



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

**April 16, 2021**

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**AGENDA FOR PUBLIC SESSION**

**8:30 A.M.**

Call to Order Chair Gooden

Recognition of BOR Faculty Awards Recipients Chair Gooden

1. Research/Scholarship/Creative Activity: Dr. Céline Carayon (SU)
2. Research/Scholarship/Creative Activity: Dr. Kausik S. Das (UMES)
3. Research/Scholarship/Creative Activity: Dr. Robert Ernst (UMB)
4. Research/Scholarship/Creative Activity: Dr. Joel Moore (TU)
5. Public Service: Dr. Robert T. Grimm (UMCP)
6. Public Service: Dr. Seema Iyer (UB)
7. Public Service: Dr. Natalie M. Scala (TU)
8. Public Service: Dr. Hoai-An Truong (UMES)
9. Mentoring: Dr. Elizabeth P. Crusse (TU)
10. Mentoring: Dr. Laura S. Hussey (UMBC)
11. Mentoring: Dr. Dr. Ani M. Mathers (SU)
12. Mentoring: Dr. Kristen P. Walton (SU)
13. Teaching: Professor Karen H. Day (TU)
14. Teaching: Dr. Crystal Y. Day-Black (CSU)
15. Teaching: Dr. Elizabeth Duke (UMCP)
16. Teaching: Dr. Katherine C. Holman (TU)

Educational Forum: *Student Activism and Building Trust*

Dr. Kevin Kruger, President, NASPA  
Student Affairs – Dr. Demetrius Johnson, VP for Student Affairs, Bowie State University  
Provost – Dr. Karen Olmstead, Provost, Salisbury University  
Student – Nadia Owusu, University of Maryland, College Park  
Student – Laura Belko, USM Student Council Vice President for Graduate Affairs

Reconvene to Closed Session (**approximately 9:30 a.m.**) Chair Gooden

Call to Order (**approximately 10:00 a.m.**) Chair Gooden

Chancellor's Report Chancellor Perman

I. Report of Councils

a. Council of University System Faculty Dr. Brunn

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

Dr. Shishineh  
Dr. Breaux  
Ms. Rappeport

## **PUBLIC COMMENT**

### **2. Consent Agenda**

Chair Gooden

- a. Committee of the Whole
  - i. Approval of meeting minutes from February 19, 2021 Public and Closed Sessions (action)
  - ii. Approval of meeting minutes from March 3, 2021 Special BOR Meeting for Public Session (action)
- b. Committee on Education Policy and Student Life
  - i. Approval of meeting minutes from March 5, 2021 Public Session (action)
  - ii. Academic Program Actions – New Academic Program Proposals (action)
    - 1. University of Maryland, Baltimore: MS in Diversity, Equity and Inclusion Leadership
    - 2. University of Maryland, College Park: Master of Extension Education Program
    - 3. University of Maryland Global Campus: BS in Cloud Computing Systems
    - 4. University of Maryland Global Campus: BS in Data Science
  - iii. Post-Approval Academic Program Review Reports and Forthcoming Reviews (information)
  - iv. New programs 5-Year Enrollment Reviews, Fall 2016-Fall 2020 (information)
  - v. P-20 Update (information)
- c. Committee on Economic Development and Technology Commercialization
  - i. Approval of meeting minutes from March 25, 2021 Public Session (action)
- d. Committee on Audit
  - i. Approval of meeting minutes from March 26, 2021 Public and Closed Sessions (action)
- e. Committee on Governance and Compensation
  - i. Approval of meeting minutes from April 1, 2021 Public and Closed Sessions (action)
  - ii. Review of Board Assessment Tools (action)
- f. Committee on Finance
  - i. Approval of meeting minutes from April 1, 2021 Public and Closed Sessions (action)
  - ii. University System of Maryland: Refresher on Project Approvals (information)
  - iii. Bowie State University: Facilities Master Plan Update (information)
  - iv. USM Enrollment Projections: FY 2022-2031 (action)

- v. University of Maryland Eastern Shore: Proposal to Increase Tuition for Physician Assistant Program (action)
- vi. Biennial Nonexempt Market Salary Survey Report - Nonexempt Salary Structure Adjustment for FY 2022-2023 (action)
- vii. Salisbury University: Retroactive Approval of Bridge Loan to Ward Foundation and Forgiveness of Remaining Unpaid Balance (action)
- viii. University of Maryland, Baltimore: Dental Student Clinics Management Contract Renewal (action)
- ix. University of Maryland, College Park: NextGen Energy Program P3 Solicitation—Request for a Waiver of Board Policy VIII-17.00—Policy on Public-Private Partnerships, Section IV, State-Supported Public-Private Partnerships, Subsection D (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

- a. Committee of Education Policy and Student Life
  - i. William E. Kirwan Center for Academic Innovation Update (information)
- b. Committee of the Whole Chair Gooden
  - i. Proposed Charter and Bylaws for the New Standing Committee on Intercollege Athletics and Student-Athlete Health and Welfare (action)
  - ii. Frostburg State University Proposed "Window" Voluntary Separation Programs for Faculty and Staff (action)
  - iii. Vaccine Protocols for Fall Semester (action)
- b. Committee on Audit Update (information) Regent Fish

5. Reconvene to Closed Session (action) Chair Gooden

# Board of Regents Faculty Awards

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# Excellence in Scholarship, Research or Creative Activity

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UNIVERSITY SYSTEM  
*of* MARYLAND



**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. CÉLINE CARAYON**

**SALISBURY UNIVERSITY**

**EXCELLENCE IN  
SCHOLARSHIP, RESEARCH,  
OR CREATIVE ACTIVITY**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. KAUSIK DAS**

**UNIVERSITY OF MARYLAND,  
EASTERN SHORE**

**EXCELLENCE IN  
SCHOLARSHIP, RESEARCH,  
OR CREATIVE ACTIVITY**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

**DR. ROBERT ERNST**  
**UNIVERSITY OF MARYLAND,  
BALTIMORE**

**EXCELLENCE IN  
SCHOLARSHIP, RESEARCH,  
OR CREATIVE ACTIVITY**



**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. JOEL MOORE**

**TOWSON UNIVERSITY**

**EXCELLENCE IN  
SCHOLARSHIP, RESEARCH,  
OR CREATIVE ACTIVITY**

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# Excellence in Public Service

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UNIVERSITY SYSTEM  
*of* MARYLAND





## **2021 BOARD OF REGENTS FACULTY AWARD WINNER**

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**DR. ROBERT GRIMM**

**UNIVERSITY OF MARYLAND,  
COLLEGE PARK**

**EXCELLENCE IN PUBLIC  
SERVICE AWARD**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. SEEMA IYER**

**UNIVERSITY OF BALTIMORE**

**EXCELLENCE IN PUBLIC  
SERVICE AWARD**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. NATALIE SCALA**

**TOWSON UNIVERSITY**

**EXCELLENCE IN PUBLIC  
SERVICE AWARD**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. HOAI-AN TRUONG**

**UNIVERSITY OF MARYLAND,  
EASTERN SHORE**

**EXCELLENCE IN PUBLIC  
SERVICE AWARD**

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# Excellence in Mentoring

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UNIVERSITY SYSTEM  
*of* MARYLAND



**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. ELIZABETH CRUSSE**

**TOWSON UNIVERSITY**

**EXCELLENCE IN  
MENTORING**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. LAURA HUSSEY**

**UNIVERSITY OF MARYLAND,  
BALTIMORE COUNTY**

**EXCELLENCE IN  
MENTORING**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. ANI MATHERS**

**SALISBURY UNIVERSITY**

**EXCELLENCE IN  
MENTORING**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. KRISTEN WALTON**

**SALISBURY UNIVERSITY**

**EXCELLENCE IN  
MENTORING**

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# Excellence in Teaching

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UNIVERSITY SYSTEM  
*of* MARYLAND





## 2021 BOARD OF REGENTS FACULTY AWARD WINNER

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**KAREN DAY**

**TOWSON UNIVERSITY**

**EXCELLENCE IN  
TEACHING**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. CRYSTAL DAY-BLACK**

**COPPIN STATE  
UNIVERSITY**

**EXCELLENCE IN  
TEACHING**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. ELIZABETH DUKE**

**UNIVERSITY OF MARYLAND,  
COLLEGE PARK**

**EXCELLENCE IN  
TEACHING**

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**2021 BOARD OF REGENTS  
FACULTY AWARD WINNER**

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**DR. KATHERINE HOLMAN**

**TOWSON UNIVERSITY**

**EXCELLENCE IN  
TEACHING**

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## Report to the USM Board of Regents

Chancellor Jay A. Perman

April 16, 2021

Thank you, Chair Gooden. As has become my custom over this past year, I begin by echoing your words of thanks to those across the USM who have distinguished themselves through their leadership and hard work. I especially commend our Regents Faculty Award winners, and I look forward to honoring them in person when circumstances allow.

Let me also thank everyone who participated in our forum on Student Activism and Building Trust. You know, in my younger days, college campuses were among the most politically and socially active places in the country. Then for a long time, it seemed they were best described as “hotbeds of rest.” I’m glad to see our students rekindling a spirit of activism.

### **A BUSY AND SUCCESSFUL LEGISLATIVE SESSION**

There are a number of issues I want to touch on this morning, and I’ll begin with the legislative session that just ended.

At our February meeting, I expressed relief at the governor’s USM operating budget proposal of \$1.4 billion. That proposal has since been passed by the General Assembly, and we have further good news: The governor’s supplemental budget will provide an additional \$23.5 million for the USM, targeted to university-based public health and health professions programs. The University System is, by far, Maryland’s largest producer of health professionals. But as the pandemic has made clear, even with the USM’s leadership, Maryland suffers from a shortage of health care workers.

The support provided by the governor’s supplemental budget will help us expand our health care workforce statewide by supporting additional faculty and staff in programs that educate nurses, pharmacists, physicians, physician assistants, public health professionals, and others. I thank the governor for this support and for recognizing the USM’s pivotal role in securing Marylanders’ health and safety.

Additionally, the General Assembly allocated funds for facilities renewal and construction projects across the USM. Critical projects funded or advanced through our capital budget include the MLK Communication Arts and Humanities Building at Bowie State University (BSU), the Health Professions Building at Towson University (TU), the School of Pharmacy and Health

Professions at the University of Maryland Eastern Shore (UMES), and the Education Professions and Health Sciences Center at Frostburg State University (FSU). Our leaders in Annapolis were very generous with us in terms of our campus infrastructure, knowing that our facilities enable our teaching, research, and service missions. We're deeply grateful.

I also want to acknowledge the historic agreement reached earlier this month when the governor signed HB1/SB1, giving Maryland's HBCUs \$577 million over 10 years to achieve funding equity with the state's traditionally white institutions. The bill settles a longstanding lawsuit and positions our HBCUs for even greater growth and prominence. I know our colleagues at Coppin State University (CSU), Bowie State, and UMES are thrilled—as am I.

This was an incredibly busy legislative session for the USM Office and for our universities, with a number of bills requiring input and testimony. I thank our government relations team, led by Vice Chancellor Patrick Hogan, and colleagues across the System who worked around the clock to help shape a legislative agenda that benefits our students, our employees, and Maryland as a whole. I'm proud of the work we've done together.

#### **ON-CAMPUS VACCINE DISTRIBUTION**

Before highlighting news from our universities, I want to address a few COVID-related issues. As you know—even as more of us get vaccinated—we're seeing an uptick in COVID cases. It's a reminder that we're not out of the woods: This pandemic is still dangerous and still deadly, and we'll need to work hard to stay ahead of this ever-evolving virus.

That said, we do have some very good news. We've seen the flow of vaccines accelerate across the state, with more mass vaccination sites, more pharmacy providers, and now an effort to ramp up mobile distribution sites. Clearly, we need every dose we can get, given that Gov. Hogan has opened up vaccine eligibility to all adult Marylanders.

The resolution of vaccine bottlenecks has benefited our campuses as well. We're partnering with the Maryland Department of Health and the Maryland Higher Education Commission to allow our universities to register as vaccine providers. This means that university health centers are able to vaccinate the students currently on campus for the spring semester, along with faculty and staff. And if a university doesn't have adequate personnel or capability to administer the doses, it can partner with another distributor—a nearby pharmacy, the local health department—to provide on-campus vaccination.

Securing this authority to distribute vaccines was a fast-moving effort, given that we needed to make sure students could get both doses of the vaccine before heading home for the summer. And this isn't an insignificant number of students we're talking about. Right now, we have about 15,000 students on campus—either in residence halls or public-private housing arrangements. Several thousand of these students have already been vaccinated.

I know many of them are grateful for the chance to get a vaccine from someone they know and trust, in a setting that's familiar to them. At the same time, I know that—this week especially—there's some anxiety around vaccination. Maryland has paused use of the Johnson & Johnson vaccine, following the announcement that the FDA and the CDC would examine six incidents nationwide of post-vaccination blood clots.

This pause has had little impact on most of our universities, given that most are using the Moderna or Pfizer vaccine. Of course, I know all of us are following the J+J development very closely and are hoping for more data soon from the investigating agencies.

I well understand that this pause could have a chilling effect on mandating vaccines for university students across the U.S. I'll have more to say about mandatory vaccination later in this meeting.

### **GETTING BAK TO "NORMAL"**

I will say this right now, though: Widespread vaccination is how we'll have a fall semester that resembles our pre-pandemic "normal." Widespread vaccination is the way to bring back more students for on-campus instruction and activities. Widespread vaccination is the way to rekindle that vibrant energy—that sense of connection and community—that I know our students are missing.

The University System wants to get back to normal. Our universities want to get back to normal. Most of all, our students want a normal college experience. Vaccination is a central piece of that. But, at the same time, it's not our entire strategy. We'll be following public health guidelines on masks and other prevention protocols. We'll continue symptom monitoring and, yes, testing—though I imagine not with the frequency of this spring. We'll follow guidance on isolation and quarantine.

And we'll continue to rely on our own in-house experts—together with advice from our health department colleagues—to shape and refine our fall strategy. More than a year into this crisis, we have an infrastructure in place at the System and university levels that allows fast dissemination of best practices; that allows rapid and collaborative decision-making; that allows consistency, but still respects the uniqueness of each of our institutions.

### **RETURN TO CAMPUS: FALL 2021**

And so I've stood up a COVID Guidance Workgroup similar to the one we convened last year; this is version 2.0. It's coordinated by senior vice chancellor Jo Boughman, and Jo's special advisor, our resident epidemiology and public health expert Dr. Kate Tracy. Just like last year, System and university reps are coming together to develop guidance that, collectively, we can point to as individual campus plans take shape.



The group's focus is health and safety, so they're weighing in on vaccination, testing, contact tracing, isolation and quarantine, and continued public health interventions. They're sharing guidance on how to get our campus facilities ready for fall; what infrastructure and policies we'll need should we have to pivot once again to remote learning; what will be permitted when it comes to, for example, employee business travel and study-abroad opportunities; what the impact will be on our international students. I thank the group for its ongoing work, and I look forward to updating the board on our fall plans.

Turning now to our campuses, there's been no shortage of good news.

### **USM INSTITUTIONS RECOGNIZED FOR QUALITY AND IMPACT**

I'll start with *U.S. News and World Report's* Best Graduate School rankings. The University of Maryland, College Park (UMCP) was recognized with 25 Top 20 programs, including seven in the Top 5. At the University of Maryland, Baltimore (UMB), every school either received an overall ranking in the Top 20, or had individual Top 20 programs, including five Top 10 rankings. My congratulations to both universities on their continued national leadership.

But it wasn't just our largest research institutions that were recognized. Among the ranked graduate programs were education at Bowie State, Frostburg, Towson, and Salisbury University (SU); rehabilitation counseling at Coppin State and UMES; and public affairs at the University of Maryland, Baltimore County (UMBC) and the University of Baltimore (UB).

In fact, literally *every eligible USM institution* was recognized among the *U.S. News* rankings.

There are other impressive rankings I want to note as well.

VIQTORY, which serves military personnel and their spouses transitioning into civilian life, has given four USM institutions the 2021–22 Military Friendly Schools rating: UMES, Salisbury, Bowie State, and—for the 10th consecutive year—Frostburg.

Higher education resource guide Intelligent.com has awarded Coppin top 40 national rankings for two degree programs: its master's in adult and continuing education and its business management program.

Five USM institutions—UMES, Frostburg, UB, Towson, and UMBC—are among 200 colleges nationwide to be designated a Voter-Friendly Campus by the Fair Elections Center's Campus Vote Project and NASPA. At a time when civic education is so vitally important, this commitment to democratic engagement is critical.

And at our last meeting, I mentioned the NSF's latest Higher Education Research and Development survey, in which UMCP and UMB are linked as one research enterprise. In that survey, this combined "University of Maryland" ranks 8th among the nation's public research



universities and 14th overall. Well, that same survey placed UMBC among the country's top 100 public institutions in federal research support.

### **GROWTH IN ACADEMIC PROGRAMS AND CAMPUS FACILITIES**

To ensure our leadership and impact going forward, USM institutions are committed to growing their academic programs and enhancing the facilities that nurture education and discovery.

Salisbury and UMES have renewed an academic partnership allowing students to earn two degrees in only 4½ years. The dual-degree program in physics and engineering will streamline instruction, allowing students to attend SU for three years as physics majors, then transfer to UMES for the remaining 1½ years as engineering majors.

The CSU College of Business recently introduced the Center for Strategic Entrepreneurship, designed to nourish an entrepreneurial ecosystem in West Baltimore.

In response to the urgent demand for high-quality remote and hybrid instruction, Towson has launched a new post-baccalaureate certificate in online learning and teaching.

Frostburg has become a founding member of the MSM Higher Ed Pathways program, which will prepare students for international education opportunities at several universities, creating a range of study-abroad pathways.

Advancing its 70-year mission to provide education to U.S. military personnel serving overseas, the University of Maryland Global Campus (UMGC) has opened a new permanent office at Spain's Morón Air Force Base, which often serves as a jumping-off point for deployment to Africa. It becomes the university's 51st permanent location in Europe, and the second in Spain.

At the USM at Southern Maryland (USMSM), progress continues on the \$86 million Southern Maryland Autonomous Research and Technology (SMART) Building. Slated to open this fall, the building will be transformative for the USMSM's students, for the center's groundbreaking research in unmanned autonomous systems, and for the economic growth of the entire region.

Towson's new five-story, \$160 million Science Complex opened for the spring semester. The structure is now the largest academic building on Towson's campus, featuring 50 teaching labs, 30 research labs, 50 classrooms, eight lecture halls, and 10 collaborative student spaces.

After a national search, UMB named its first-ever chief diversity, equity, and inclusion officer and vice president. Dr. Diane Forbes Berthoud assumes the position on July 1. It's bittersweet that UMB also made news with a forthcoming departure. Dr. E. Albert Reece announced that he'll be stepping down as dean of the University of Maryland School of Medicine at the end of next year. Dean Reece will be remembered as a leader instrumental in the school's rise as an academic and research powerhouse.

### **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.

Eastern Shore-based biotech company IES Life Sciences, in partnership with UMES, is seeking emergency FDA approval for a test that predicts severity of COVID-19 symptoms, so that sufficient resources can be focused on the patients who need them most.

UMB's School of Nursing recently launched dual-admission agreements with Hagerstown Community College and Allegany College of Maryland. With these agreements, the School of Nursing now has a formal partnership with *every community college in Maryland* that offers an associate degree in nursing, enabling a smooth transition to the school's BSN degree.

At UMBC, James Foulds, assistant professor of information systems, received an NSF CAREER Award of nearly \$550,000 over five years to support his research on improving the fairness and robustness of artificial intelligence algorithms.

An incredible \$9 million gift from the Brin Family Foundation will support UMCP's campus-wide efforts to reimagine performing arts education. The gift will fund research initiatives as well as new teaching positions, undergraduate scholarships, classroom and studio renovations, and instructional technology for College Park's School of Theatre, Dance, and Performance Studies.

At UMB, the Francis King Carey School of Law received a \$5 million gift from biotech entrepreneurs Marco and Debbie Chacón to establish the Chacón Center for Immigrant Justice. The center provides direct representation and impact litigation on issues of asylum and the intersection of criminal and immigration law, while providing training for future lawyers.

