0%
UMBC	Furniture for Dormitories	Supplies and Equipment	Preferred Provider	Maryland Correctional Enterprises	\$1,112,800	Auxiliary	Yes	0%
UMBC	Erickson and Harbor Courtyard Improvements	Maintenance	UMB contract	Brawner	\$1,310,900	Auxiliary	Yes	10%
UMCP	Design/Build contract for Salisbury Entrepreneurship Center	Construction	Competitive Sealed Proposal	Harper & Sons, Inc.	\$3,994,063	Plant Funds	Yes	100%
UMCP	USG housekeeping contract	Maintenance	Competitive Sealed Proposal	Capiton Maintenance, Inc.	\$1,389,128	Self-Support	Yes	0%
UMCP	Elevator maintenance	Maintenance	Competitive Sealed Proposal	Elevator Control Services	\$3,900,000	State Operating	Yes	0%
UMCP	Clark Hall construction services for installation of MRI	Construction	Competitive Sealed Proposal	DPR Construction	\$1,465,823	Plant Funds	No	0%
UMCP	I-95 corridor project data acquisition	Services	Competitive Sealed Proposal	Inrix, Inc.	\$1,874,678	Restricted, C&G Private	No	0%
UMCP	Janitorial services for ARLIS facility	Maintenance	Competitive Sealed Proposal	Emcor Government Services, Inc.	\$1,135,635	Plant Fund Reserves	No	0%
UMCP	Microsoft enterprise contract	IT Software/Hardware	Cooperative Purchase	Bell Techlogix, Inc.	\$1,398,649	State Operating	No	0%
UMCP	Crowd management for Intercollegiate Athletics events	Services	Competitive Sealed Proposal	Contemporary Services, Inc.	\$1,880,000	Auxiliary	No	0%
UMCP	Mitchell Building 3rd floor HVAC upgrade	Construction	Competitive Sealed Proposal	A.R. Marani, Inc.	\$1,260,054	Plant Funds	Yes	29%
UMCP	Contracted engineering support	Services	Competitive Sealed Proposal	CBRE/Heery	\$1,147,179	Self-Support	No	0%
UMCP	Splunk enterprise software license	IT Software/Hardware	Purchase off of State Contract	Blackwood Associates, Inc.	\$2,376,300	State Operating	Yes	0%
UMCP	USM Consortia collaboration consulting services	IT Services	Competitive Sealed Proposal	Attain, LLC	\$1,600,000	Plant Funds	No	0%
UMES	Management of Food Dining Services	Services	Contract Renewal	Thompson Hospitality	\$4,500,000	Self-Support	No	3%

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**TOPIC:** FY 2020 Effectiveness and Efficiency Results**COMMITTEE:** Finance**DATE OF COMMITTEE MEETING:** February 4, 2021

SUMMARY: The Board's Effectiveness and Efficiency (E&E) initiative, now part of the Finance Committee, was pioneered over a decade ago. As the initiative evolved, each development has been successful in driving measurable and significant results locally at institutions and as a System. We have realized hundreds of millions of dollars in cost avoidance, savings, and revenue generation throughout the System.

The USM Office annually collects results from institutional E&E efforts and quantifies savings through consortium-based purchasing such as through Maryland Educational Enterprise Consortium (MEEC) leveraged procurements. MEEC leverages its size to negotiate hardware and software contracts with vendors—every member, large or small, has access to the reduced pricing.

The attached report includes a summary of USM individual institutional E&E results for FY 2020 and aggregate savings achieved through consortial purchasing.