UB received a record \$5 million gift from real estate developer Samuel G. Rose to create a new scholarship fund for students having trouble affording tuition.

Salisbury's 2021 Giving Day was a true success: In one 24-hour period, almost 1,800 supporters gave more than \$170,000.

Dynamhex, a startup energy data company formed by Sanwar Sunny, assistant professor of entrepreneurship at UB's Merrick School of Business, became the Maryland Momentum Fund's 20th investment. Dynamhex provides complex energy consumption and carbon footprint data for corporate, utility, and government entities. The company received a \$250,000 investment from the Momentum Fund as part of a \$1.5 million seed round.

UMCP has received \$3 million from JPMorgan Chase to create the Small Business Anti-Displacement Network, which will create tools and push policies to prevent the displacement or

closure of vulnerable businesses—especially minority-owned businesses, which have been particularly hard-hit during COVID.

Also at UMCP, in an incredibly significant move, IonQ—a revolutionary quantum computing company headquartered in College Park’s Discovery District—became the *first-ever* quantum company to go public, doing so with a \$2 billion valuation.

#### **EXCELLENCE AND LEADERSHIP**

Earlier, we acknowledged the Regents Faculty Award winners. Joining these honorees are faculty, staff, and students throughout the USM who have likewise been recognized for excellence.

At UB, Assistant Professor Sarah Federman and Assistant Professor Al Gourrier, both from the School of Public and International Affairs, have been accepted to the Fulbright Specialist Program Roster for a tenure of four years. They will serve as researchers and consultants on curriculum, faculty development, and institutional planning at overseas academic institutions.

The UMBC Cyber Dawgs took first place in the 2021 Mid-Atlantic Collegiate Cyber Defense Competition finals. The students will compete at the National Collegiate Competition later this month.

In another cyber event—the 2021 CyberMaryland Conference’s national capture-the-flag competition—UMGC placed first in the four-year university category, and Towson took third.

Last month, TU President Kim Schatzel was named to the *Maryland Daily Record’s* Top 100 Women in Maryland for a third time, making her one of 12 women joining the Circle of Excellence this year, the publication’s highest honor. Joining President Schatzel in the paper’s Top 100 Women list are three faculty members at UMB’s School of Medicine: Tracy Bale, Kimberly Lumpkins, and Jill RachBeisel; Christy Weer, dean of Salisbury’s Perdue School of Business; and Coppin professor Charlotte Wood.

The *Daily Record* also came out with its inaugural Power 100 list, naming the people who have an outsized role in shaping the state’s business and civic institutions. The System was well-represented, with four USM presidents on the list: Freeman Hrabowski, Bruce Jarrell, Darryll Pines, and—once again—Kim Schatzel.

Three UMCP undergraduates—Sanketh Andhavarapu, Naveen Raman, and Ela Rockafellow—were named Goldwater Scholars. The Barry Goldwater Scholarship and Excellence in Education Foundation encourages students to pursue advanced study and research careers in the sciences, engineering, and math. In addition, College Park’s Pavan Ravindra—named a Goldwater Scholar last year—is one of only 17 students nationwide awarded a 2021 Winston Churchill Scholarship. He’ll pursue a one-year master’s degree at the University of Cambridge in the United Kingdom.

And, of course, next week—April 19–24—College Park will celebrate Inauguration Week, as the university officially installs Dr. Darryll Pines as president. It's been less than a year since President Pines took the reins at College Park, and he's enjoyed the proverbial baptism by fire.

At the University of Maryland Center for Environmental Science (UMCES), the NSF awarded Assistant Professor Xin Zhang a CAREER Award to lead a five-year research program helping support sustainable nitrogen use and effective ecosystem management in the Chesapeake Bay and estuaries around the world. UMCES also received a \$1 million NSF award to expand its research on the ecology and ecosystem that exist at the junction of the Chesapeake Bay and Atlantic Ocean.

Bowie State was recognized with an abundance of honors: BSU's education programs were given the Exemplary Achievement Award from the National Association for Professional Development Schools; Bowie State Professor Talisha Dunn-Square was named one of four finalists for U.S. HBCU Educator of the Year; BSU Professor Cynthia Taylor was named Counselor Educator of the Year by the Maryland School Counselor Association; and Bowie State's ROTC program won the U.S. Army Cadet Command's 2019–20 MacArthur Award, which recognizes the program as one of the best in the nation.

The Universities at Shady Grove (USG) has positioned itself as a leader in the shift to virtual engagement: Student Ambassadors at USG have developed a virtual tour for prospective students; USG launched a virtual Industry Roundtable featuring Rep. David Trone; and USG Executive Director Anne Khademian has hosted 20 episodes of her weekly video podcast, "This is USG."

#### **OUTREACH AND COMMUNITY SERVICE**

USM institutions also continue to provide vital outreach to the communities they serve.

UMB has opened a vaccination clinic on campus, with UMB faculty, staff, and student volunteers serving their Baltimore City neighbors.

Coppin, in partnership with the University of Maryland Medical System, has established a campus COVID-19 call center to help people in communities of color schedule vaccination appointments.

The TU Tutors initiative out of Towson's College of Education is providing free online tutoring to more than 500 Maryland preK–12 students.

Next Saturday, April 24, FSU will host its annual Beautify the 'Burg event. Frostburg students and neighbors will volunteer together, completing revitalization projects to prepare Frostburg for its tourism season.

The USM at Hagerstown (USMH) held a virtual open house last month. USMH program representatives were on hand to answer questions about the degrees offered, while USMH administrators discussed plans for a safe return to campus in the fall.

UMBC has launched a Biotech Boot Camp at USG to train workers displaced by COVID-19 for in-demand jobs. In the pilot effort, 11 Montgomery County residents completed four weeks of intensive, hands-on training in basic biotech techniques, and are now qualified for entry-level positions in the biotech industry.

The main gateway to UMCP—where the city and the university meet—is set for transformational change. A \$300 million development plan accommodating research, offices, retail, and housing has just been unveiled. The mixed-use project will enhance the campus, strengthen the ecosystem for innovation and technology, and foster closer connections between the university and its neighbors.

An accounting of the University System’s civic engagement wouldn’t be complete without a mention of our board chair, Linda Gooden, who was named to the *Baltimore Sun’s* Business and Civic Hall of Fame. Chair Gooden’s service on this board is but one of her innumerable contributions to Maryland, and we are better for her dedication.

Lastly, I want to take a moment to highlight a truly Systemwide achievement. The Maryland Charity Campaign was especially challenging this year, with so many generous people in need themselves. But the campaign proved that the heart of the USM is bigger than anyone can measure.

The USM Office, the USM Foundation, and seven of our 12 institutions exceeded their giving goals. UB, Salisbury, and the USM Office received special awards for their participation rate, improvement in participation and giving, and dollars raised. UMBC was singled out for recognition as the top contributor in the entire campaign, with nearly \$250,000 pledged. I continue to be impressed—awed—by the wide ribbon of generosity that runs through the fabric of the USM. It’s inspiring.

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

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## COUNCIL of UNIVERSITY SYSTEM FACULTY

### Regents Report April 16, 2021

**Academic Integrity-** The Academic Integrity Team leaders meeting sponsored by MJ Bishop and CUSF has been rescheduled from April 7<sup>th</sup> to the end of April and the beginning of May to help CUSF finish the last changes to the policy effort and allow for a talking document to be presented to the team leads. We are getting closer to creating a final document.

**Technology effort-** Technology subcommittee members Patricia Campbell and Doris Santa Maria Makang, worked with USM's CIO Michael Eismeier and MJ Bishop on a memo to the CIOs and provosts of each of the campuses, asking them to jointly respond to a series of questions about technologies that are required for faculty and staff on their campuses, as well as technological resources that are provided to faculty (e.g., VPNs, secure cloud storage). The memo also asks about their plans going forward, as we move out of the emergency situation created by the Covid pandemic and return to something closer to normal. I have attached a copy of the memo for your reference along with this report. The memo was distributed to the CIOs and provosts on March 9 by Michael Eismeier. It was due back on Friday the second but as of Saturday there we only 4 responses (College Park, UMGC, Frostburg and UMBC). Further efforts to collect the responses will be made by Dr. Zakiya Lee.

On another front, Michael Eismeier is supposed to be getting a new date set up with Mr. Bruchaleski CIO of the Maryland Judiciary, but so far, he has not been successful in setting a new meeting date. Efforts are still underway.

CUSF is greatly appreciative of the help of Mr. Eismeier and MJ Bishop.

**Structural Inequalities subcommittee-** is in the process of preparing a virtual town hall. A tentative date has been set for May 12<sup>th</sup>. Coppin State University will host the event. The panel will be on faculty experiences with structural inequalities, but it will focus on solutions as well as obstacles. One possible title is: "Faculty Diversity at USM: Experiences in Structural Inequalities and Possible Solutions".

The panel will start with some background and facts about structural inequalities in academia. Dr. Lorenda Naylor of the University of Baltimore has gracefully agreed to be the moderator and to provide this background on structural inequalities. Submissions of faculty experiences and related concerns are being collected and will be concluded by April 9<sup>th</sup>. The speakers at the town hall will be faculty from schools not represented in the earlier held Panel Discussion. Speaking invitations are being extended to faculty at Bowie, University of Baltimore, Coppin, University of Eastern Shore, Salisbury University, University of Maryland Center of Environmental Studies, and Frostburg State University. Topics for the Town Hall are being decided upon now by the committee and will be sent out in advance to faculty so that questions can come from the "virtual" floor. Invitations to attend will be sent to all USM faculty, USM Council Chairs, Regents and Presidents. Because of the size of the virtual setting registration will be required however, it will stay open until the end of the meeting.

**Shared Governance Survey Report-** The council's shared governance survey has been distributed and at the time of this writing the committee has heard from ten schools with the remaining due in shortly.

**THE COVID 19 subcommittee: Survey Results** I have the committees Power Point data and the report as attachments to the email accompanying this report.

**PLEASE NOTE THAT THIS INFORMATION WAS PRESENTED AT THE CHANCELLORS COUNCIL AND IT WAS AGREED THAT THE PRESIDENTS AND CHANCELLOR WOULD REVIEW AND WORK WITH CUSF TO BRING RELIEF TO THE CONCERNS DESCRIBED IN THE SURVEY.**

COMMENTS:

**CUSF's COVID Subcommittee prepared a survey for faculty with the purpose of** helping the committee to narrow down an approach in determining what if any help CUSF may sponsor alone or with USM support to ease the impact of the pandemic for faculty. Thus, the survey prepared was not a professional research survey but more along the lines of an informal poll.

It was anonymous. It did call for the respondent to provide the school, faculty type (e.g. Full-time, part-time, lecturer, tenure, non-tenure) and length of time at the school. The survey was originally distributed to CUSF representatives in January and asked that they get help from their faculty Senates in seeking responses from others. By the end of February the committee had only a little over one hundred responses. Discussion at that February CUSF meeting led to a communication push on the various campuses and in little over a month the response numbers had swollen to over 2000 by survey closing time this past week. Specifically, the survey responses totaled 2,013 with 1,158 written comments. The schools represented in the data collection were response heavy in the larger traditional institutions despite efforts to get the survey out to the schools whose faculty were not well represented by the February and March numbers.

The faculty who answered the survey were largely full time. They constituted 1607 of the respondents (approx. 18% of USM fulltime faculty according to Iris data). Of the fulltime faculty 918 did not have tenure as opposed to 773 responding yes. 614 the full-time faculty respondents had been in their positions for more than 16 years with those from 0 to 5 years closely behind them with 586. The remaining group ranged from 6-15.

The data responses identified the biggest COVID concerns for faculty fell into the following four categories:

- Teaching faculty was the most important concern. The survey identified concerns around being able to provide a quality work performance in duties like advising, scholarship, academic integrity, service, resources and support for teaching online, while keeping students engaged.
- Balance between work and life was singled out with concerns focused on greater care giver responsibilities, heavier workload and physical and mental health issues.
- The need for Vaccine Availability.
- Better Guidance from Admin – Provost, President, Deans, Chairs (including transparency, justification for decisions, inclusion in the process and communication efforts)

The written response summary represents 640 of the 1,158 the 518 not published were either repetitive of the topic replies or miscellaneous category topics. The written responses identify the same areas of concern as the data.

That being noted, the written responses are much more explicit as to what is bothering faculty on a personal level and as such draw the most interest from the results of this survey. The timing I referred to earlier in my comments coupled with the overall passion displayed by faculty in their responses suggest two conclusions as to why the response level took such a dramatic turn in less than a month: Faculty **feel** alienated from the decision making process related to their role and career and let down by the shared governance process in the initial covid response. Comments like “It has all been top down”, “Word of mouth is NOT the way to let us know of vaccinations”, or “All the above issues could be more effectively addressed with a more serious faculty involvement and shared governance.” In short, faculty **feel** their ideas have not been sought nor do they see evidence that they have been heard for those ideas that have been given. Further, **faculty fear** the top down approach will continue as the schools attempt to return in the fall. One response sums up the feeling: “Need to decide on “new norm” WITH faculty input.”

The subcommittee is making the following recommendations for future action:

- *This committee will focus on the feedback and issues that are being experienced by faculty because of the pandemic. Its focus will be to monitor the concerns of faculty as reported by CUSF representatives or their constituents, and to **recommend to the general council** those that may require action by CUSF and/or attention by the system.*
- Dissemination of the system wide survey results and those specific to the individual institutions will be made.

Comments: While I am not a professional mental health worker, nor for that matter are any of the committee members, it is their opinion and my own that this simple survey speaks volumes as to the personal concerns and feelings felt by faculty. **Faculty, like us all**, are tired, overworked, and find themselves short on patience. The survey hit a raw nerve at a time when change is once again raising its uncertain head. In reading the responses I urge you to consider the timing and the possibilities of actions that may include faculty in the decision-making process. CUSF will be back to the Presidents with their suggestions as what might be help us to work out the problems this survey highlights.

Respectfully submitted,

Elizabeth Brunn

CUSF Chair



## MEMORANDUM

To: Vice Presidents and Chief Academic Officers in the University System of Maryland  
Chief Information Officers in the University System of Maryland

From: Patricia E. Campbell, University of Maryland Carey School of Law, University of Maryland, Baltimore  
Doris Santamaria-Makang, College of Education, Frostburg State University

Date: March 5, 2021

Re: CUSF Technology Subcommittee – Faculty Questions and Concerns

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CUSF's Technology Subcommittee has been asked to review several different areas of concern raised by faculty members across the USM system during academic year 2020-2021. The subcommittee has been charged with recommending guidelines for best practices concerning two issues, both of which relate in some way to our current online teaching presence due to the Covid-19 pandemic.

The subcommittee has held initial discussions with representatives from the University System of Maryland, and also participated in a separate conversation with Chief Information Officers (CIOs) from each campus (at the ITCC meeting) to learn more about policies and practices on the individual campuses. Because the nature of the questions involves decisions from Academic Affairs as well as the Information Technology divisions, and at the suggestion of the CIOs, the subcommittee is submitting the following questions to the institutional representatives from both divisions. These are intended as framing questions for a discussion between IT and Academic Affairs. However, if you believe there are other issues or information that the subcommittee should consider, we hope you will bring it to our attention.

- I. The first issue relates to questions about the type of technologies that can or should be required for students who are involved in distance learning (online and hybrid):
  1. What types of technologies (including but not limited to computers and access to the Internet, webcams, microphones, software for exam administration, and other types of special tools) does your institution require for students who are involved in distance learning?
  2. Are any of these technologies provided by the institution? If so, which ones?
  3. How do the institution's practices and procedures ensure compliance with the Family Educational Rights and Privacy Act (FERPA) in instances when the use of cameras is required during online classes, and/or when classes are recorded?
  4. How does the institution ensure that its guidelines relating to camera usage and recordings do not adversely impact the students' learning experiences?
- II. The second issue refers to questions on a variety of concerns about potential liability risks arising from telework and use of personal computer equipment:

1. Are faculty provided with university-owned computers that they can use while working from home, or must they provide their own equipment?
2. Are all faculty, including adjuncts and instructors, provided with secured access to university networks while working remotely (VPN or other types of secured network capabilities)? What type of secured access is provided?
3. Do faculty have access to secure storage facilities for computer files and electronic information, such as university-controlled cloud storage? What requirements does your institution have in place relating to storage of sensitive or confidential information?
4. Are faculty provided with instruction on using Zoom, WebEx, Blackboard, and other platforms for online teaching and collaboration? What type of instruction is provided? Is specific emphasis placed on security issues?
5. For those campuses that use Google Apps for Education: Some faculty have expressed concerns about migration of university email to Gmail and whether use of those email accounts jeopardize privacy and security of communications relating to research for the Government or other sponsored research. What steps has the institution taken to address such concerns, and does the institution provide an alternative means of electronic communication for faculty involved in potentially sensitive research projects?

III. Finally, we would like to ask you to reflect on your current practices and your plans for the future.

1. What is your IT Department's assessment of the risk of inadvertent disclosure of data and other confidential information, arising from telework by your faculty members?
2. What is Academic Affairs' assessment of privacy risks (including but not limited to FERPA considerations) arising from distance learning and computer-administered exams?
3. As it seems likely that higher education institutions will not go back to the "pre-pandemic" conditions, and some of the issues we are experiencing now might still remain, do you have plans to make any changes as your campus moves from the current emergency situation created by the Covid-19 pandemic and begins to reestablish live classes and an increased presence on campus?

We appreciate that each institution's practices may vary in some of these areas. The subcommittee hopes to develop an understanding of how these issues are being addressed on each of the campuses so that it can determine whether there is any uniformity in approach and whether it would be desirable to normalize practices across the System. The subcommittee is then expected to prepare a white paper to CUSF detailing our findings and providing recommendations for future handling.

Your input and guidance on these matters is highly valued. We would appreciate receiving a written response from you by April 2, 2021. Please forward your response to Doris Santamaria-Makang ([dsantamariamakang@frostburg.edu](mailto:dsantamariamakang@frostburg.edu)) and Patricia Campbell ([pcampbell@law.umaryland.edu](mailto:pcampbell@law.umaryland.edu)), with copies to MJ Bishop ([mjbishop@usmd.edu](mailto:mjbishop@usmd.edu)) and Michael Eismeier ([meismeier@usmd.edu](mailto:meismeier@usmd.edu)).

## **COVID Concerns Subcommittee**

*Ellen Hondrogiannis (TU), Erica Kennedy (SU), Elin Lobil, (TU)*

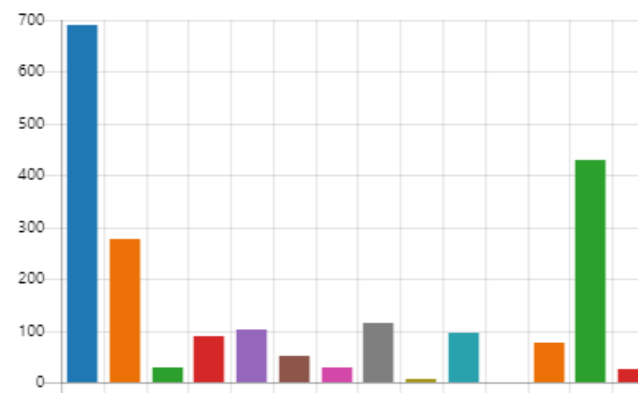
- **Academic Year 2020-2021 PROPOSED ACTION PLAN for CUSF**
  - *Create an Ad Hoc Committee on Covid-19 Faculty Issues*
- *This committee will focus on the feedback and issues that are being experienced by faculty because of the pandemic. Its focus will be to monitor the concerns of faculty as reported by CUSF representatives or their constituents, and to recommend to the general council those that may require action by CUSF and/or attention by the system.*
- Based on this, our committee wrote the survey, disseminated the survey to CUSF members, incorporated feedback and then gave the survey to the CUSF Chair for dissemination. We compiled the data and have provided the Chair with a brief overview.

# 2,013 Responses

## 1. Please indicate your university affiliation

[More Details](#)

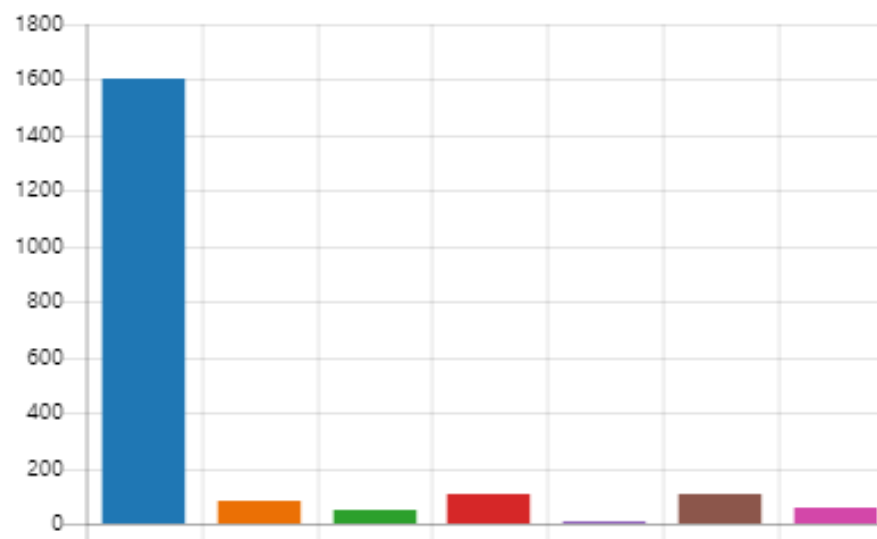
University of Maryland Colleg...	691
Towson University	276
Bowie State University	30
Frostburg State University	88
Salisbury University	103
Coppin State University	51
University of Maryland Center ...	28
University of Maryland Baltim...	113 UMBCity
University of Maryland Global ...	6
University of Maryland Baltim...	95 UMBCounty
University of Maryland Eastern...	0
University of Baltimore	77
University of Maryland Baltim...	428
Other	27



## 2. Please indicate which of the following applies to your University affiliation

[More Details](#)

● Full time Faculty	1607
● Part-time Faculty	78
● Clinical Faculty	49
● Adjunct Faculty	104
● Visiting Faculty	6
● Lecturer	110
● Other	56



### 3. If you are full time faculty, do you have tenure at this time?

[More Details](#)

● Yes	773
● No	918
● Not Sure	12
● Other	82



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### 4. How long have you been at your institution?

[More Details](#)

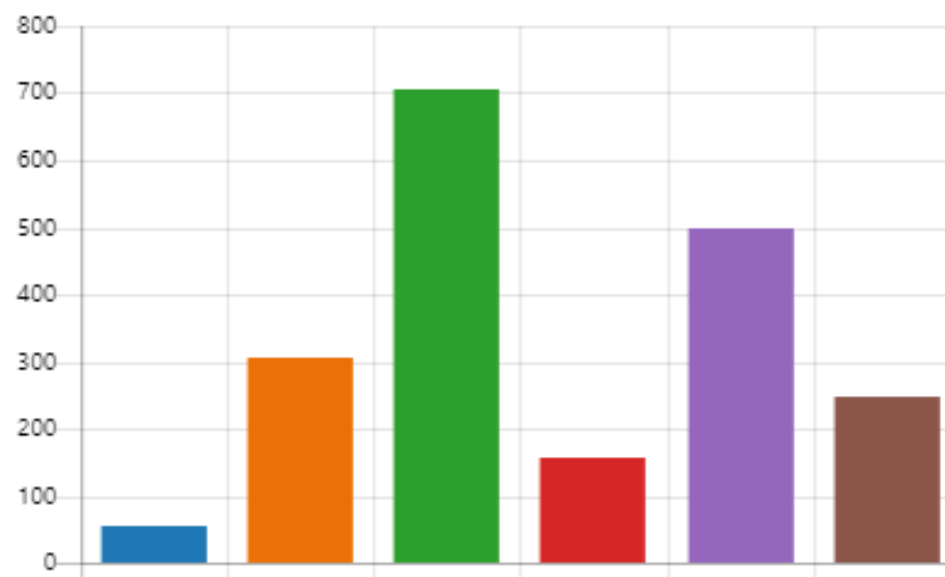
● 0 to 5 years	586
● 6 to 10 years	439
● 11 to 15 years	360
● 16 and up years	621



## 5. During the Fall 2020 semester how did you teach your courses?

[More Details](#)

● Face to Face	53
● A combination of face to face ...	305
● Online synchronously	705
● Online asynchronously	155
● Online (a combination of sync...	499
● Other	247



Q. 6. Please rank the following issues for importance to you during COVID-19 (#5 being most important in terms of your concerns. The concerns that the majority rank “5” will be reported to USM as recommended action items. Importance refers to those that you are asking USM to focus/act on).

Concern	Percent choosing <i>Most Important</i> (Ranking of 5)
Teaching	58.1
Increased Workload	46.7
Increased Teaching and Advising	37.3
Technology	36.4
Scholarship	25.5
Increased Service	19.0
Service	10.7



Q. 7. Please rank the following issues for importance to you during COVID-19 (#5 being most important in terms of your concerns. The concerns that the majority rank “5” will be reported to USM as recommended action items. Importance refers to those that you are asking USM to focus/act on).

<b>Concern</b>	<b>Percent choosing <i>Most Important</i> (Ranking of 5)</b>
Balance between work and home	53.9
Mental health	43.3
Physical health and wellbeing	41.5
Balance between teaching, advising, scholarship, and service	36.7
Increased caregiver responsibilities	27.6

Q. 8. Please rank the following issues for importance to you during COVID-19 (#5 being most important in terms of your concerns. The concerns that the majority rank “5” will be reported to USM as recommended action items. Importance refers to those that you are asking USM to focus/act on).

<b>Concern</b>	<b>Percent choosing <i>Most Important</i> (Ranking of 5)</b>
Keeping students engaged via online instruction	55.5
Resources to support improved teaching for online instruction	32.8
Academic integrity with online instruction	30.9
How student evaluations will be used to determine teaching excellence and/or effectiveness from COVID	27.4
Resources and support to improve online instruction through clear policies from institutions regarding expectations for students	26.9
Resources and/or support to reduce online cheating	18.6

Q. 9. Please rank the following issues for importance to you during COVID-19 (#5 being most important in terms of your concerns. The concerns that the majority rank “5” will be reported to USM as recommended action items. Importance refers to those that you are asking USM to focus/act on).

<b>Concern</b>	<b>Percent choosing <i>Most Important</i> (Ranking of 5)</b>
Vaccination access/availability	66.9
Guidelines for reopening	49.9
Support from administration (chair, dean, provost, president)	45.8
Covid testing/retesting	40.1
Cleaning and sanitation of work spaces	24.7
Support from staff members/lab managers	21.3/7.2
Parking	4.7

Q. 10. Please take a moment to provide us with additional concerns or issues below that have not been addressed in the previous questions on this survey that you have or are experiencing due to COVID 19:

*1,158 Responses*

- 1. Guidance from Admin – Provost, President, Deans, Chairs  
(including transparency, justification for decisions,  
communication)**
- 2. Vaccinations**
- 3. Safety/Opening**
- 4. Workload**
- 5. Resources**
- 6. Mental Health**

Q. 10. Please take a moment to provide us with additional concerns or issues below that have not been addressed in the previous questions on this survey that you have or are experiencing due to COVID 19:

**7. Student Assessment/Learning**

**8. Caretaking**

**9. Compensation for increased workload and for physical costs**

**10. Scholarship/grants**

**11. Support from staff/colleagues**

**12. Parking**

# Miscellaneous Responses/Concerns over Survey

- *Not sure if this survey will be of any real use... more often than not, this kind of survey only serve the researchers' publication data and example, not really make any real-world changes. All the talks, endless meetings, people take advantage of this so that they can promote their career and promotions, but not real change*
- *Why didn't you address racism, inequalities, international students?*
- *A little late for this isn't it?*
- *We don't understand survey – should have been tested.*

## Top Concerns of Faculty – Overall Summary of Data

- *This committee will focus on the feedback and issues that are being experienced by faculty because of the pandemic. Its focus will be to monitor the **concerns of faculty** as reported by CUSF representatives or their constituents, and to recommend to the general council those that may require action by CUSF and/or attention by the system.*
- 1. **Guidance from Admin – Provost, President, Deans, Chairs (including transparency, justification for decisions, communication, **including faculty in decision making**)**
- 2. **Vaccinations**
- 3. **Safety/Opening**
- 4. **Workload (includes caretaker responsibilities; requesting support from staff)**
- 5. **Teaching/Resources (assessment, keeping students engaged)**
- 6. **Mental Health**

## Recommendations to General Council

- *This committee will focus on the feedback and issues that are being experienced by faculty because of the pandemic. Its focus will be to monitor the concerns of faculty as reported by CUSF representatives or their constituents, and to **recommend to the general council** those that may require action by CUSF and/or attention by the system.*
- Disseminate survey results to individual institutions.
- Do NOT conduct another survey; although there is room for improvement with this survey, there is enough data to understand the concerns of the faculty.
- The members of this subcommittee are happy to consult with the institutions.



	# Responses	
<p>Guidance from Admin – Provost/president/ Deans/ Chairs</p> <p>Justification for decisions/communications/transparency</p>	99	<ul style="list-style-type: none"> <li>• leadership questionable, not taking things seriously, out of touch; failed leadership;</li> <li>• After the pandemic first hit Maryland, the dean sent email to faculty that wearing mask is not allowed when we come to campus. I find this unacceptable, and more like a political requirement than a health or science related one</li> <li>• Word of mouth is NOT the way to let UMD know of vaccinations</li> <li>• Research was and has been shut down for far too long. It is clear that XX President and Dean have no clue what people do in the labs. They are very free to spend the money and energy of the funded faculty and have provided nothing of value in return. They have increased administrative and bureaucratic burden, communicate poorly, document poorly, and give paltry lip service to supporting faculty who provide a lot of service and money to the institution. The UMSOM and UMB bureaucracies are out of control - don't answer phones or email, take lots of time off, shoulder no responsibilities for the adverse consequences of their activities.</li> <li>• Top down approach</li> <li>• No spring break</li> <li>• Should stay out of assessment decisions</li> <li>• Take out the politics and decide what is best for University</li> <li>• Why a different set of standards for athletes?</li> <li>• All of the above issues could be more effectively addressed with a more serious faculty involvement and shared governance</li> <li>• The evaluation of students during this crisis has been well-tempered with compassion and encouragement, but faculty evaluations have been stark and vengeful.</li> </ul>
Vaccination	91	<ul style="list-style-type: none"> <li>• USM should have done more to ensure all faculty had access.</li> <li>• Some don't want it, then what?</li> <li>• Even if faculty are vaccinated, what about family members.</li> </ul>
Safety	71	<ul style="list-style-type: none"> <li>• Not enough space for student quarantine,</li> <li>• Lack of access to testing at outlying locations,</li> <li>• Social distancing in classroom, lack of ventilation</li> </ul>
Opening	71	<ul style="list-style-type: none"> <li>• Don't want to be around people who are not vaccinated</li> <li>• Students should have the option to continue online instruction in large-enrollment GenEd courses if they are uncomfortable with the classroom spacing and policies; Nowhere in this survey do we see a way (except the present free text which will be ignored) to express concern for whether we will have OPTIONS to teach on line versus on campus upon a return. I've worked HARD to formulate a top on-line experience; getting any recognition for this seems out of the question for the present (poor) leadership team, but it would be nice to amortize the cost over more offerings. There has been a tremendous amount of innovation in the past year, some of which have yielded better practices than were in place before. I hope the USM prioritizes efforts to leverage this for a competitive university system of the future not a headlong</li> </ul>

		<p>rush to get everything exactly back the same way it was pre-pandemic., want to continue teaching online, cleaning</p> <ul style="list-style-type: none"> <li>Please make guidelines as clear as possible, issuing information as early as possible.</li> </ul>
Workload	66	<ul style="list-style-type: none"> <li>Dealing with student stress, personal costs</li> <li>During telework, one potential reason for increasing faculty workload is the over-scheduling of responsibilities owing to the convenience of technology. In a Zoom world, we are now jumping from one meeting or event to another literally without pause. This would not have been possible or productive with in-person interactions. My hope is that we will find ways to create a balance between the flexibility that we now know is possible and the need for in-person learning activities that contribute to the quality of the work we do.</li> <li>Please no more well-being emails or webinars, what I need is a reduced workload and time off. Losing snow days to "telework" was incredibly detrimental to my mental health because I absolutely needed that break and to get outside and play with my children and dogs in the snow. I am obviously still resentful of it.</li> <li>Complete exhaustion with expectations to be even more productive during pandemic. Asked to take on more responsibilities since there is a hiring freeze and colleagues who do less due to childcare or health issues. Working at all hours to accommodate flexible schedules. Meeting student expectations for flexibility and accommodations which takes up so much more time. These are all important things that may be necessary but it's lost that we are expected to absorb all of this without any adjustment to what is expected from us, recognition, or help. Just exhausting.</li> <li>Two things: 1. My dean hosted a "coffee hour" recently and there were faculty members on the call complaining about how bored they are and how they've enjoyed taking up new hobbies. This is abhorrent and speaks to the unfair distribution of labor so many of us are experiencing. Second, at what point is the university going to stop pandering to us and actually listen to our concerns? EVERY university-level meeting begins with the same hollow sentiments about how "proud" they are of the work we've done and other related bullshit. Maybe rather than simply telling us our work is appreciated, SHOW us. Make adjustments to tenure expectations, put less pressure on us to do service, STOP adding shit to our plates unnecessarily. I'm one service request away from losing my mind. Enough is enough.</li> <li>The department and university has also increased their push to incorporate more anti-racism training, workshops, and service opportunities. Although well-intentioned, it is another burden in what is widely accepted as a challenging year.</li> <li>Lack of support staff for transition into the new science building. When faculty were asked to move to online teaching at a moment's notice round about this time last year, faculty were held accountable with all move related activities as the staff were asked to stay home to do their work. Faculty were told the President wants the science</li> </ul>

		<p>complex on time so we had to press ahead, when obviously the building was unfinished.</p> <ul style="list-style-type: none"> <li>As a whole, the institutions response to the needs of clinical faculty was left wanting. resources needed to maintain clinical output--with increased responsibilities --combined with no child care and no change in deadlines for academic and administrative responsibilities , all while taking a pay cut truly informed what the university thinks of me and my work. disappointed at the lack of consideration of the work it takes to contribute to the university and the extreme lack of help offered to support any of these efforts</li> </ul>
Resources	49	<ul style="list-style-type: none"> <li>Home env not good, TAs and faculty need right technology, telework support</li> <li>There has not been technical support for on-line teaching- it is fend for yourself which is difficult for those not tech knowledgeable. Need to triple the IT support staff for on-line. We have computer people but only one person to help with on-line. Every on-line class should have an IT person to trouble shoot.</li> <li>I do not have a computer or internet at home. While the university provided me with a laptop, my department was not able to provide me with a hotspot or other ways to access the internet, so the laptop is basically useless to me. I am driving to my parent's home in order to use their computer for my work.</li> </ul>
Student Assessment/Learning	38	<ul style="list-style-type: none"> <li>Students have not been held accountable; we cannot even require them to turn on cameras AND there is little support from Chairs and Deans to support faculty when students cheat.</li> <li>Students are not learning; they are more concerned with cheating.</li> </ul>
Caretaking	45	Faculty felt abandoned
Mental Health	33	<ul style="list-style-type: none"> <li>Faculty worried about themselves and students and their health bc of the students,</li> <li>lack of concern for faculty</li> <li>Please no more well-being emails or webinars, what I need is a reduced workload and time off.</li> <li>Faculty are burned out with the overwhelming about of work and communication that professors now do electronically. Emails from Administration have done little help: To this day, Administration at the University level has sent no emails to the students on how students can help faculty deal with the amount of stress. As a result, multiple faculty have left the university or moved elsewhere. If Administration does not rethink how to balance the mental health of faculty, more faculty will leave the university.</li> </ul>
Need Nonwork days and compensation for workload increase and physical costs of remote teaching	28	<ul style="list-style-type: none"> <li>It would be beneficial for departments and programs to have a fund that would allow faculty and staff to have all the technology they need in order to do their jobs-- such as purchasing hotspots, etc.</li> <li>I am bearing the raised cost of internet connectivity, computers and systems, and workspace.</li> </ul>
Scholarship/grants	28	<ul style="list-style-type: none"> <li>Not being able to apply for grants has affected tenure, pay.</li> </ul>
Support from staff/colleagues	10	<ul style="list-style-type: none"> <li>When will they return/work has fallen on faculty, not around to help</li> </ul>
Parking	8	<ul style="list-style-type: none"> <li>UMB had to pay for parking or give up spaces</li> </ul>

		<ul style="list-style-type: none"> <li>• Automatic deductions continued despite empty campus</li> <li>• Those voluntarily coming to campus for f-t-f forced to pay for parking at empty university.</li> </ul>
<p>Miscellaneous Responses</p> <ul style="list-style-type: none"> <li>• Not sure if this survey will be of any real use... more often than not, this kind of survey only serve the researchers' publication data and example, not really make any real-world changes. All the talks, endless meetings, people take advantage of this so that they can promote their career and promotions, but not real change;</li> <li>• Why didn't you address racism, inequalities, international students?</li> <li>• We don't understand survey – should have been tested.</li> </ul>		

## COUNCIL OF UNIVERSITY SYSTEM STAFF



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### **Council of University System Staff (CUSS) Report**

Board of Regents Meeting

April 16, 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 February 2021.

### **March CUSS Meeting**

The March Council meeting took place virtually but would have been hosted at Coppin if the meeting were in person. As such, the Council was excited to hear for the first time from President Jenkins, who virtually joined the group to kick off the meeting and introduce himself to the Council. During this meeting, staff from the USM and consultants from Huron also joined to share updates and hear feedback about the USM Strategic Planning process. Lastly, the Council also had the chance to meet in committee during the March meeting.

A few additional updates are as follows:

*Board of Regents Staff Awards Update:* As a reminder, we received 38 nominations from 11 institutions and Shady Grove for the Board of Regents Staff Awards current cycle. The review process is almost complete and we look forward to submitting our recommendations to the Board of Regents before the next meeting of the group.

*Winter CUSS Newsletter:* Attached to this report is the Winter Edition of our CUSS Newsletter. Included in this edition is a thorough recap of Advocacy Day 2021, which took place on Wednesday, February 17, 2021. Please review for additional details.

*Shared Governance Survey:* The Council recently sent out our annual Shared Governance Survey to staff senate members at all twelve of the USM institutions. This survey has been conducted annually since 2017-2018 to monitor and understand the status of shared governance across the system each year, particularly as it pertains to the role of staff. Currently, we have 112 responses from staff senate representatives at all twelve USM institutions and we will be closing the survey soon. We will share a full report with the Chancellor and the Board of Regents before the next meeting and we will share an individual report for each campus with the campus Presidents.