As detailed in the report, highlights of the results of E&E efforts in the USM include:

Individual Campus Efforts

Financial E&E Classification	Total Savings
Cost Avoidance	\$8.3M
Cost Savings – State	\$30.1M
Cost Savings – Student and Families	\$19.0M
Revenue	\$6.9M
Strategic Reallocation	\$1.5M
Grand Total	\$65.8M

Savings from Consortial Procurement

MEEC Contracts	Total Savings
Microsoft	\$1M
Adobe	\$1M
Hardware	\$7.75M
Audio/Visual Contracts	\$0.75M
Other USM Leveraged Contracts	
IT Security HW/SW, ERP SW, Other SW	\$2M
MDREN	\$2M
Grand Total	\$14.5M

During the December meeting cycle, E&E Collaboration Plans for system and process modernization were presented. Those plans will be tracked on an ongoing basis and included in future E&E updates. Similarly, the USM Office is currently working with the institutional E&E representatives to improve the annual data collection efforts resulting in the data being presented today.

Ideas being pursued include:

- Creation of a web application to collect real-time E&E data throughout the year
- Providing institutions more visibility into the efforts of others to build more collaborative efforts
- Centrally identifying E&E efforts that could be implemented as systemwide programs to further leverage cost savings and efficiency (e.g., energy saving programs, digital transformation, process enhancement)
- Increasing communication among the E&E community to promote an enhanced initiative

We will keep the Board updated on these developments as progress is made.

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: REPORT ACCEPTED FOR INFORMATION

DATE: 2/4/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



**University System of Maryland - Effectiveness and Efficiency
FY 2020 Maryland Education Enterprise Consortium Spending/Saving - FY2020**

Contract/Year	USM Sales	USM Savings	Non-USM Sales	Non-USM Savings	Total Sales	Total Savings
AV Hardware						
7/1/19 - 12/31/19	\$1,904,845.18	\$451,464.11	\$2,579,564.70	\$627,844.49	\$4,484,409.88	\$1,079,308.60
1/1/20 - 6/30/20	\$1,288,067.12	\$309,752.93	\$6,113,670.29	\$1,492,303.58	\$7,401,737.41	\$1,802,056.51
Hardware						
7/1/19 - 12/31/19	\$33,337,691.78	\$4,077,594.44	\$35,343,249.01	\$5,251,262.07	\$68,680,940.79	\$9,328,856.51
1/1/20 - 6/30/20	\$26,625,940.36	\$3,674,045.39	\$36,455,628.92	\$4,225,521.00	\$63,081,569.28	\$7,899,566.38
Microsoft						
8/1/20 - 7/31/21	\$1,912,163.16	\$961,536.48	\$ 15,365,112.84	\$ 8,104,797.12	\$17,277,276.00	\$9,066,333.60
Adobe						
7/1/19 - 6/30/2020	\$456,200.00	\$1,071,000.00	\$ 1,118,600.00	\$ 3,255,000.00	\$1,574,800.00	\$4,326,000.00
Total	\$65,524,907.60	\$10,545,393.35	\$96,975,825.76	\$22,956,728.26	\$162,500,733.36	\$33,502,121.60



University System of Maryland - Effectiveness and Efficiency
FY 2020 Efficiency Initiatives by Financial Class
Shown as \$'s in (\$000)

<u>Financial Classes</u>	<u>UMB</u>	<u>UMCP</u>	<u>BSU</u>	<u>TU</u>	<u>UMES</u>	<u>FSU</u>	<u>CSU</u>	<u>UB</u>	<u>SU</u>	<u>UMGC</u>	<u>UMBC</u>	<u>UMCES</u>	<u>Total</u>
Cost Avoidance	1,585	364	82	42	45	1,547	72	463	3,226	336	416	128	8,306
Cost Savings - State	3,112	5,024	984	4,976	740	1,355	2,834	354	1,642	4,614	4,369	93	30,097
Cost Savings - Student & Families										19,000			19,000
Revenue	1,231	1,442	102	1,738		39		882	722	331	418	1	6,906
Strategic reallocation	812	53		10		23		310	87		213		1,508
TOTAL	6,740	6,883	1,168	6,766	785	2,964	2,906	2,009	5,677	24,281	5,416	222	65,817

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

TOPIC: University System of Maryland: FY 2022 Operating Budget Update

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: February 4, 2021

SUMMARY: A brief update will be provided on the current status of the USM operating budget as presented in the FY 2022 Governor's Allowance.