Our Council will meet again virtually on Tuesday, April 20, 2021 at Towson University. We look forward to meeting with President Schatzel as she greets the Council at our April meeting. Please do not hesitate to contact me directly ([lailams@umbc.edu](mailto: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 Staff

*Quarterly Newsletter / Winter 2021 Edition*



## **Bowie State University (BSU)**

14000 Jericho Park Road  
Bowie, MD 20715

## **Coppin State University (CSU)**

2500 W. North Avenue  
Baltimore, MD 21216

## **Frostburg State University (FSU)**

101 Braddock Road  
Frostburg, MD 21532

## **Salisbury University (SU)**

1101 Camden Avenue  
Salisbury, MD 21801

## **Towson University (TU)**

8000 York Road  
Towson, MD 21252

## **University of Baltimore (UB)**

220 N. Arch Street  
Baltimore, MD 21201

## **University of Maryland, Baltimore (UMB)**

520 West Lombard Street  
Baltimore, MD 21201

## **University of Maryland Baltimore County (UMBC)**

1000 Hilltop Circle  
Baltimore, MD 21250

## **University of Maryland Center for Environmental Science (UMCES)**

P.O. Box 775  
Cambridge, MD 21613

## **University of Maryland, College Park (UMCP)**

7950 Baltimore Avenue  
College Park, MD 20742

## **University of Maryland Eastern Shore (UMES)**

11868 College Backbone Road  
Princess Anne, MD 21853

## **University of Maryland Global Campus (UMGC)**

1616 McCormick Drive  
Largo, MD 20774

## **University System of Maryland Office (USMO)**

3300 Metzgerott Road  
Adelphi, MD 20783-1690

## **Find us on the web:**

Website: <http://bit.ly/1yc1prc>  
Facebook: @CussMaryland  
Twitter: @CUSS\_USM

## *Update from the Chair*

I hope that everyone has had a wonderful start to the spring semester! It may not feel like it these past few weeks but before we know it, longer days and warmer weather will be back! As the Chair of the Council of University System Staff (CUSS), I want to share some exciting updates on behalf of the Council:

### **USM Advocacy Day 2021**

This year's USM Advocacy Day was unlike any other thanks to the current circumstances. The Councils were able to move the entire event online. The Council of University System Faculty (CUSF), the Council of University System Staff (CUSS), and the USM Student Council (USMSC) in partnership with the USM Women's Forum joined together to host this annual event on Wednesday, February 17<sup>th</sup>. A quick note of thanks to everyone who was able to participate. This newsletter includes a special feature about Advocacy Day – I encourage you to check it out to learn more about the day.

### **Board of Regents Staff Awards Update**

The Council received 38 nominations from 11 institutions for this cycle of the Board of Regents Staff Awards nominations process. The Board of Regents Staff Awards & Recognition Committee looks forward to reviewing these nominations in the next month and putting forward recommendations to the Executive Committee regarding the results for each category. The results will then be submitted to the Board of Regents for final approval.

As always, I want to thank all of the members of our Council for all of their hard work! Please take a moment to extend your appreciation to your campus' representatives and alternates and reach out to them if you have any concerns or questions. Our Council is still actively meeting online on a monthly basis. I look forward to sharing additional updates at the close of the academic year.

Sincerely,

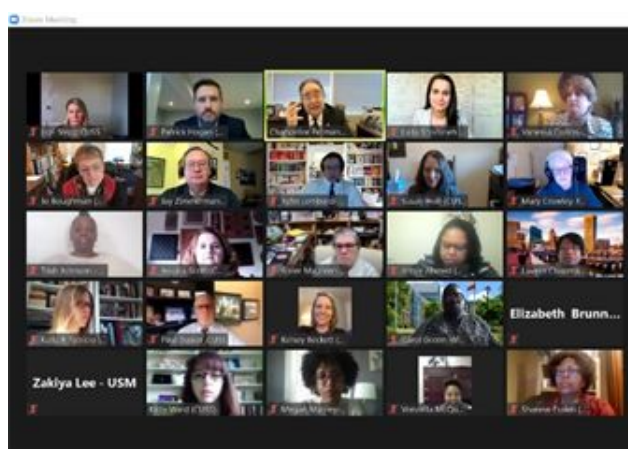
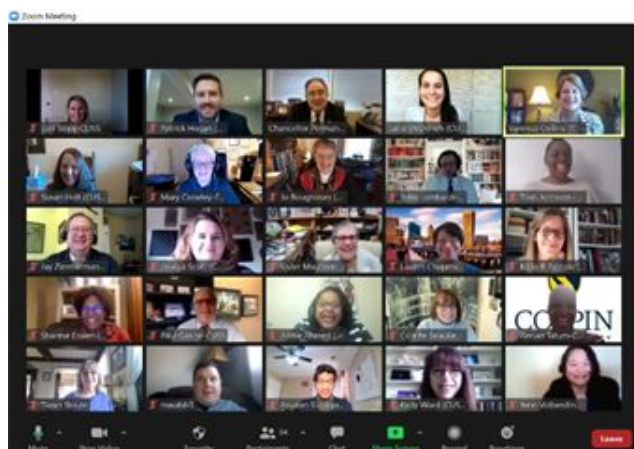
Dr. Laila M. Shishineh  
Council of University System Staff

## CUSS SPOTLIGHT: *LEGISLATIVE AFFAIRS & POLICY COMMITTEE – ADVOCACY DAY*

This was an Advocacy Day unlike any other. On Wednesday, February 17, 2021, the Council of University System Faculty (CUSF), the Council of University System Staff (CUSS), and the University System of Maryland Student Council in partnership with the University System of Maryland Women's Forum hosted the first ever virtual Advocacy Day online via Zoom. Prior to the actual event, Patrick Hogan (USM Vice Chancellor for Government Relations) was able to send a message to all of the legislators on behalf of the three Councils and the USM Women's Forum to share a preview video and the USM Points of Excellence handout.

The Councils started the day with a virtual kick-off meeting where they were greeted by Chancellor Perman, who encouraged the groups to do their best to advocate for the USM while also sharing their own stories and experiences from this unique past year. Vice Chancellor for Government Relations, Patrick Hogan, then shared some tips and strategies for groups to consider prior to their individual meetings with legislators. CUSS Legislative Affairs & Policy Co-Chairs, Vanessa Collins and Lori Stepp, then shared some details about what to expect for individual meetings and a few final tips. Over the course of the day, participants hosted a series of individual meetings with delegates and senators via Zoom to share data from the USM Points of Excellence document.

While hosting Advocacy Day virtually for the first time ever was not without challenges, overall the day was very productive and went very well! Many thanks to everyone who participated across the Councils and the USM Women's Forum. A special thanks to Vanessa Collins, Salisbury University, and Lori Stepp, UMCES, for co-chairing the Legislative Affairs and Policy Committee and taking the lead on all of the logistics to make Advocacy Day 2021 such a success despite the unique circumstances!



## USM INSTITUTIONAL UPDATES

### **Bowie State University**

A new program at Bowie State University hopes to bring diversity to stop motion animation industry. Stop motion animation is one of cinema's oldest techniques that give characters, like those in the 2009 film "Coraline", a unique look. "It's small, mostly small physical characters' sculptures. Someone is physically moving it frame by frame," Tewodross M. Williams, Bowie State University Chair of Department of Fine and Performing Arts, said. Like a lot of the animation industry, there hasn't been much diversity in stop motion filmmaking, Williams said. The university and the Golden

Globe award-winning animation studio Laika are soon starting a new program that could help change that. They're now partnering to create the nation's first stop motion animation studio at a historically black college. The program should start in Spring 2022, but Laika is getting involved now and is trying to meet with students in classes this semester to talk to them about stop motion animation.

### **Coppin State University**

Coppin State University has launched two new master's degree programs for fall semester 2021: MS in Applied Molecular Biology and

Biochemistry (AMBB) and MS in Polymer and Materials Science (PMS). Both programs will create exciting new opportunities for students to pursue degrees in science and high technology fields. The AMBB program leads to careers in medical, food, drug and other research fields. The PMS program leads to careers in chemistry, teaching, materials research and development, manufacturing, cosmetics industry, physics and engineering. Coppin State University was recently named as one of the nation's best public colleges for psychology majors for 2021. This Forbes article reported on the study conducted by BrokeScholar.com, which analyzed more than 100 colleges in the United States. The study



found a variety of colleges, both public and private, that effectively combine affordability and solid education, with large numbers or percentages of students completing a bachelor's degree in psychology.

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#### Frostburg State University

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To guide our decisions for a safer campus, Frostburg State University is implementing an intensive COVID-19 testing strategy for the spring semester. All students, faculty and staff who are regularly on campus will be tested twice every week using the BinaxNOW rapid antigen test. If your antigen test returns a positive result, you will be informed quickly and must follow up with Brady Health (for students) or your healthcare provider (for faculty and staff). Results will also be uploaded to your COVID-19 Check-in Portal approximately 20 minutes after your test. A portion of our community is exempt from testing. You may be exempt if: you are an employee who is mostly teleworking/teaching fully online; all of your classes are fully online AND you are living off campus; you are a student-athlete (and being tested through Athletics); you previously tested positive for COVID-19 within the last 90 days and have uploaded the result to the COVID Check-In Portal; you've submitted a complete COVID-19 vaccination record via the COVID Check-In Portal; and for a reason not listed above, you've submitted an approved exemption request via the COVID Check-In Portal.

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#### Salisbury University

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Salisbury University's partnership with Wicomico County Public Schools has been recognized by the National Association for Professional Development Schools (NAPDS) as an Exemplary PDS Achievement Award recipient. The NAPDS is the pre-eminent national organization supporting the critical linkage between higher education and public schools in the clinical preparation of teachers. Salisbury University is one of just four institutions recognized with the honor this year, along with Bowie State University, California Lutheran University and the University of North Carolina Charlotte. Since the inception of the NAPDS in 2005 just 28 programs have been recognized for their work. This is SU's fourth time receiving the accolade – second most of any institution. This year's winners will be recognized and have an opportunity to present about their program during the NAPDS virtual conference in March.

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#### Towson University

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President Biden taps Towson University alum as Acting Surgeon General. Towson University alumna Rear Admiral Susan Orsega '90 was appointed as acting surgeon general, making her one of the first nurses to hold the position. "Our College of Health Professions and its alumni continue to prove essential to our state and our nation," President Kim Schatzel says. Orsega, who was a member of the track and field team

as a student, spoke to a TU Nursing Leadership and Management class in 2016. Towson University, she said, prepared her for this moment.



The National Collegiate Athletic Association/Minority Opportunities Athletics Association (NCAA/MOAA) Award recognizes TU's athletic department's initiatives and policies that embrace diversity and inclusion. In 2020, TU was the only higher education institution in the state of Maryland and one of just 90 across the nation to receive the Higher Education Excellence in Diversity (HEED) Award. "The Towson University athletics staff and student-athletes have demonstrated a consistent pattern of developing instrumental programming and activities that put a spotlight on the importance of inclusivity and diversity, ..." said Derrick Gragg, senior vice president for inclusion, education and community engagement at the NCAA.



For more information, on these stories, go to <https://www.towson.edu/news/>

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#### University of Baltimore

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A new, extensive report by The Chronicle of Higher Education on the changing perceptions of post-secondary educational opportunities for incarcerated persons and real estate as part of The University of Baltimore's Second Chance College Program. Anderson, who began in the program while still at Jessup, had earlier taken classes there through another college. But that program ended in 2000, and he waited years until, through meeting Andrea Cantora, Associate Professor in The University of

Baltimore's College of Public Affairs and the Director of the Second Chance initiative at the University, he was able to start classes again. Anderson started tutoring other incarcerated men, including those who couldn't read or write. Anderson said his interactions with Professor Cantora and the students from the University was life changing—for him and them. Prof. Cantora and her colleagues eventually piloted a program through which those serving time in prison could take classes, then progress on toward a degree from The University of Baltimore. With the recently announced reestablishment of the Pell Grant program as a way to support these students along their journey, Anderson and other incarcerated individuals are able to plan for a post-prison future that includes gainful employment, social connections, and more.

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#### University of Maryland, Baltimore (UMB)

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Angela Hall, former Staff Senator and CUSS member of many years, was awarded the UMB Champions of Excellence Award. The Champions of Excellence campaign is a multiyear branding campaign at UMB that highlight individuals and teams that exemplify extraordinary accomplishment and represent excellence at the University. Angela Hall, MBA, Director of the University of Maryland, Baltimore's (UMB) Office of Parking and Transportation Services (PTS), has taken customer service to a new level during the COVID-19 pandemic, even moving cashier operations into her own office when the SMC Campus Center closed in the spring. Hall, who was initially one of three office employees in PTS who continued to work on campus, had to process a large number of student refunds when many classes moved online and some garages were closed. Hall "excelled at addressing the high demand for student refunds with a quick response and continued follow-up," said her supervisor, Robert Milner, MS, executive Director, Auxiliary Services. "She redeveloped the PTS cashier's office to accommodate the various onboarding schedules during the pandemic, while limiting the number of staff on campus." For more information, visit: <https://www.umaryland.edu/champions/angel-a-hall-mba/>



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**University of Maryland,  
Baltimore County (UMBC)**

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UMBC's Professional Staff Senate (PSS) is hosting a monthly Self-Care series in Spring 2021 during their meetings that will feature five Campus Community Members as guests including Freeman Hrabowski, UMBC President; Greg Simmons, Vice President for Institutional Advancement; Kim Leisey, PhD, Associate Vice President for Student Affairs; Jack Seuss, Vice President of Information Technology and CIO; and Yvette Mozie-Ross, PhD, Vice Provost for Enrollment Management and Planning. This initiative is to help inform our community about how leadership across campus is supporting staff in this virtual world. These sessions will be recorded and shared with the UMBC community. PSS is busy as it nears its next election cycle in April and will continue to recruit their next cohort of the PSS Mentoring Program which will officially launch this summer. UMBC continues to be mostly virtual for Spring 2021 and plans to remain mostly virtual for Summer 2021 as well.

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**University of Maryland Center for  
Environmental Science (UMCES)**

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UMCES held its first open Diversity, Equity, and Inclusion Collaborative meeting on Friday, February 12. All members of the UMCES community were invited to discuss goals and priorities for DEI initiatives, including a Campus Climate survey and implementation of a Campus Ombuds program. UMCES also launched its first professional certificate program in Environmental Management for Sustainability on the edX online education platform on February 15.

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**University of Maryland  
College Park (UMCP)**

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Nominated by then President-Elect Joe Biden, UMD Alumna Kathleen Hicks has been confirmed as Deputy Secretary of Defense, making her the first woman in history to hold the position, the second-highest in the Pentagon. Hicks will be responsible for the advancement of the administration's defense strategy, the logistics of the COVID-19 vaccine distribution, and work to restore alliances and modernize the armed forces. Previously, Hicks served in the Obama administration as principal deputy under secretary of defense for policy as well as the deputy under secretary of defense for strategy, plans and forces.

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**University of Maryland  
Eastern Shore (UMES)**

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The University of Maryland Eastern Shore received a transformational \$20 million donation in mid-December from philanthropist and novelist MacKenzie Scott. This was the largest gift in the school's 134 year history. UMES was among 384 organizations, including 17 historically black institutions, that collectively will benefit from \$4.15 billion in the latest round

of donations from the ex-wife of Amazon co-founder Jeff Bezos. Scott wrote in an online statement Dec. 15 that the "384 carefully selected teams have dedicated their lives to helping others, working and volunteering and serving real people face-to-face at bedsides and tables, in prisons and courtrooms and classrooms, on streets and hospital wards and hotlines and frontlines of all types and sizes, day after day. Philanthropist MacKenzie Scott donates \$20 million to UMES after day." UMES plans to use Scott's donation to make strategic investments to benefit students short- and long-term. Among the university's top priorities is financial assistance for students, many of whom face challenges finding ways to pay for their college education. The University of Maryland Eastern Shore bid farewell to some 230 graduates at its December Class of 2020 with a 36-minute commencement celebration video in lieu of a traditional ceremony typically held in front of thousands at the William P. Hytche Athletic Center. The UMES administration produced an online tribute in May featuring recorded remarks from President Heidi M. Anderson, Maryland Gov. Larry Hogan in addition to voluntary testimonial videos from seniors and a robust carousel of campus life photos set to music.

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**University of Maryland  
Global Campus (UMGC)**

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UMGC announces their partnership with Study.com. The alliance with Study.com, a leading online and mobile learning platform, provides an affordable transfer pathway for students to earn a degree by taking courses through Study.com's College Accelerator and UMGC. More than 150,000 college credits were earned through Study.com. in the past year.



## 2020 – 2021 CUSS REPRESENTATIVES

### **Bowie State University (BSU)**

Robert Alicea  
Trish Johnson  
LaVel Jones  
Vonzella McQueen

### **Coppin State University (CSU)**

Sandra Battle  
Sheila Chase  
Yvonne Oliver

### **Frostburg State University (FSU)**

Heather Killeen  
Amy Nightengale  
Rubin Stevenson  
Sara Wilhelm

### **Salisbury University (SU)**

Vanessa Collins  
Paul Gasior  
Lisa Gray  
Jessica Scott

### **Towson University (TU)**

LaVern Chapman  
Deniz Erman  
Kelly Ward  
Carol Green-Willis

### **University of Baltimore (UB)**

Tony DuLaney  
Megan Manley  
Christine Marconi  
Suzanne Tabor

### **University of Maryland, Baltimore (UMB)**

Ayamba Ayuk-Brown  
Colette Beaulieu  
Sharese Essien  
Susan Holt  
Jenn Volberding

### **University of Maryland, Baltimore County (UMBC)**

Sheryl Gibbs  
Kevin Joseph  
Thomas Penniston  
Laila Shishineh, Chair  
Dawn Stoute  
Michael Walsh

### **University of Maryland, Center for Environmental Sciences (UMCES)**

April Lewis  
Michelle Prentice  
Rhonda Schwinabart  
Lori Stepp

### **University of Maryland, College Park (UMCP)**

Meredith Carpenter  
Elizabeth Hinson  
Dolores Jackson  
Jerry Lewis  
Kalia Patricio  
Sister Maureen Schrimpe

### **University of Maryland Eastern Shore (UMES)**

Chenita Reddick

### **University of Maryland Global Campus (UMGC)**

Melanie Barner  
Antoinne Beidleman  
Kathleen Hebbel  
Francesca Kerby  
Linda Kuligowski  
Karolina Nash

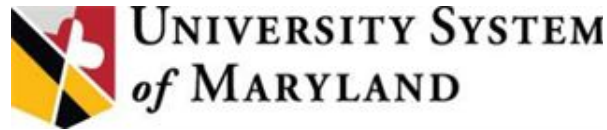
### **University System of Maryland Office (USMO)**

Chevonie Oyegoke

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

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





COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS

April 16, 2021

The Council of University System Presidents (CUSP) continues to convene bi-weekly to address issues related to the COVID-19 pandemic in addition to other systemwide matters. Since its February report to the Board, CUSP met on the following dates: February 21, February 24, March 1, March 10, March 24, April 5, and April 7. The report below highlights the content of our CUSP meetings, weekly meetings on COVID-19, and Chancellor's Council meetings.

The last CUSP report focused on the start of the spring semester. Each institution continues to implement their COVID-19 safety protocols, adapting and changing when needed. Widespread vaccination continues to be the key to getting the pandemic under control. The presidents had a discussion with and received guidance from the Associate Attorney General around vaccination requirements on their campuses, including whether they could be made mandatory for individuals returning to campus. Several institutions are working with the Maryland Department of Health to set up vaccination clinics on campus, specifically targeting students returning home for the summer.

Our campuses and regional centers are also putting together their return to campus plans for the fall and preceding months. Most institutions plan to start bringing faculty and staff back to the office over the summer and returning to something more akin to normal in the fall (with proper protocols and the knowledge that we may have to adapt and pivot, if necessary). The presidents also talked about telework policies and what they may look like as we continue to move forward.

In addition to pandemic-related topics, CUSP discussed the legislative session and the Governor's budget. They discussed how to handle the Juneteenth holiday system-wide. The USM Women's Forum presented to Chancellor's Council about its work and how each campus can be more involved. CUSP also met with the Huron Consulting Group to hear about the USM strategic planning process and provide feedback.



## **USM Student Council Report for the USM Board of Regents**

April 16, 2021

The USM Student Council is enjoying the busiest time of the spring semester while planning our first ever cross-system town hall entitled “One Year into a Pandemic Together.” This gathering includes panelists from six USM institutions and is scheduled for April, 22<sup>nd</sup> at 6pm. This Town Hall will open dialogue with a diverse panel to hear from guest speakers and students across USM in addressing the impact of COVID on students, challenges and successes over the past year, and the way ahead.

Earlier this month, we had over 25 student leaders from across the USM join our USMSC meeting with Governor Hogan’s Chief of Staff, Amelia Chasse Alcivar, and key legislative staff. We hope for this mutually beneficial relationship to grow as both the students and the policy-makers found the conversation meaningful. Topics discussed included affordability and transparency in higher education, HBCUs, student fees, environmental advocacy and shared governance.

In this vein, we would like to reiterate that the USMSC has a process to establish through majority institution vote the means to formalize and act upon USMSC stances. During the spring legislative cycle, seven bills were polled for support and/or opposition. An appendix shows the summary report from our Government Relations Committee of each bill.