The USM budget includes revenues from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues for a total budget of \$5.8 billion.

- Governor's Proposal:
 - \$1.4 billion—combination of the General Fund and Higher Education Investment Fund
 - Represents a net decrease of \$7.4 million or 0.5 percent from the revised FY 2021 appropriation
 - An additional \$38 million for Cost of Living salary Adjustments (COLA) is included in the DBM Personnel Budget (until such time the state budget is finalized and approved by the Legislature)
- Projected Tuition Increase:
 - Tuition rate increase capped at 2 percent for in-state, undergraduate students
- Highlights of USM's Budget:
 - \$16.1 million State Funding across the board reduction
 - \$4.4 million reinstatement of Unemployment Insurance funding eliminated via the July 1, 2020 Board of Public Works action
 - \$2.2 million increase to fund operating expenses for new USM facilities
 - \$2.4 million increase to honor commitment to SB 897 for MPower Joint Steering Council
 - \$663,000 decrease related to fringe benefit rate adjustments
 - \$350,000 increase for the Judge Alexander Williams Center at UMCP

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: REPORT ACCEPTED FOR INFORMATION DATE: 2/4/21

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



The Governor has proposed state support for the USM totaling \$1.4 billion, coming from the General Fund and the Higher Education Investment Fund. This represents a decrease of \$7.4 million—or 0.5%—from the revised FY 2021 appropriation.

Included in the DBM Personnel Budget are statewide Cost of Living salary Adjustments for all state employees of which USM is estimated to receive an additional \$38 million (if approved by the General Assembly).

USM institutions will limit tuition rate increases to 2% for in-state, undergraduate students. Non-resident undergraduates and graduate professional tuition rates are anticipated to increase by no more than 5%.

- **\$2.2 million to fund operating expenses for new USM facilities**
 - \$1 million to support UMCP’s School of Public Policy
 - \$718,000 to support the USM Southern Maryland Building 3
 - \$400,000 to support the UMES Pharmacy & Health Professions Building and Towson’s 401 Washington Ave. Building
- **\$2.4 million to support the MPower Joint Steering Council (SB 897)**
 - To create registered apprenticeship programs in nursing and other fields.
 - Oversees and promotes efficiencies in the twenty-five different shared or common university platforms. These include cross-institution research centers and institutes, multi-year research programs, educational collaborations including new degree programs, joint commercialization and technology transfer, and cross-institution service programs.
 - Support for UMBC.
- **\$663,000 decrease related to statewide fringe benefit rates and other adjustments**

During the course of the legislative session, adjustments are recommended to the Governor’s Allowance in order to fund other/additional legislative priorities. The USM community works together to minimize any recommended reductions or reallocations of the proposed USM budget in the Governor’s Allowance.

Following the legislative session, the final USM operating budget and recommended tuition rate action items will be submitted to the Board for its consideration in April/May.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Sale of 2021 Series A and B Bonds

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 19, 2021

SUMMARY: Maryland taxpayers will save more than \$17.1 million from the University System of Maryland's (USM) successful and recent refinancing of previously issued public bonds.

On February 11, the USM refunded \$150.8 million of previously issued bonds by issuing \$153.2 million as part of a nationwide financial auction that attracted as many as a dozen bidders. The final transaction resulted in a net savings of \$17,173,548, or 11.4 percent of the bonds refinanced.

The system sold \$237,285,000 of face-value Series A tax-exempt bonds, with an interest rate of 2.06%. The actual money received was \$295,707,271. The difference of \$58,422,271 is money that the USM now will use toward ongoing and future project spending.

Agencies overseeing the refinancing process noted the importance of the USM's solid bond ratings to the final outcome. Earlier this month, the system received a rating of Aa1 from Moody's Investor Services and ratings of AA+ from Standard and Poor's and Fitch Investor Services. All three ratings agencies reaffirmed the USM financial outlook as "stable" at a time the broader higher education sector is experiencing a negative outlook.