Last Sunday, we gathered for our official monthly meeting where we welcomed USM Women’s Forum as well as the Maryland Department of Health Educators as our guest speakers. We did a wrap up of our spring advocacy work highlighting the seven bills the Council voted to support. We devoted time to planning transitions and reviewing bylaws to help sustain positive adaptations that emerged from the pandemic. This includes proposed provisions to ensure hybrid attendance will be an encouraged model to further of goals of wide and inclusive representation on the Council. In addition, we discussed USMSC elections for the upcoming term and strategies to improve outreach and recruitment for the soon to be vacant leadership roles.

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 MHEC continues.. An example of these collaborations includes a



## USM Student Council Report for the USM Board of Regents

April 16, 2021

planned student feedback session for the in progress Academic Integrity policy similar to the session last fall focused on naming policies.

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 levels as well as by faculty, staff and fellow students during this time.

With Respect and Appreciation,

Annie Rappeport  
**2020-2021 USMSC President**

### Appendix I: *USMSC Government Relations Committee – Session Action*

#### **Student and Military Voter Empowerment Act (HB156/SB283)**

This bill is designed to increase voter participation among students and members of the armed forces. This bill requires that universities designate a university employee as a Student Voting Coordinator. They would be responsible for university actions, initiatives, and programs aimed at improving voting turnout among students. This bill also requires information regarding student voting to be displayed more prominently on certain websites and it also requires local boards of elections to obtain input from universities when designating polling locations and precinct boundaries. The initial version of the bill included a provision requiring two hours of excused absence on election day for students, however, despite a push to amend the bill to give students the whole day off, the provision was amended out in its entirety.

#### **Jordan McNair Safe and Fair Play Act (HB125/SB439)**

This bill is designed to reform Maryland's collegiate athletic environment such that student-athletes receive sufficient protection. This bill ensures that student-athletes remain eligible for scholarships even if injuries or other unforeseen circumstances derail their athletic participation. This bill also ensures that player's medical needs are met, including provisions designed for financial assistance and strengthened injury protocols. This bill also includes provisions that would protect the Title IX rights of players. Finally, this bill would give student-athletes permission to profit off their likenesses.

#### **Textbook Tax Cut Bill (HB792/SB904)**

This bill would create a tax exemption period for college textbooks, allowing college students to purchase textbooks with no sales tax for two weeks out of the year. The tax-exemption weeks are situated to line up



## **USM Student Council Report for the USM Board of Regents**

April 16, 2021

with the start of the fall college semester and the spring college semester. This bill would also cover digital course material.

### **Student Fee Transparency Bill (HB1295/SB895)**

This bill is intended to provide transparency regarding the process of student fee creation and the use of revenues collected from student fees. This bill would require that USM institutions present information to a student committee regarding the amount of a fee, the students who would be subject to it, and the proposed use for its revenues. The bill would also require that fees revenue be retained and used by the department that imposes it unless the student committee on fees is presented with an exception for review.

### **Graduate Assistant Collective Bargaining Bill (SB521)**

This bill is intended to ensure USM graduate assistants are given the ability to collectively bargain. This includes any research assistants, postdoctoral interns, or fellows. SHELRB would be responsible for new collective bargaining action authorized under this bill. Under current law, wages for graduate assistants are set by the USM with no input from graduate assistants themselves.

### **FUTURE Act (HB803/SB835)**

This bill is intended to ensure USM campuses attain a state of carbon neutrality. Universities would be required to be carbon neutral for direct emissions and indirect emissions by 2025. Universities would also be required to be carbon neutral for induced emissions by 2035. Universities would also be required to report on their process, dedicate staff to sustainability, and report on their progress yearly. Carbon neutrality is also permitted to be met through carbon offsets rather than reduced emissions.

### **Hunger Free Campus Bill (HB891/SB767)**

This bill establishes the Hunger-Free Campus Grant Program. It would be managed by the MHEC and would be required to provide matching funds to public institutions seeking to address hunger on their campus. It also requires that for every year starting in FY 2023, the Governor provide \$150,000 for the fund in his budget.

### **Mental Health Hotline for Student IDs Bill (HB466/SB405)**

This bill requires each USM institution to provide the telephone number of Maryland's Helpline, or an on-campus crisis center that operates 24 hours a day and 365 days a year on student identification cards.

### **Task Force to Study Access to Mental Health in Higher Education Bill (HB244/SB161)**

This bill establishes a task force that studies mental health policies and procedures in USM schools. In addition to review current mental health practices, the task force is also intended to offer recommendations to universities on how to improve their mental health services. The task force is to be staffed by the Maryland Higher Education Commission (MHEC).





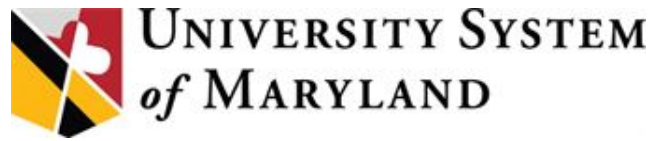
## **USM Student Council Report for the USM Board of Regents**

April 16, 2021

For each of these bills and more, the USMSC Government Relations Team has worked to ensure passage through the MGA. Research, individual communication with MGA members, coordination with students and interest groups, and testimony in committee hearings were the main tools we used to help support these bills in their journey through the MGA. Although there were some setbacks this session, namely the failure to secure a full day of excused absence on election day with an amendment to the SMVEA, the Government Relations Committee still made valuable progress on a number of legislative issues and expended maximum effort in lobbying for student issues in Annapolis. We hope that in addition to the legislative goals that we completed this session, our efforts helped lay the groundwork for collaboration with MGA members in future sessions to tackle issues that were not addressed this year.

Although these nine bills were the most significant that the Government Relations Committee evaluated and acted on, there were a number of other bills that we evaluated and researched on a smaller scale. There were over twenty bills this session that had some level of impact on students within the system, and for each one of them, our committee carefully evaluated the policy outcomes and weighted the potential impact of our lobbying involvement.

We had successful session. The SMVEA, the Jordan McNair Safe and Fair Play Act, The Mental Health Hotline for Student IDs Bill, and the Hunger Free Campus Bill all appear to be on their way to successful passage in the MGA. Overall, the Government Relations Committee is hopeful that each one of these bills will make its way through the MGA, as our advocacy work promoting these bills is ongoing.



University System of Maryland Board of Regents  
Via Zoom  
February 19, 2021 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:31 a.m. on Friday, February 19, 2021 virtually via Zoom. Those in attendance were: Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Holzappel, Johnson, Leggett, Malhotra, Neall, Pope, Rauch, Sansom, Schulz, and Wood; Presidents Anderson, Breaux, Fowler, Goodwin, Hrabowski, Jarrell, Jenkins, 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.

Chair Gooden opened the meeting by thanking the board members for all they do. She also acknowledged that while the approved vaccines bring us closer to the end of the pandemic, there is still work to be done. Campus leaders are still fully engaged in this effort, and the board continues with their efforts focusing on several key initiatives. Namely, the Branding and Marketing Task Force, The Strategic Plan Advisory Group, and the Diversity and Inclusion Efforts.

Chair Gooden recognized and honored Black History Month as shaping the history to come through a genuine commitment to promoting and pursuing social, economic, and racial justice. She also acknowledged several distinguished Black alumni within the USM family, realizing that there is a long and varied list of impressive Black Alumni who have been trailblazers at the state and national levels in the sciences, humanities, industry, athletics, politics, and so much more.

She also noted Chancellor Perman's one-year anniversary and congratulated him on his leadership and insight throughout the year, followed by an introduction of Educational Forum guest speaker, Katherine Thompson, Staff Counsel for the State Ethics Commission. Chair Gooden closed her comments by remarking that this particular board meeting also marked one year since the initial convening of the board to discuss the potential of a menacing virus having an impact on our health. She acknowledged that it has been a challenging year, but as a System we've worked hard to keep our students, employees, and communities safe. She stated that she was grateful to each and every person on our campuses and in the System office who have helped in this effort.



Educational Forum. Ms. Thompson, Staff Counsel for the State Ethics Commission, presented information and scenarios concerning the dos and don'ts of State Ethics Law and conflicts of interest issues. Ms. Thompson indicated that the purpose of the presentation was to help board members and employees avoid improper influence and appearance of improper influence; assure citizens of the impartiality and independent judgment of board members and employees; and require board members and employees to disclose financial affairs and to meet minimum standards of ethical conduct. She also provided information concerning who should file a financial disclosure statement; and provided information on available resources. The full presentation maybe accessed at this link:

[https://www.usmd.edu/regents/agendas/20210219\\_FullBoard\\_PublicSession.pdf](https://www.usmd.edu/regents/agendas/20210219_FullBoard_PublicSession.pdf)

Chancellor's Report. Chancellor Perman opened his report by acknowledging his one-year anniversary, followed by saying how grateful he was for the successes shared over the last year and the work done to serve our students, advance our System and support our state.

He also made mention of the extraordinary achievements enjoyed by our universities since the last board meeting in December. Namely, in the area of growth in facilities and programs, Towson University's (TU) new Science Complex opened. LAIKA, one of Hollywood's best known and most awarded animation studios, is building the nation's first stop-motion animation studio at Bowie State University; the University of Maryland Eastern Shore (UMES) is adding Digital Media Studies to its majors and have the distinct honor of being enlisted by Apple as a Community Center for Coding and Creativity, enabling them to teach programming languages for Apple's X-code platform. Coppin State University is adding Applied Molecular Biology and Polymer and Materials Science to its master's programs in the fall. University of Maryland Center for Environmental Science launched its first-ever professional certificate program in Environmental Management for Sustainability, hosted on the edX platform.

University of Maryland, Baltimore County's new BS in Translational Life Science Technology just won the inaugural BioBuzz award for enhancing the regional biotech workforce.

And two new degree programs will launch this fall at the Universities at Shady Grove—BFA in Graphic Design from Salisbury University and a BS in Biocomputational Engineering from the University of Maryland, College Park (UMCP). The University of Maryland Global Campus (UMGC) is innovating how it serves learners through innovative business partnerships: A new collaboration between UMGC and Amazon Web Services offers students a combination of paid immersive learning and on-the-job training with Amazon. And a partnership with ManTech, a leading defense contractor, provides employees no-cost access to UMGC's master's program in Data Analytics.

Chancellor Perman also made mention of significant gifts and grants that the various universities received. Bill and Joanne Conway made a \$14-million commitment to the School of Nursing at the University of Maryland, Baltimore, which funds an additional 345 Conway Scholarships that will cover in-state tuition and fees; UMCP's School of Public Health received a \$1.5 million gift from the Robert Wood Johnson Foundation to prepare a new generation of public health

leaders. UMES received \$2.25 million in scholarship funding from the USDA, to help fill the national shortfall in graduates trained to work in agriculture, food, and renewable natural resources; and the National Science Foundation awarded \$1 million to TU so that the university can continue its work in expanding access to STEM education. Additionally, the Chancellor expressed praise and pride in the institutional excellence exhibited at the various schools and regional higher education centers. He concluded his recognition of campus highlights by mentioning a few terrific media coverage events at the various institutions. Chancellor Perman also talked about the USM's Maryland Momentum Fund adding another investment to our portfolio; and, talked about our rigorous efforts in disease prevention and containment—indicating that they are working. He then thanked everyone for their vigilance, compliance, and hard work.

His concluding remarks addressed the budget shortfall, as well as the steps taken to address them. He indicated that even with the budget reduction, we will still be able to limit tuition increases next year to 2 percent for in-state undergraduates. The bottom line is that this budget proposal demonstrates—at a time of enormous fiscal pain—Maryland's abiding commitment to higher education. And Chancellor Perman acknowledged a significant milestone reached by the MPower initiative between UMB and UMCP and recognized by the Maryland Senate. The NSF has officially linked UMB and UMCP as one research enterprise and that single enterprise—the University of Maryland—now ranks 8th among the nation's public research universities and 14th overall in R&D expenditures. He stated that this remarkable accomplishment was won by the talent and energy of our faculty, and the power of their ideas. It was won by the leadership of Presidents Bruce Jarrell and Darryll Pines, former President Wallace Loh, and Vice President for Research Laurie Locascio. It was 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 a commitment to Systemness—a genuine embrace of the value of collaboration; dedication to intentionally seeking out opportunities to partner with one another. Lastly, the Chancellor addressed the COVID vaccine campaign that was undertaken with the 12 USM presidents. Together, they pledged to get vaccinated when eligible. The pledge is a sign of their trust in the vaccine science—and the vaccine scientists. A video was then shown to demonstrate their pledge. The video can be accessed at <https://www.usmd.edu/newsroom/news/2124>.

## I. Council Reports

- a. Council of University System Presidents (CUSP). President Breaux presented the report, stating that CUSP continues to meet on a weekly basis to address COVID-19 related issues. She indicated that academic offerings continue to be offered remotely; however, several universities have brought back students on a slightly increased basis. Universities have committed to increased testing—utilizing approaches best suited for their respective campus. They also voiced support for

vaccine advocacy and encouraging their campuses to get the vaccine. There were discussions of communicating with faculty about teaching modalities as they move resuming pre-pandemic levels of in-person teaching and learning.

CUSP also discussed campus safety matters following the January 6, 2021 insurrection at the United States Capitol and the safety advisories that were later issued which extended beyond the inauguration. The presidents agreed to convene university police and security leaders from across the USM to prepare.

There was discussion concerning 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. In closing, President Breau indicated that 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.

- b. Council of University System Faculty (CUSF). Dr. Brunn presented the report, indicating that the Academic Integrity subcommittee will present a final "talking points" draft proposal to the general body for approval at the February 26<sup>th</sup> meeting. If 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. A presentation is being prepared to present 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 curriculums. Dr. Brunn also stated that the technological subcommittee met with USM CIO Michael Eismeier and with the university CIO's on the issues of privacy on February 12<sup>th</sup>. 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 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. The committee agreed their next step (running a set of refined questions by Provosts and CIOs) is critical in this process and will hopefully provide a more comprehensive understanding of the issues being examined given that many of them relate to decisions taken by Academic Affairs in consultation with IT.

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, including such topics as 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 Covid-19 ad hoc subcommittee prepared a survey that they sent to faculty and other shared governance groups to determine what the academy felt to be the most important

current issues to be addressed related to COVID 19. The Rule and Membership Committee discussed whether to change the traditional meeting from always being face-to-face to online only or a hybrid. Lastly, the Legislative Affairs & Policy Committee met with CUSS to set the date for Annapolis Day—February 17, 2021.

- c. Council of University System Staff (CUSS). Dr. Shishineh presented the report, stating that a lot of time has been dedicated to preparing for and implementing a virtual Advocacy Day, held on Wednesday, February 17, 2021. Dr. Gregory Fowler, president of UMGC virtually joined CUSS in January, kicking the meeting off with a welcome and introducing himself by sharing information about UMGC and his plans as he assumes his new role.

The Council also had the chance to meet with partners from the USM Women's Forum during the January meeting and discussed potential areas of collaboration including looking at some questions around tuition remission fees, as well as Employee Assistance Programs at each campus. They also discussed the Board of Regents Staff Awards & Recognition, where 38 nominations from 11 institutions and Shady Grove.

Lastly, the Councils and members of the USM Women's Forum were greeted by Chancellor Perman and Patrick Hogan from the USM. Afterwards members from each Council engaged in individual meetings with several delegates and senators. The Councils were also able to send a video and handout highlighting the many accomplishments of the USM this past year.

- d. University System of Maryland Student Council (USMSC). Ms. Bernetta Reese, USMSC VP of Undergraduate Affairs, presented the report in the absence of Ms. Rappeport. She indicated that the Council shifted its focus to primarily committee work and legislative advocacy efforts. She acknowledged the dedication of the student leaders across the system and expressed excitement over 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.)

The USMSC 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 (e.g., The Jordan McNair Safe and Fair Play Act, The Student and Military Voter Empowerment Act, and The Textbook Tax Relief Act). They are also in current voting process for an additional 5-6 bills.

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. Ms. Reese also mentioned that USMSC and the MHEC Student Advisory Council are in conversation during this key planning term for higher education in the state of Maryland. She concluded her report by expressing

appreciation for the tremendous work by leaders at the institutional and System level as well as by faculty, staff, and fellow students during this time. She thanked all of the representatives on the USM counseling center directors' group for meeting with USMSC members on important issues related to mental health; and a large thank you to new UMGC President Greg Fowler for joining the February meeting for a robust conversation related to online and hybrid learning during the pandemic and beyond.

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. Chair Gooden moved and Regent Pope seconded the motion to accept the consent agenda. The motion was unanimously approved. The items included were:
  - 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
    - i. FY 2020 Effectiveness and Efficiency Results (information). Regent Attman reminded the regents that the Committee on Finance is now the steward of the E&E efforts that were formerly the purview of the E&E Workgroup. He stated that this committee will continue to support the E&E initiative by emphasizing collaboration and inter-institutional activities, fostering innovation to promote cultural changes and new operating models, and encouraging the optimal use of technology in support systemwide and campus operations.

University System of Maryland: FY 2022 Operating Budget Update (information). Regent Attman deferred to Vice Chancellor Herbst to provide an update on the status of the deficiency appropriation, the Governor's Allowance, and the legislative budget hearings. Vice Chancellor Herbst shared that the USM will receive \$137.5 million in funding from the second Higher Education Relief Fund that was passed in late December. She also shared that federal funding was allocated for emergency student financial aid and institutional funding for revenue losses and other pandemic-related costs. There is anticipation of additional funding for minority-serving institutions; however, those dollars have not yet been finalized. There is also included in the Governor's Budget Bill a fiscal year 2021 deficiency appropriation in restricted bond funding for facilities renewal projects.

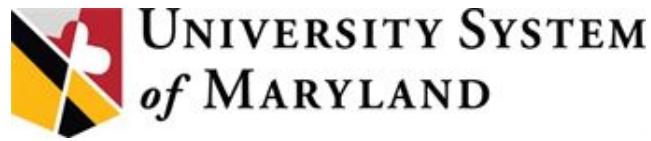
Vice Chancellor Herbst then focused on the FY 2022 Governor's Allowance, stating that the USM operating budget includes revenue from state appropriations, tuition and fees, auxiliary services, federal/other contract and grants, and other revenues for a total budget of \$5.8 billion. The Governor's proposal totals \$1.4 billion—which is a combination of the General Fund and Higher Education Investment Fund. This figure represents a net decrease of

\$7.4 million (or 0.5%) over the revised FY 2021 appropriation. Vice Chancellor Herbst then outlined what was included in the adjustments to the USM's state Funding support. She also mentioned that there is an additional \$38 million for a 2% Cost of Living salary Adjustment (COLA) included in the DBM Personnel Budget (where it will remain until such time it is approved by the legislature and the state budget is finalized); and proposed tuition rate increases are capped at 2% for resident undergraduate students. She concluded her remarks by saying the Department of Legislative Services has not recommended any USM-specific reductions to the Governor's Allowance.

b. Committee of the Whole

- i. 2021 Series A and B Bond Sale. Regent Attman congratulated the Chancellor, Vice Chancellor Herbst, and her team and all of the presidents on the System's very successful bond sale that took place. He referred to headlines that read Maryland taxpayers will save more than \$17.1 million as a result of the refinancing of previously issued public bonds. Additionally, he made mention of the fact that Vice Chancellor Herbst and the Chancellor, along with members of the financial team met with the three major credit rating agencies in January. Each agency (i.e., Moody's, S&P, and Fitch) affirmed the USM's existing strong ratings with a "stable" outlook. Regent Attman then turned to Vice Chancellor Herbst to provide a brief update on the bond sale.
  - ii. USM Public Health Challenge. Chancellor Perman stated that winners were selected for the University System of Maryland Public Health Challenge. The USM Task Force and Corporate Sponsors recognized six creative multimedia presentations on staying safe and healthy while waiting for COVID vaccinations. The top three winners in each category received \$3,000—funds were donated by local organizations and the Task Force. Winning teams came from Towson University, University of Maryland Global Campus, University of Maryland, College Park, University of Maryland, Baltimore, University of Maryland, Baltimore County, and University of Maryland Center for Environmental Science. Three of the videos were played during the meeting.
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 Wood, seconded by Regent Gossett; unanimously approved.)

Meeting adjourned at 10:58 a.m. in memory of the late Senator Thomas V. "Mike" Miller.



University System of Maryland Board of Regents  
Via Zoom  
February 19, 2021

### **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, February 21, 2021 virtually via Zoom. Those in attendance for all or part of the meeting were: Chair Gooden; Regents Attman, Fish, Gonella, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Malhotra, Neall, Pope, Rauch, Sansom, Schulz, and Wood; Presidents Nowaczyk and Schatzel; Chancellor Perman, Vice Chancellors Boughman, Herbst, Hogan, McDonough, Raley, and Sadowski; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

#### **1. Meeting with the Presidents**

As part of their performance reviews, the Board met individually with Presidents Nowaczyk and Schatzel. (§3-305(b)(1))

#### **2. Consent Agenda**

Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda (moved by Regent Gossett; seconded by Regent Pope; unanimously approved) which included the items below.

- a. Committee on Education Policy and Student Life
  - i. Board of Regents Faculty Awards Recommendations (§3-305(b)(1) and (2))
  - ii. Honorary Degree Nominations (§3-305(b)(1) and (2))
- b. Committee on Advancement
  - i. Naming Requests (§3-305(b)(1) and (2))
    - 1. University of Maryland, Baltimore: The Chacón Center for Immigrant Justice at the University of Maryland Francis King Carey School of Law
    - 2. University of Maryland, Baltimore County: Rename the UMBC Event Center to The Chesapeake Employers' Insurance Arena

#### **3. Strategic Communication regarding Legislative Session**

Vice Chancellor Hogan led a discussion of strategic communications with regards to the legislative session and proposed legislation. (§3-305(b)(1) and (2))



4. **Cybersecurity Assessment Update**

Regent Fish presented information the assessment of the USM's cybersecurity. (§3-305(b)(15))

The meeting adjourned 12:55 p.m.

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**USM Board of Regents  
Special Board Meeting  
Minutes from Public Session  
March 3, 2021  
Zoom**

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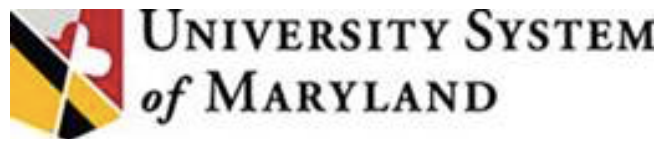
**Minutes of the Public Session**

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 4:32 p.m. on Wednesday March 3, 2021.

Those in attendance included Chair Gooden; Regents Attman, Edwards, Fish, Gonella, Gossett, Gourdine, Holzapfel, Leggett, Malhotra, Neall, Pope, Rauch, Sansom, Schulz, and Wood; President Schatzel; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; AAG Bainbridge; and Ms. Mulqueen.

- 1. Increase Authorization for TU New Science Complex.** The Board approved for Towson University an increase in project authorization to \$202 million for the New Science Complex (Moved by Chair Gooden, seconded by Regent Fish; Regent Attman abstained, motion approved.)

The meeting reconvened in closed session at 4:56 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 Friday, March 5, 2021. The meeting was convened at 9:30 a.m. Committee members present were: Regents Gourdine (chair), Edwards, 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: presenters, provosts, vice presidents for student affairs, USM Academic and Student Affairs staff, and shared governance council leadership. Guests also participated via the public, listen-only line.

**Action Items**

**New Academic Program Proposal**

**University of Maryland, Baltimore: MS in Diversity, Equity and Inclusion Leadership**

Dr. Flavius Lilly, Vice Provost for Academic & Student Affairs and Vice Dean for the Graduate School, and Ms. Courtney Jones Carney, Executive Director, Intercultural Leadership & Engagement and Program Director, Intercultural Leadership Post-Baccalaureate Certificate, presented the proposal for UMB to offer the Master of Science in Diversity, Equity and Inclusion Leadership (MS-DEIL). The program will be an extension of the School's existing Post-Baccalaureate Certificate in Intercultural Leadership. The MS-DEIL will consist of 11 courses with a total of 31 credits. Instruction will primarily occur online, including both synchronous and asynchronous learning, and will include a required in-person component of two consecutive days of face-to-face lectures, trainings, discussions, and presentations at UMB. Upon successful completion of the program, students will be prepared to serve in leadership roles across disciplines that marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership.

There is a critical and compelling regional and statewide need for training that directly contributes to academic preparation of aspiring and current practitioners who will work to create and uphold diverse, inclusive, equitable, and affirming work and educational environments. Recent studies show that from 2018 to 2019, DEI job postings on Glassdoor jumped 30% in the United States. Positions decreased briefly, but rebounded greatly following the murders of George Floyd and Breonna Taylor and the social justice movements of 2020. Washington, D.C. has the largest number of diversity and inclusion job openings in the country, later followed by Baltimore, which is tenth. The Master of Science in Diversity, Equity and Inclusion Leadership curriculum is designed to meet the needs of individuals with backgrounds in healthcare, science, social work, law, community engagement, education, and public safety. The academic program will target both in-state and out-of-state adult learners from a variety of academic disciplines to support an interdisciplinary approach for all enrolled learners. Additionally, students will select an area of focus for their capstone experience to further align the academic program with their unique career goals.

Currently, there are no master's programs in the region or state that prepare aspiring and current practitioners for diversity, equity and inclusion leadership positions. Scores of leadership- or equity-focused programs are present, but only three are tangentially related to the proposed MS-DEIL program, and they all focus on equipping K-12 teachers and/or administrators. The proposed program has been created to equip current and aspiring diversity, equity, and inclusion practitioners for the transformational leadership roles that they will undertake in organizations across disciplines. Moreover, 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.

Chancellor Perman noted that this proposal is timely and necessary. In response to a question from Chancellor Perman, the presenters explained that leadership is infused into all courses and there is also a course that looks at leadership style, personal values, and advises students on aligning values with leadership styles as well as a focus on strategic executive writing and how to use a DEI lens in one's work.

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 Diversity, Equity and Inclusion Leadership. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

*Vote Count: Yeas: 9 Nays: 0 Abstentions: 0*

#### **University of Maryland, College Park: Master of Extension Education Program**

Dr. Betsy Beise, Associate Provost; Dr. Craig Beyrouthy, Dean, College of Agriculture and Natural Resources; and Dr. John Erwin, Professor and Chair, Department of Plant Sciences and Landscape Architecture presented the proposal for the University of Maryland, College Park (UMD) to establish a Master of Extension Education. The program builds on the tradition of extension programming offered to communities by land-grant institutions such as UMD, which offers extension programming in a variety of areas including agriculture, youth development through 4-H, food and nutrition, health and wellness, home gardening, the environment, personal finance, and other topics. Extension education encompasses the broad process of using non-formal education skills to detect societal challenges, examine solution options, and develop action plans with individuals and communities toward a goal for improved quality of life. The focus on intertwined academics, applied research, and engagement with diverse communities provides a multidimensional problem-solving and learning environment for students. This program will provide individuals with an academic credential for employment or advancement in university extension jobs. Graduates with extension education training will also be prepared for careers in secondary and post-secondary education, non-profit organizations, government, and leadership roles in the private sector. The program requires 30 credits, including 12 credits of core courses that reflect the essential elements of knowledge and skill development for extension education, and 18 credits in a particular subject area that extension education serves, such as animal science, plant science, environmental science and technology, nutrition and food science, and landscape architecture. The interdisciplinary focus of this program has been designed to equip students with opportunities to examine, develop, and analyze educational projects in collaboration with their career focus such that authentic and impactful experiences prepare the students to communicate community-based research with various populations.

Extension programs were dismantled in the mid-nineteen nineties and replaced by informal extension outreach. Over time, consistent feedback from stakeholders revealed the need for more formal coursework directed toward Extension education as well as development of an advanced degree for individuals seeking to advance their careers in addition to expanding their knowledge and skills. Many land grant colleges' degrees

in Extension are aligned with agricultural education programs, and it is common for an agricultural education teacher to acquire a Masters in Extension Education. This program is a revitalization of a historic program at the University of Maryland and this type of degree program is typically offered only at Land- grant institutions. There is no other master's level program focused on Extension Education currently offered at another site in Maryland. Moreover, 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.

Regent Sansom noted the mention (in the prepared materials) of the Agriculture program at the University of Maryland Eastern Shore and inquired about possible partnerships. Dr. Beyrouthy noted that he is consistently in touch with the Dean at UMES. He expects that partnerships will continue and notes that considering parameters of the program at UMES, the proposed program at UMCP is likely to be complimentary to UMES's offering(s).

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 Master of Extension Education Program. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

*Vote Count: Yeas: 9 Nays: 0 Abstentions: 0*

#### **University of Maryland Global Campus: BS in Cloud Computing Systems**

Ms. Blakely Pomietto, Senior Vice President and Chief Academic Officer; Dr. Douglas Harrison, Dean, School of Cybersecurity & Information Technology; and Dr. S. K. Bhaskar, Associate Dean, School of Cybersecurity & Information Technology presented the proposal for the University of Maryland Global Campus to establish the Bachelor of Science in Cloud Computing Systems. The program is designed in to equip students with the technical skills and expertise required to analyze an organization's cloud needs, and plan, design, deploy, secure, operate, and maintain cloud computing infrastructure. Through real-world projects, alignment to industry certifications, and hands-on training in state-of-the-art cloud platforms, students will learn how to apply cloud architectural and computing principles, securely manage and operate cloud systems, implement cloud-based applications, and comply with applicable policies. The program will prepare students for careers in this rapidly growing area. UMGC will offer this program in an asynchronous, online format that allows students who are unable to attend a campus-based program access to education in this emerging field. UMGC's network of educational sites in Europe, Asia, and the US also allow service members access to courses that can be applied to this program while they are stationed in military bases around the world. Additionally, UMGC's program is designed to maximize transfer-credit acceptance from community colleges and workplace learning to assist with progress towards a credential.

Initial coursework in the B.S. in Cloud Computing Systems includes fundamentals of networking, network virtualization, cloud technologies, fundamentals of Microsoft Azure, and cloud engineering. Taken together, these courses lead to the embedded undergraduate certificate in Cloud Computing and Networking, a certificate that is accessible to both majors and non-majors alike. Later courses in the major address more advanced knowledge and skill development. The capstone course addresses current trends and projects in cloud computing. From the initial courses through to the capstone, the institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of cloud computing. UMGC officials reviewed the evidence of strong demand for a B.S. in Cloud Computing Systems. Moreover, reports indicate that the demand for cloud computing expertise continues

to increase exponentially and that the Washington, DC, region leads the top twenty metro areas that have the most open positions for cloud professionals.

The Maryland Higher Education Commission (MHEC) approved a proposal submitted by Morgan State University in November 2019 to offer a bachelor's degree in Cloud Computing. The UMGC degree will be just the second bachelor's program in Maryland to meet the growing demand for cloud computing degrees in the Washington, D.C., region. Distinctions between the two programs revolve around different missions and mission-driven service (UMGC's end-to-end virtual and sustained engagement between the learner and the university) and the intentionally different student populations (UMGC's national and global reach). Also, the vast and growing market demand for the cloud-computing workforce indicates a need for multiple programmatic options in the state and beyond. Moreover, 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.

Regent Gooden noted that this program is timely and that there are more positions than potential employees right now; this program will work to fill that void. Regent Schulz similarly noted that the Department of Commerce recognizes this need and has conducted outreach to specific businesses to develop partnerships to help with hiring. Dr. Harrison shared that both of today's proposals were created based on the knowledge gained from partnerships with a variety of corporations and agencies. Based on a question from Regent Gourdine, the presenters also noted that they are in partnership with community colleges and high schools. Chancellor Perman commended that work and recommends reaching out to middle schools also.

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 Global Campus to offer the Bachelor of Science in Cloud Computing Systems. The motion was moved by Regent Gooden, seconded by Regent Leggett, and passed unanimously.

*Vote Count: Yeas: 9 Nays: 0 Abstentions: 0*

#### **University of Maryland Global Campus: BS in Data Science**

Ms. Blakely Pomietto, Senior Vice President and Chief Academic Officer; Dr. Douglas Harrison, Dean, School of Cybersecurity & Information Technology; and Dr. S. K. Bhaskar, Associate Dean, School of Cybersecurity & Information Technology presented the proposal for the University of Maryland Global Campus to establish the Bachelor of Science in Data Science. The program is designed to provide critical, foundational knowledge of the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, and data representation and modeling, with the purpose of getting insights from data and making strategic, data-driven recommendations that influence organizations' outcomes. The curriculum incorporates teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills while reinforcing their understanding of underlying concepts, principles, and theories. UMGC will offer this program in an asynchronous, online format that allows students (many outside of Maryland, in the military, and studying abroad) who are unable to attend a campus-based program. Additionally, UMGC's program is designed to maximize transfer-credit acceptance from community colleges and workplace learning to assist with progress towards a credential.

The proposed Bachelor of Science in Data Science is designed to meet the growing need for highly skilled professionals who can transform the increasing amounts of data confronting all organizations into usable forms. One of the major outcomes of the program is to provide students with hands-on experience with a variety of the most ubiquitous analytical tools available for the purpose of organizing large data sets. At the

same time, students will acquire fundamental knowledge and skills in data science that will equip them to adapt to future changes in tools, technology, and the marketplace. The program endeavors to produce graduates who can respond to workforce demands and emerging needs and who, upon graduation, possess an immediately implementable skill set to succeed in a global environment of workforce diversity, technological innovation, expanding competition, and ever-increasing amounts of data in our highly digitized world. The fully online, asynchronous program model offers flexibility, continuing education, and social opportunities to adults interested in refreshing and reshaping their career opportunities. The Data Science program begins with courses in applied statistics, business intelligence, data analytics and visualization, which also comprise the embedded undergraduate certificate in Business Analytics, a certificate that is accessible to majors and non-majors alike. Later courses address more advanced knowledge and skill-development in data science, machine learning, artificial intelligence, big data analytics, and data ethics. Although the program includes a distinct course in data ethics, the institutional learning goal of ethics and civic awareness is not restricted to that course but is a recurring theme running throughout the program. Finally, from the initial courses through to the capstone, institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of Data Science.

By numerous national measures, the job market for this field is extremely strong, and these positions are also compensated very highly, with a median advertised salary of \$120,700. This trend is even stronger in the DC-VA-MD-WV region. Furthermore, based on the success of UMGC's closely related Master of Science in Data Analytics and internal surveys, a program of this type is in demand.

A December 2020 review of current bachelor's degree programs in data science and a similar program show degrees at five institutions with a UMCP program coming forth. UMGC's proposed B.S. in Data Science program is unique, as it aims to address the "deep analytical skills" and data science expertise shortage, creating value and insights for decision-makers. The current proposal includes tables that compare and contrast UMGC's program with these programs with major differences being the focus of the programs, and UMGC's open-entry, fully-online program specifically suited to serve the needs of working-adult learners and world-wide students who are active-duty military, or veterans, and their families. Noting these important distinctions, it's also critical to establish that 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 Global Campus to offer the Bachelor of Science in Data Science. The motion was moved by Regent Johnson, seconded by Regent Sansom, and passed unanimously.

*Vote Count: Yeas: 9 Nays: 0 Abstentions: 0*

### **Information Items**

#### **Post-Approval Academic Program Review Reports and Forthcoming Reviews**

Annually, a number of program reviews are presented to the Regents after the approval of new academic programs. They include the: (1) New Programs 5-Year Enrollment Reviews, (2) Report on Periodic Reviews (7-Years) of Academic Programs, and (3) Report on Academic Program Actions Delegated to the Chancellor. After the January 2021 EPSL meeting, it was clear that the regents needed more context and insight into the reviews and reports that come to EPSL. Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs reviewed these processes for EPSL.

The New Programs 5-Year Enrollment Reviews measure the progress between the projected and actual enrollments of the program, and programs are reviewed annually for a five-year period. The Periodic Reviews (7-Year) of Academic Programs examine enrollments and degrees awarded, internal self-study and external reviews, and include accreditation self-study when applicable and institutional recommendations and actions at all academic levels. Currently, programs are reviewed every 7-years after approval. The report on Academic Program Actions Delegated to the Chancellor includes an accounting of graduate and undergraduate certificates, new programs, any substantial expansions or modifications of existing academic programs, and any suspensions and discontinuances of existing degree programs. Each of these constitutes an independent process. Using the information gathered from these distinct reviews, the individual institutions determine the outcome of their programs, but regents have expressed concern about lapses between reports that do not seem to encourage institutions to make adjustments to programs that have low enrollments or productivity. Dr. Coleman proposed, and EPSL agrees, that she will assemble and convene an Academic Advisory Committee to determine how to better link the three reviews allowing for substantive recommendations to determine the viability of programs when they become and remain low productivity and/or low enrolled courses. A report on the outcomes of the Academic Advisory Committee will be given at the Committee on Education Policy and Student Life Meeting in September 2021.

Chancellor Perman suggested that the provosts consider if there are low-volume subjects that need to be taught because they get you to a particular occupation. This may be something that is important for some but not all, and while we typically make school-by-school decisions, discuss if there are ways to partner across institutions. Based on questions from the regents, the Academic Advisory Committee should also consider what triggers program suspension, how warnings can be put in place between cycles/reports (i.e., the two years between the New Program and 7-Year reviews; the seven years between program reviews), and other nuances to improve these processes and program viability.

#### **New Programs 5-Year Enrollment Reviews, Fall 2016 – Fall 2020**

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this annual report to the Committee. New academic programs are reviewed annually for a period of five years. The Fall 2016 – Fall 2020 review comprises enrollment data for fifty-eight (58) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program. The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments. Programs that began reviews in Fall 2016, Fall 2017, and Fall 2018 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, Fall 2019 and Fall 2020, have varying degrees of actual enrollments as they progress through the first and second years of implementing the program. It is important to note that not all programs are implemented in the year they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first periodic program review.

The Fall 2016 to Fall 2020 New Program 5-Year Enrollment Review Report indicates that the majority of the programs are achieving actual enrollments greater than 50% of their projected enrollments. And, for some program the actual enrollments exceeded the projected. It should also be noted that this report will be part of the review described in the Post-Approval Academic Program Review Reports and Forthcoming Reviews presentation. Enhancements may be impending.



### **William E. Kirwan Center for Academic Innovation Update**

Dr. MJ Bishop, Director of the Kirwan Center for Academic Innovation and Associate Vice Chancellor, presented the update on the Kirwan Center for Academic Innovation (KCAI). Dr. Bishop shared that the mission of the Kirwan Center is to, 'leverage the power of multi-institutional collaboration to increase access, affordability, and achievement of high-quality credentials for Maryland students. Informed by the diversity of USM higher education institutions, findings from the learning sciences, and capabilities of emerging technologies, the Center leads statewide efforts to implement, evaluate, and scale and sustain innovations aimed at student success, equity, and inclusion.' This year, with consultation from the Academic Transformation Advisory Council and the Council for Advancing Teaching and Learning, both comprised of academic innovation specialists from USM institutions, the Kirwan Center has helped ensure the transition to remote teaching (due to the pandemic) was as smooth as possible, and also worked with faculty to ensure an even higher quality online learning experience over this academic year. KCAI and the University of Maryland Global Campus partnered to provide:

- More than 1,000 hours of individualized instructional design support and "ask and answer" sessions to more than 200 faculty across 9 institutions.
- Full conversion of almost 50 courses across the USM.
- Professional development workshops to more than 1,500 faculty and staff on a variety of topics.
- Systemwide access to virtual reality simulations for 130 lab-based courses to more than 2,900 students in Fall. Spring usage has already almost doubled.
- Access to adaptive learning tools for faculty teaching high-enrollment courses to enhance the asynchronous learning experience.

While the Kirwan Center will continue supporting faculty, other KCAI work includes:

- the Maryland Open Source Textbook initiative, which has saved 65,000 students more than \$10.4M cumulatively;
- usmX, which has led to the development of MicroMasters programs, professional certificates, and stand-alone MOOCs (including the first ever from an HBCU), and almost 1 million cumulative course enrollments across 150 courses; and
- Badging Essential Skills for Transitions where they are exploring the use of alternative credentials in the form of digital badges that might provide the framework for the development of scaffolded programs aimed at: (1) helping students actively explore how their curricular and co-curricular experiences are helping them acquire the higher-order skills employers are seeking; (2) assessing the acquisition of those skills; and then (3) issuing validated digital badges that communicate to employers the specific ways in which these students are "career ready."