Each rating was only one level down from the highest possible grade of AAA. The system's high ratings are due in part to analysts' confidence in the quality of leadership and financial management across the USM.

Strong ratings issued by the nation's three primary bond-rating agencies are an important measure of a university system's financial strength and stability, and the consistency of USM ratings during the past decade and beyond is noteworthy. The USM Aa1 rating with Moody's has held constant since September 2010, and the system received its AA+ rating from Fitch in December 2010 and has maintained that rating since. The USM has earned the same AA+ rating with Standard and Poor's since 2008.

Strong bond ratings also translate into practical financial advantages for the USM, its students and Maryland taxpayers as they allow USM to borrow money and refinance debt at lower interest rates; and help the system leverage the best partnership opportunities in future financial transactions.

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: Public Health Challenge

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 19, 2021

SUMMARY: The University System of Maryland (USM) COVID Research & Innovation Task Force recently announced the six winning teams for its Public Health Challenge. The full description of the contest is below:

The University System of Maryland (USM) COVID Research and Innovation Task Force was established in April of 2020 to bring together people, expertise, and resources from our 12 USM universities to rapidly advance solutions to challenges presented by the COVID-19 pandemic. With the generous support of our sponsors—the Maryland Marketing Partnership (MMP); BioHealth Innovation (BHI); the Economic Alliance of Greater Baltimore (EAGB); the USM Foundation (USMF); Connected DMV; Baltimore Metropolitan Council; and the Maryland Technology Council (MTC)—the Task Force invited members of the USM community to take part in a multimedia, Public Health Challenge seeking creative submissions that highlight ways for USM students, members of the broader university community, and all Marylanders to stay safe and healthy.

Recent news highlighting positive results from large COVID-19 vaccine trials offers real hope for overcoming the coronavirus pandemic. However, there are still months to go before a vaccine will be widely available to the public, and there remains an ongoing surge in COVID-19 cases, hospitalizations, and deaths nationwide. It is critical that people and communities avoid “pandemic fatigue” and recommit themselves to sound public health practices.

The purpose of Public Health Challenge was to help inspire creation of engaging and effective public health messaging that promotes continued vigilance and compliance with public health guidelines, while encouraging people to get vaccinated once they can do so. The competition was open to undergraduate and graduate students, faculty, staff, and alumni from USM institutions. Individuals and teams were encouraged to apply. Winners were announced Thursday, February 11th last week and each will receive a cash award of \$3,000.

The winners in each category are:

LIVE ACTION OR ANIMATED VIDEOS

- **Chris Edwards**, *Towson University*
- **Dyuti Basu; Disa Basu; Maxinne Ignacio; Dalya Kamil**, *University of Maryland, College Park*

- **Cory Wilkerson**, *University of Maryland Global Campus*; **Stephen Brouillette**, *University of Maryland, Baltimore County*

DIGITAL IMAGES

- **Meghna Bhatt**, *University of Maryland, Baltimore (UMB)*
- **Chelsea Fowler**, *University of Maryland Center for Environmental Science (UMCES)*
- **Vanessa Aguocho-Sam**, *University of Maryland, College Park (UMCP)*

The full descriptions of the winners can be found at <https://www.usmd.edu/covid-taskforce/public-health-challenge-winners>.

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: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 19, 2021

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: February 19, 2021
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) [] 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) [] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) [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 Presidents Nowaczyk and Schatzel as part of their performance reviews;
2. Board of Regents Faculty Awards nominations;
3. Honorary degree nominations;
4. Consideration of naming requests at USM institutions;
5. Communications strategy regarding proposed legislation;and
6. USM cybersecurity assessment.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel information regarding specific employees' performance evaluations (§3-305(b)(1));
2. To maintain confidentiality of personnel-related and personal information of candidates for faculty awards and honorary degrees (§3-305(b)(1) and (2));
3. 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));
4. To handle an administrative matter pertaining to strategic communications related to proposed legislation §3-103(a)(1)(i); and
5. To maintain confidentiality of discussions regarding the assessment of USM cybersecurity (§3-305(b)(15)).