Ultimately, KCAI's goals are to develop statewide initiatives that both leverage "systemness" and allow key stakeholders to see themselves in the work; build institutional capacity to scale and sustain *transformative* academic innovation models; and reconceptualize the role of academic innovation from peripheral activity to mission critical for student success, equity, and inclusion. Chancellor Perman thanked Dr. Bishop for the work the KCAI staff and campus colleagues do to promote academic innovation.

### **P-20 Update**

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach presented this update to the Committee. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P-20 Office serves as a central point of contact for the education segments to collaborate on shared objectives of breaking down barriers and building seamless educational experiences for all students from kindergarten through college and career. P-20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. The team's role is to support our institutions in their

work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing all students to be informed and engaged citizens who will sustain our democracy. Additionally, COVID-19 necessitated that the work of the P-20 Office adapt and “pivot”. Dr. Shapiro shared details on the following P-20 initiatives:

- **Maryland Mathematics Reform Initiative: First in the World (MMRI-FITW)** was aimed at improving P-20 mathematics education via a four-year, three-million-dollar grant from the U.S. Department of Education. The grant directly addressed the problem of too many undergraduate students placing into non-credit, developmental (also known as remedial) mathematics courses. In collaboration with seven community colleges and five USM institutions, USM supported the development of high-quality statistics pathways that accelerate students’ progress through their general education required mathematics courses. The report highlighted impact and findings of the grant which recently ended.
- **Expanding access to computer science for all Maryland K-12 students** through the Maryland Center for Computing Education (MCCE). MCCE continuously provides resources, support, grant funding, and professional development to support local school systems’ plans. As computing and technological advances occur, MCCE adapts support by providing new topics, such as cybersecurity and artificial intelligence, across the state including best practices and tools for teaching online.
- **Meeting the Democracy Challenge of 2020 and beyond** - USM has had a proactive Civic Education and Civic Engagement Initiative since 2017, when the EPSL charged a task force to make recommendations on civic education, civic engagement, and civic responsibility. EPSL receives regular reports on Civic Engagement initiatives (last report was November 2020). USM Regents identified Carnegie Community Engagement Classification as a priority for USM institutions. The application process is lengthy (5-year window) and rigorous. To date, three USM institutions have earned that recognition: Salisbury University, Towson University and UMBC.
- **Teaching and learning in a time of COVID.** The P-20 Office hosts two state-wide affinity groups: the Maryland Education Deans Council and the Associate of Arts of Teaching Oversight Council and maintains consistent communication with the Maryland Department of Education as it pertains to recruiting diverse candidates into teaching; preparing candidates to be effective educators, particularly in shortage areas like STEM and special education; distributing teachers equitably across all schools; providing new teachers with induction support and ongoing professional development; and retaining them in the profession over time.

In addition to the P-20 System-level work, this report included two updates:

- **Blueprint for Maryland’s Future:** legislation implementing recommendations Commission on Innovation and Excellence in Education—Kirwan Commission
- **B-Power:** Transfer of B-Power to University of Baltimore

### **Motion to Adjourn**

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Schulz, seconded by Regent Sansom, and unanimously approved. Regent Gourdine adjourned the meeting at 11:45 a.m.

Respectfully Submitted,  
Regent Michelle Gourdine  
Chair



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

**TOPIC:** University of Maryland, Baltimore:  
Master of Science in Diversity, Equity and Inclusion Leadership Program

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** The University of Maryland, Baltimore Graduate School is proposing to offer a Master of Science in Diversity, Equity and Inclusion Leadership (MS-DEIL). The program will be an extension of the School's existing Post-Baccalaureate Certificate in Intercultural Leadership. The MS-DEIL will consist of 11 courses with a total of 31 credits. The instruction will primarily occur online, including both synchronous and asynchronous learning, and will include a required in-person component. The in-person requirement is currently designed as two consecutive days of face-to-face lectures, trainings, discussions, and presentations at UMB's campus in Baltimore, MD. Upon successful completion of the program, students will be prepared to serve in leadership roles across disciplines that marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership.

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

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

**CHANCELLOR'S RECOMMENDATION:** That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Master of Science in Diversity, Equity and Inclusion Leadership Program.

COMMITTEE RECOMMENDATION: Approval		DATE: March 5, 2021
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu



**DR. ROGER J. WARD, JD, MSL, MPA**  
Interim Provost and Executive Vice President

***Academic Affairs/Graduate School***

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February 1, 2021

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

Dear Chancellor Perman:

The University of Maryland Graduate School is seeking authorization to offer a Master of Science in Diversity, Equity and Inclusion Leadership program. This 31-credit, online program, an extension of the School's existing Post-Baccalaureate Certificate in Intercultural Leadership, will be integrated within the proposed Master's degree program.

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**

<input checked="" type="checkbox"/>	New Instructional Program
<input type="checkbox"/>	Substantial Expansion/Major Modification
<input type="checkbox"/>	Cooperative Degree Program
<input type="checkbox"/>	Within Existing Resources, or
<input checked="" type="checkbox"/>	Requiring New Resources

**University of Maryland, Baltimore**

Institution Submitting Proposal

**Master of Science in Diversity, Equity and Inclusion Leadership**

Title of Proposed Program

**Master of Science (M.S.)**

Award to be Offered

**Fall 2022**

Projected Implementation Date

**220100**

Proposed HEGIS Code

**302301 1**

Proposed CIP Code

**University of Maryland Graduate School**

Department in which program will be located

**Dr. Flavius Lilly**

**Vice 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

**February 1, 2021**

Date

**A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND,  
BALTIMORE FOR A MASTER OF SCIENCE IN DIVERSITY, EQUITY, AND INCLUSION  
LEADERSHIP**

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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 Diversity, Equity and Inclusion Leadership (MS-DEIL) supports the University of Maryland, Baltimore'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 with the tools necessary to serve in leadership roles that marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership. Diversity, equity, and inclusion practitioners are vital in supporting organizations as they work to optimize and/or re-imagine organizational culture to meet diversity, equity, and inclusion goals. It is through this work that the MS-DEIL seeks to equip learners to improve the human condition and support UMB's vision to "be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion."

The MS-DEIL will consist of 11 courses with a total of 31 credits. The instruction will primarily occur online and will include both synchronous and asynchronous learning. While asynchronous activities will concentrate on lectures, readings, discussions, and critical reflection, etc., the synchronous activities will consist of real-time discussions, small group work, role-playing exercises, and mock facilitation essential to building the capacity to serve as a diversity, equity, and inclusive practitioner. The one-credit Intercultural Impact Institute is currently designed as a two-day in-person institute consisting of face-to-face lectures, trainings, discussions, and presentations at UMB's campus in Baltimore, MD.

Students will examine critical theories and frameworks that will guide their practice and practical application. The MS-DEIL will explore race, ethnicity, gender, and culture in the U.S. context, leadership, executive writing, statistics and evaluation, evidence-based practices, and the role of laws and policies. Intercultural and inclusive learning competencies will be addressed as a thread through the curriculum. The MS-DEIL builds from the success of the PBC in Intercultural Leadership which launched in fall of 2018. With this in mind, the Intercultural Leadership PBC will be integrated into the MS-DEIL. Upon completion of the MS-DEIL, students will also receive the Intercultural Leadership PBC credential.

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

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 aspiring and current diversity, equity, and inclusion practitioners in roughly 2.5 years, and its online format increases its accessibility to both traditional and post-traditional 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 provides aspiring and current practitioners with the skills needed to lead and assess institutional efforts of diversity, equity, and inclusion.
- **Efficiency, Effectiveness, and Assessment** aims to incentivize efficiency, effectiveness, and evaluation to make more responsible and impactful use of UMB's resources. This program will utilize existing offerings in the Graduate School and leverage the expertise of existing faculty members to meet several of the required and elective courses.

Last, the MS in Diversity, Equity and Inclusion Leadership directly aligns with UMB's commitment to anti-racism and the existing statement of cultural competency that professes that "the University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion" (University of Maryland, Baltimore, n.d.).

**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 already existing faculty and coursework to support 6 of the 11 proposed courses in the MS-DEIL. Due to shared coursework with the existing Intercultural Leadership PBC and the MS/PhD in HPE, the UMB Graduate School has the capacity to offer the proposed degree program through a combination of existing resources and new funding to support the program into the foreseeable future.

**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-DEIL. 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-DEIL, 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 a critical and compelling regional and statewide need for training that directly contributes to academic preparation of aspiring and current practitioners who will work to create and uphold diverse, inclusive, equitable, and affirming work and educational environments. The Maryland State Plan for Postsecondary Education outlines several goals for institutions of higher education. The MS-DEIL addresses the following areas:

**Goal 1: Success:** This program is designed to prepare aspiring and current practitioners to practitioners with the skills needed to lead and assess institutional efforts of diversity, equity, and inclusion.

**Goal 2: Access, Affordability, and Completion:** The MS-DEIL is an online degree designed to be completed within two-and-a-half years. This design and academic commitment will encourage program completion resulting in academically prepared diversity, equity, and inclusion practitioners. The degree will appeal to current students, graduates, and faculty of UMB academic programs, as well as current practitioners working in related fields and aspiring practitioners.

**Goal 3: Innovation:** At the time that this proposal is being authored, only two master's programs were identified nationally that focus on preparing aspiring and current practitioners for careers in leading institutional/organizational diversity, equity, and inclusion efforts. This program will serve as the first of its kind in the State of Maryland and will contribute to the limited national academic programs for educating and training diversity, equity, and inclusion aspiring and current practitioners for the transformational leadership roles that they will undertake upon completion of this program.

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

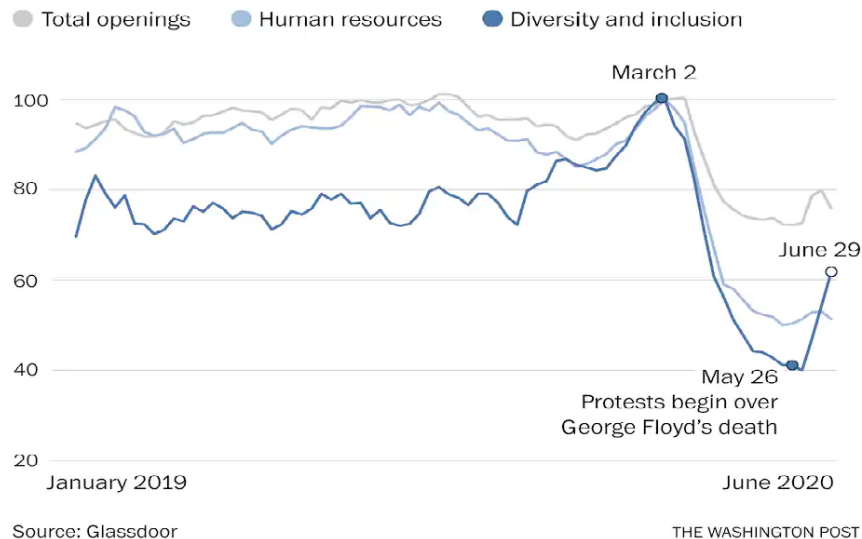
In response to growing internal demands from their employees and external pressure from the public, companies are increasingly committing themselves to diversity and inclusion (DEI) initiatives by hiring DEI professionals. A study from Glassdoor Economic Research (Zhao, 2019) found that between 2018 to 2019, DEI job postings on Glassdoor jumped 30% in the United States to a total of 810 open positions. This job growth continued in 2020 until the economic impact of COVID-19 resulted in a 60% decline of DEI-related job openings between the months of March and June. The murder of George Floyd sparked passionate calls for racial justice across the country. Many companies responded to these calls by hiring DEI professionals, resulting in a 55% rebound in job openings. Most of these new DEI-related openings are for senior-level positions, such as Director for Diversity and Inclusion and Chief Diversity Officer, which demonstrates employer's commitment to elevating DEI efforts to senior leadership and their interest in hiring experienced professionals to lead and manage DEI

efforts. Comparing data from CNBC Make It, Linked In, and Glassdoor, the salary for a Diversity and Inclusion Manager can range from \$88,400 to \$97,300, while the salary for a Chief Diversity Officer can reach into the six figures, with an average of \$126,000.

In terms of geographical concentration of DEI job growth, the Glassdoor study (2019) found that Washington, D.C. had the largest number of diversity and inclusion job openings in the country, later followed by the city of Baltimore, which was placed tenth on its list. The most openings for DEI-related roles were in the public services sector and at large companies with 1,000 or more employees. 25% of DEI-related openings were in education while 8% were in healthcare and hospitals and 6% in the government. As companies create more DEI-related positions, job seekers have also been expressing more interest in DEI roles. The number of searches for diversity and inclusion jobs increased by 35% between 2018 and 2019.

### **Diversity and inclusion positions exceed overall recovery during aftermath of George Floyd's death**

Job openings on Glassdoor, indexed to 100 on March 2



The Master of Science in Diversity, Equity and Inclusion Leadership will educate current and aspiring DEI leaders at public, private, and government institutions. The curriculum is designed to meet the needs of individuals with backgrounds in healthcare, science, social work, law, community engagement, education, and public safety. With this in mind, the faculty identified to teach in this program hold degrees in various fields and occupy diversity, equity, and inclusion roles in higher education, K-12 education, public safety, and health care. The academic program will target both in-state and out-of-state adult learners from a variety of academic disciplines to support an interdisciplinary approach for all enrolled learners. Additionally, students will select an area of focus for their capstone experience to further align the academic program with their unique career goals. The careful selection of a capstone project will aid in preparing students to hold and excel in diversity, equity, and inclusion roles in their respective fields.

**Table 1 Job Vacancies by Level**

<b>Experience Level</b>	<b>Vacancies</b>
Entry Level	4,219
Mid-Level	5,697
Executive Level	2,435
Unspecified	2,309
Total	14,660

**D. Reasonableness of Program Duplication****Master's Degrees in DEIL Offered in the Region**

There are no current master's programs in the region that prepare aspiring and current practitioners to engage in Diversity, Equity and Inclusion Leadership positions. A total of five diversity and inclusion master's programs were identified nationally. Tufts University, University of Kansas, Rowan University, Widener University, and University of Dubuque offer master's programs focused on educating organizational leaders in diversity, equity, and inclusion. Additionally, both Tufts University and Rowan University offer similar programs at the graduate certificate level. Similarly, Northwestern University, Boston College, University of Kentucky, and Minnesota State University – Mankato offer graduate certificates. University of Nevada, Las Vegas and University of Michigan offer a related graduate certificate to students enrolled in their graduate programs only. Last, there are several universities across the nation, such as University of Utah, University of South Carolina, and Georgetown University, that offer executive certificates (not graduate certificates) focused on various aspects of diversity in leadership.

The proposed MS-DEIL is the only program in the State of Maryland that prepares students to lead institutional diversity, equity, and inclusion efforts. A total of 92 leadership- or equity-focused programs were identified through the MHEC academic program inventory searchable website. Of these programs, three are tangentially related to the proposed MS-DEIL program. The Culturally Responsive Teacher Leadership Master of Education at Bowie State University; Equity and Excellence in Education PBC at McDaniel College; the Master of Arts in Leadership in Teaching: Culturally Proficient Leadership at Notre Dame of Maryland University all equip K-12 teachers and/or administrators to utilize intercultural competence in addressing civic, social, environmental and economic issues within education. Additionally, the PBC at McDaniel College is also advertised for educators interested in K-12 diversity, equity, and inclusion leadership roles. McDaniel College's PBC directly addresses inequities in educational access, curriculum, and pedagogy and positions graduates to "examine the foundations of becoming a culturally

responsive social justice educator and gain skills needed to be change agents in public schools that are working to create more equitable learning environments for students of diverse backgrounds” (McDaniel College, n.d.). Unlike the aforementioned academic programs designed specifically for K-12 educators, the MS-DEIL is specifically being created to equip current and aspiring diversity, equity, and inclusion practitioners for the transformational leadership roles that they will undertake in organizations across disciplines.

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

The proposed MS-DEIL 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-DEIL. While Bowie does offer a Culturally Responsive Teacher Leadership Master of Education, it is not geared toward the same student population. 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 Black/African American students. 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.

#### **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-DEIL was proposed by the UMB faculty and approved by the faculty shared-governance body, the Graduate Council, in recognition of the compelling need for academically trained diversity, equity, and inclusion practitioners to respond to the increase in DEI positions nationally. The program will be supervised by Courtney J. Jones Carney, MBA, Executive Director of the Intercultural Leadership & Engagement Center in the UMB Division of Student Affairs and Program Director and faculty in the Intercultural Leadership PBC offered through the Graduate School. Additionally, this program will include both existing and newly created courses, thus utilizing the expertise of existing and newly hired faculty. The MS-DEIL will adopt UMB’s Graduate School academic, administrative, and financial structure recently added for the growing number of online degree and certificate programs.

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

By the completion of the proposed MS-DEIL and consistent with the adapted National Association for Diversity Officers in Higher Education (NADOHE) standards of practice, students will be able to:

1. Conceptualize the diversity mission of an organization through a broad and inclusive definition of diversity;
2. Articulate in verbal and written form, the importance of equity, inclusion, and diversity;
3. Understand the contexts, cultures, and politics within organizations that impact the implementation and management of effective diversity change efforts;
4. Articulate in verbal and written form, the range of evidence for the benefits that through diversity, inclusion, and equity;
5. Develop innovative ways to utilize professional development efforts to advance the diversity mission of organizations;
6. Develop innovative ways to utilize organizational programming that enhances the diversity mission of organizations;
7. Demonstrate procedural knowledge for responding to bias incidents when they occur;
8. Identify how various forms of organizational data can be used to benchmark and promote accountability for the diversity mission of organizations;
9. Apply climate research in the development and advancement of a positive and inclusive climate for diversity;
10. Analyze current and historical knowledge related to issues of nondiscrimination, access, and equity; and;
11. Demonstrate awareness and understanding of the various laws, regulations, and policies related to equity and diversity.

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.

**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 Diversity, Equity, and Inclusion.

Students will also evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

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

Students must complete 31 credits which includes the Intercultural Leadership PBC. The goal of this 13-credit, four course PBC is to help students build upon their existing competencies by exploring attitudes and perceptions of self and others and applying this knowledge to practical situations. Completion of this program will increase understanding of intercultural competence and supply the necessary tools to engage in the practical application of strategies to positively influence the climate for diversity, equity, and inclusion within organizations and agencies.

Once success is experienced in the MS-DEIL and as the Graduate School continues to grow its PBCs, the Intercultural Leadership PBC may be proposed as a concentration instead of part of the core requirements. This would allow for greater program customizations to meet the unique interests of students.

The MS-DEIL utilizes some courses currently offered in the Graduate School. These courses are marked with an asterisk.

Course Title (credits)	Current GS Course	New Course
HPE 615: Introduction to Statistics (3 credits)*	X	
MLL 625: Intercultural and Cross-Cultural Communication (3 credits)*	X	
Historical Exploration of Culture in the U.S. (3 credits)*	X	
Historical Exploration of Race in the U.S. (3 credits)*	X	
Practical Application of Intercultural Leadership (3 credits)*	X	
INCL 643: Intercultural Impact Institute (1 credit)*	X	
DEIL 710: Employment Discrimination Law & Policy Framework (3 credits)		X
DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature (3 credits)		X
DEIL 740: Strategic Executive Writing (3 credits)		X
DEIL 790: DEI Evidence-Based Leadership Toolkit (3 credits)		X

DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership (3 credits)		X
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- HPE 615: Introduction to Statistics (3 credits)\***

This course will present basic statistical concepts and the use of advanced statistical analyses including an in-depth exposure to multiple regression and its assumptions, logistic regression, factor analysis, discriminant function analysis and time series analysis. The course will emphasize the use of these methods and the interpretation of results using social sciences applications.
- MLL 625: Intercultural and Cross-Cultural Communication (3 credits)\***

The purpose of this course is to study communication within the context of the cultural setting. The three main goals are: to provide students with materials, both cognitive and experiential, with which they can develop an awareness of their own cultural identity; to increase their knowledge of the special communication problems to be expected in a cross-cultural situation; and to offer students the opportunity to apply new insights to cross-cultural encounters.
- INCL 632: Historical Exploration of Race in the U.S. (3 credits)\***

Historical Exploration of Race in the U.S. aims to critically introduce the multiple histories and experiences of racial and ethnic groups that have been exposed to on-going marginalization in the United States of America. Through the assigned readings and exercises, students will explore the histories and formative experiences of various racial and ethnic groups in the context of the U.S. Additionally, special attention will be paid to how racial and ethnic groups have been formed; who gets to decide group membership; and how conceptions of racial and ethnic group identity have shifted over time. Through a series of modules designed to increase understanding of historically marginalized racial and ethnic groups, this course will encourage students to explore identity formation as it relates to race, ethnicity, citizenship, community building, immigration, and migration in U.S. historical and contemporary times.
- Historical Exploration of Culture in the U.S. (3 credits)\***

Historical Exploration of Culture in the U.S. aims to critically introduce the multiple histories and experiences of cultural groups that have been exposed to on-going marginalization in the United States of America. Building on the foundations of the previous two classes and through the assigned readings and exercises, students will explore the histories and formative experiences of cultural groups in the context of the U.S. Special attention will be paid to the impact of social movements, advocacy, and allyship, while providing practical skills for self-care. Students will focus on applying terminology commonly associated with the study of intersectionality, culture, race, ethnicity, and identity; using the intersectionality theory of oppression to an impact analysis of historical events and policies in the U.S.; producing formal and informal written forms of advocacy; evaluating the impact of policies and historical events, identifying areas of inequity, opportunity, and reconciliation; comparing, contrasting, and applying various forms of allyship and self-care; analyzing the institutionalization of

various forms of oppression; and compiling resources related to public policy and historical experiences related to culture and historically marginalized communities.

- **Practical Application of Intercultural Leadership (3 credits)\***  
Practical Applications of Intercultural Leadership aims to provide opportunities to demonstrate leadership in diverse and inclusive workplaces. Through the assigned readings and activities, students will learn and practice applying concepts of intercultural development to various aspects of their personal and professional life. Through a series of modules, students will also gain tools to continue learning and developing their intercultural skills throughout their lifetime.
- **INCL 643: Intercultural Impact Institute (1 credit)\***  
The Intercultural Leadership Institute is an opportunity for students to engage in face-to-face intercultural learning and develop a deeper understanding of the concepts and skills learned over the four online courses. The Intercultural Impact Institute will provide the reflection and intergroup dialogue that is integral to intercultural development. Students will focus on the examination of environmental factors and practices to determine how they produce inequities and promote success for one group identity compared to another/others; engage in intergroup dialogue around the topics of culture, race, ethnicity, and identity; apply concepts of intercultural communication to personal and professional scenarios; identify and apply acquired knowledge and skills of culture, race, ethnicity, identity and difference to professional practice; compile resources needed to engage in the process of life-long learning in intercultural competence; and present their culminating project - an organizational assessment of a professional organization.
- **DEIL 710: Employment Discrimination Law & Policy Framework (3 credits)**  
This course examines basic terminology and concepts related to diversity, equity, and inclusion through the exploration of US laws such as Title VII of the Civil Rights Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, and similar laws and legal protections for certain classes of individuals. This course will help current and aspiring diversity, equity, and inclusion practitioners to establish a structured framework for systematic analysis of employee issues that may have legal implications.
- **DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature (3 credits)** This course provides in-depth discussion and relevance of diversity, equity, and inclusion literature. An emphasis will be placed on critical analysis of research articles. Independent thought and critical thinking skills will be addressed. Assigned readings will offer students the opportunity to examine prevailing research in diversity, equity, and inclusion.
- **DEIL 740: Strategic Executive Writing (3 credits)**  
Strategic Executive Writing is an advanced, interdisciplinary writing course for current



and aspiring professionals. The course explicitly focuses on discourses, genres, and writing practices employed in diversity, equity, and inclusion (DEI) work within institutions and beyond. Instruction examines existing literature on DEI writing and unpacks strategies for identifying, acclimating to, and interrogating (with the possibility of resisting and transforming) these discourses and practices to prepare practitioners for engaging contemporary audiences and stakeholders in DEI topics and issues.

- **DEIL 790: DEI Evidence-Based Leadership Toolkit** (3 credits)  
This course will provide an overview of a collection of evidence-based resources, tools, and services that practitioners can apply to their Diversity, Equity and Inclusion Leadership.
- **DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership** (3 credits)  
The capstone course is a method of summative evaluation in which students demonstrate integrated knowledge of diversity, equity, and inclusion by applying their learning from their academic career in a comprehensive manner.

#### **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 Diversity, Equity and Inclusion Leadership in accordance with UMB policies and procedures: ensuring that all course offerings, are entered in the UMB student registration system; ensuring that all MS-DEIL 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-DEIL 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-DEIL.

#### **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-DEIL.

- 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-DEIL, 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.**

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 on-line 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.

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework. The MS-DEIL will primarily utilize faculty resources committed to teach and in the MS/PhD in Health Professions Education and the Intercultural Leadership PBC. Courses that are already offered in the Graduate School are marked with an asterisk. Additionally, four courses will be developed to complete the program curriculum.

<b>Name</b>	<b>Terminal Degree and Discipline</b>	<b>Rank and FT/PT Status</b>	<b>Course</b>
Shani Fleming	MSHS, MPH, PA-C	Assistant Professor, Full-time	INCL 640: Practical Application of Intercultural Leadership*  INCL 643: Intercultural Impact Institute (co-taught)*  DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature
Irina Golubeva	PhD	Associate Professor (UMBC), Full-time	MLL 625: Intercultural and Cross-Cultural Communication*  INCL 643: Intercultural Impact Institute (co-taught)*
Courtney J. Jones Carney	MBA	Program Director, Adjunct Professor, Part-time	INCL 632: Historical Exploration of Race in the U.S.*  INCL 643: Intercultural Impact Institute (co-taught)*  DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership
Patricia Alvarez	PhD, MS	Adjunct Professor	DEIL 790: DEI Evidence-Based Leadership Toolkit
William Joyner	JD, MSW	Adjunct Professor	DEIL 710: Employment Discrimination Law & Policy Framework

Hyun-Jin Jun	PhD, Social Work	Assistant Professor, Full-time	HPE 615: Introduction to Statistics*
Ebony Nicholson	MSW	Adjunct Professor, Part-time	INCL 633: Historical Exploration of Culture in the U.S.*  INCL 643: Intercultural Impact Institute (co- taught)*
James Wright	MS	Associate Faculty, Part- time	DEIL 740: Strategic Executive Writing

**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](http://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-DEIL 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-DEIL. 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 Schools<sup>1</sup> 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

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

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?  
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-DEIL 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-DEIL 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 into practitioner who marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center the belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership. The MS-DEIL uses an interdisciplinary approach to positively influence the climate for diversity, equity, and inclusion 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-DEIL 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-DEIL 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-DEIL will occur online utilizing distance learning technologies and will utilize both synchronous and asynchronous learning. 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 for Students starting Fall 2022**

<b>Master of Science: Diversity, Equity and Inclusion Leadership Fall 2022 Start Year 1</b>		
	Course	Credits
Fall A	MLL 625: Intercultural and Cross-Cultural Communication	3
Fall B	INCL 632: Historical Exploration of Race in the U.S.	3
Spring A	INCL 633: Historical Exploration of Culture in the U.S.	3
Spring B	INCL 640: Practical Application of Intercultural Leadership	3
Spring B	INCL 643: Intercultural Impact Institute	1
	Subtotal	13

<b>Year 2</b>		
	Course	Credits
Fall A	DEIL 710: Employment Discrimination Law & Policy Framework	3
Fall B	HPE 615: Introduction to Statistics	3
Spring A	DEIL 720: Critical Appraisal of DEI Literature	3
Spring B	DEIL 740: Strategic Executive Writing	3
	Subtotal	12

<b>Year 3</b>		
	Course	Credits
Fall A	DEIL 790: DEI Evidence-Based Leadership Toolkit	3
Fall B	DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership	3
	Subtotal	6
	Total	31

**Appendix B. Sample Plan of Study for Students starting Spring 2023**

<b>Master of Science: Diversity, Equity and Inclusion Leadership Spring 2023 Start Year 1</b>		
	Course	Credits
Spring A	DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature	3
Spring B	DEIL 740: Strategic Executive Writing	3
	Subtotal	6

<b>Year 2</b>		
	Course	Credits
Fall A	MLL 625: Intercultural and Cross-Cultural Communication	3
Fall B	INCL 632: Historical Exploration of Race in the U.S.	3
Spring A	INCL 633: Historical Exploration of Culture in the U.S.	3
Spring B	INCL 640: Practical Application of Intercultural Leadership	3
Spring B	INCL 643: Intercultural Impact Institute	1
	Subtotal	13

<b>Year 3</b>		
	Course	Credits
Fall A	DEIL 710: Employment Discrimination Law & Policy Framework	3
Fall B	HPE 615: Introduction to Statistics	3
Spring A	DEIL 790: Diversity, Equity, and Inclusion Evidence-Based Leadership Toolkit	3
Spring B	DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership	3
	Subtotal	12
	Total	31



**Appendix C: Budget**

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$44,694	\$97,613	\$104,572	\$96,614	\$99,512
a. Number of FTE	0.425	0.913	1.025	0.875	0.875
b. Total Salary	\$35,698	\$77,966	\$83,524	\$77,168	\$79,483
c. Total Benefits	\$8,996	\$19,647	\$21,048	\$19,446	\$20,030
2. Admin. Staff (b + c below)	\$16,680	\$28,495	\$24,325	\$9,091	\$9,363
a. Number of FTE	0.20	0.28	0.24	0.10	0.10
b. Total Salary	\$12,000	\$20,500	\$17,500	\$6,540	\$6,736
c. Total Benefits	\$4,680	\$7,995	\$6,825	\$2,551	\$2,627
3. Support Staff (b + c below)	\$6,950	\$7,159	\$7,373	\$7,594	\$7,822
a. Number of FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
c. Total Benefits	\$1,950	\$2,009	\$2,069	\$2,131	\$2,195
4. Technical Support and Equipment	\$0	\$0	\$0	\$3,000	\$3,000
5. Library	\$0	\$0	\$0	\$5,000	\$5,000
6. New or Renovated Space					
7. Other Expenses					
<b>TOTAL (Add 1 - 7)</b>	<b>\$68,324</b>	<b>\$133,267</b>	<b>\$136,270</b>	<b>\$121,299</b>	<b>\$124,698</b>

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds					
<b>2. Tuition/Fee Revenue (c +g below)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
a. Number of F/T Students*					
b. Annual Tuition/Fee Rate					
<b>c. Total F/T Revenue (a x b)</b>					
d. Number of P/T Students	9	14	20	24	24
e. Credit Hour Rate	\$750	\$773	\$796	\$820	\$844
f. Annual Credit Hour Rate	8	8	8	8	8
<b>g. Total P/T Revenue (d x e x f)</b>	<b>\$54,000</b>	<b>\$86,520</b>	<b>\$127,308</b>	<b>\$157,353</b>	<b>\$162,073</b>
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$14,324	\$46,747	\$8,962	\$0	\$0
<b>TOTAL (Add 1 - 4)</b>	<b>\$54,000</b>	<b>\$86,520</b>	<b>\$127,308</b>	<b>\$157,353</b>	<b>\$162,073</b>

## **Appendix D: Graduate School Policies**

Purpose: Satisfactory academic performance and progress within the University of Maryland Baltimore's master's degree (MS-DEIL) 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-DEIL 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 Masters 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 Masters 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 Masters 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-DEIL degree is forfeited.
- Students must be admitted to candidacy within five academic years of the first term of enrollment in the Masters 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 Masters 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: Master of Extension Education Program

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** The University of Maryland, College Park (UMD) proposes to establish a Master of Extension Education. The program builds on the tradition of extension programming offered to communities by land-grant institutions such as UMD, which offers extension programming in a variety of areas including agriculture, youth development through 4-H, food and nutrition, health and wellness, home gardening, the environment, personal finance, and other topics. Extension education encompasses the broad process of using non-formal education skills to detect societal challenges, examine solution options, and develop action plans with individuals and communities toward a goal for improved quality of life. The focus on intertwined academics, applied research, and engagement with diverse communities provides a multidimensional problem-solving and learning environment for students. This program will provide individuals with an academic credential for employment or advancement in university extension jobs. Graduates with extension education training will also be prepared for careers in secondary and post-secondary education, non-profit organizations, government, and leadership roles in the private sector.

The program requires 30 credits, including 12 credits of core courses that reflect the essential elements of knowledge and skill development for extension education, and 18 credits in a particular subject area that extension education serves, such as animal science, plant science, environmental science and technology, nutrition and food science, and landscape architecture.

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

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

**CHANCELLOR'S RECOMMENDATION:** That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Extension Education Program.

COMMITTEE RECOMMENDATION: Approval

DATE: March 5, 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

January 15, 2021

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 Master of Extension Education program. 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 black ink, appearing to read "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  
Craig Beyrouthy, Dean, College of Agriculture and Natural Resources

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

- ☒ 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

**Extension Education**  
Title of Proposed Program

**Master of Extension Education**  
Award to be Offered

**Fall 2021**  
Projected Implementation Date

**010101**  
Proposed HEGIS Code

**01.0801**  
Proposed CIP Code

Plant Sciences and Landscape Architecture  
Department in which program will be located

Melissa Leiden Welsh  
Department Contact

301-405-6969  
Contact Phone Number

drmwelsh@umd.edu  
Contact E-Mail Address

  
Signature of President or Designee

01-15-2021  
Date

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

*Description.* The proposed Master of Extension Education embodies the historic founding principles of the Land Grant mission of the University of Maryland. The focus on intertwined academics, applied research, and engagement with diverse communities provides a multidimensional problem-solving learning environment for students. This program mirrors the University's mission and vision through the intent to expand an individual's knowledge while building life science and social science research skills coupled with enabling their teaching skills through outreach, more commonly known as non-formal facilitation. The interdisciplinary focus of this program has been designed to equip students with opportunities to examine, develop, and analyze educational projects in collaboration with their career focus such that authentic and impactful experiences prepare the students to communicate community-based research with various populations.

*Relation to Strategic Goals.* The proposed Master of Extension Education relates to UMD's strategic goals through multiple dimensions. Most relevant are the goals of delivering high quality graduate education at all levels and those to deploy UMD's scholarly resources and service activities to solve pressing problems in the local community and the state. The Extension unit of the College of Agriculture and Natural Resources reaches all corners of the state and a number of differing areas of the state's economy. Extension education uses non-formal education skills, working with the community across the State of Maryland, to detect societal challenges, examine solution options, and develop action plans with individuals and communities toward a goal for improved quality of life. Maryland's diversity of people, land, and occupations provide significant opportunities for study across various dimensions of research and outreach education.

*Funding.* Resources for the new program will be drawn from a modest reallocation of effort from within the College of Agriculture and Natural Resources.

*Institutional Commitment.* The program will be administered by the Department of Plant Sciences and Landscape Architecture within the College of Agriculture and Natural Resources at the University of Maryland. The College has the capacity to launch this program with the recent hiring of an assistant clinical professor in extension education, along with support from faculty from across the college in various disciplines as well as the cadre of existing Agents within the Extension unit. Although the campus is currently under a hiring freeze, the College has a long-standing, multi-year commitment to re-establish this program, and the Dean has committed to hiring an additional faculty member to support the program as soon as is feasible.

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

*Need.* In the mid-nineteen nineties, the Agricultural Extension Education programs at the University of Maryland were discontinued, due to a variety of reasons. Outreach efforts continued informally through Extension programming, as is customary with Land Grant universities. However, individuals needing the academic credentials to seek employment within university Extension positions would have to acquire their training at other universities or specialize in a content field and then utilize professional development options within early career work to understand Extension principles. Over time, consistent feedback from stakeholders revealed the need for more formal coursework directed toward Extension education as well as development of an advanced degree for individuals seeking to advance their careers in addition to expanding their knowledge and skills.

The proposed program is designed to meet the needs of these professionals within the University Extension, but also those in non-profit organizations, community agricultural outreach, technical institutes, and agricultural education. These areas, in-turn, support the growing local and state agricultural community and broader agricultural industry of the mid-Atlantic region. Respondents (n=154) to a survey of current Extension professional and agricultural education stakeholders within the state of Maryland revealed an immediate interest of 55 individuals in achieving a graduate degree in Extension Education. Additionally, those not interested in obtaining a degree at this time expressed interest in completing courses for professional development. The initial students for the program would be off-site Extension professionals (current UMD employees) or those seeking entry level

positions within Extension. However, various stakeholders across the state, nationally and internationally with whom the College has existing relationships have also expressed interest in this kind of a program.

*State Plan.* The proposed program aligns with the *Maryland State Plan for Postsecondary Education* in several ways. County Extension educators support their local communities not only in areas well beyond agriculture, including 4-H youth programs, family and consumer sciences, and natural resource management. All of these are focused on improving the lives of Maryland citizens. The Family and Consumer Sciences programs contribute directly to Strategy 2, cultivating greater financial literacy. The 4-H youth programs dovetail with strategies 1 and 2, to improve student readiness for higher education. More broadly, the Master of Extension Education program connects directly to Strategy 7 to enhance career opportunities for Extension professionals across the state.

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

Extension specialists work in a variety of life, physical, and social science fields. The U.S. Bureau of Labor Statistics reports a projected 7% growth in these fields from 2018-2028. The increasing demand for expertise in the sciences is growing faster than the average for all occupations. Many land grant colleges' degrees in Extension are aligned with agricultural education programs, and it is common for an agricultural education teacher to acquire a Masters in Extension Education. The annual National Agricultural Education Supply & Demand reports reflect the number of openings and the pool of graduates to fill those vacancies. While the overall job outlook by the U.S. Bureau of Labor Statistics for Career and Technical Education teachers is estimated to hold steady with a potential one percent drop in projected employment by 2028, the 2018 National Agricultural Education Supply & Demand Study reported a shortfall of licensed or alternatively licensed agricultural teachers nationwide. The report stated 247 new positions and 140 new programs were added in the 2017-18 school year. With regard to Extension field based positions in Maryland, the Agriculture and Food Systems Program has filled five positions in the last two years and two more positions are expected to be filled this year, although two additional positions will not be filled at this time due to Covid-19. Over the next five years, there will be a significant number of retirements from the UME Agriculture and Food Systems Program (~25%).

### **D. Reasonableness of Program Duplication**

This program is a revitalization of a historic program at the University of Maryland and this type of degree program is typically offered only at Land- grant institutions. There is no other master's level program focused on Extension Education currently offered at another site in Maryland.

### **E. Relevance to Historically Black Institutions (HBIs)**

No Historically Black Institutions (HBIs) in Maryland offer this master's degree program. The University of Maryland Eastern Shore (UMES) does have a master's program in Food and Agricultural Sciences with an area of concentration in Agricultural and Extension Education. UMD's college of Agriculture and Natural Resources discussed the proposed program with the UMES School of Agricultural and Natural Sciences. Both schools determined the program would not have a negative impact on the UMES program, and the two schools agreed that future collaboration in this area would be mutually beneficial.



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

The proposed program should not negatively impact the identity of HBI's in the state of Maryland. UMD and UMES both have well-established agricultural programs. Rather than negatively impacting UMES's program, the proposed program should serve as a catalyst for future collaboration between the two institutions.

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

*Curricular Development.* As part of the effort to restart this program, the College of Agriculture and Natural Resources hired an assistant clinical professor, Melissa Welsh, whose expertise is in agriculture education programs. Dr. Welsh called on the expertise within the department of Plant Sciences and Landscape Architecture, as well as with other faculty in the College to design the core course material and create the structure for the elective pathways.

*Faculty Oversight.* The faculty within the College of Agriculture and Natural Resources will oversee the curriculum. The Department of Plant Science and Landscape Architecture will provide academic direction and oversight of the program as well as instructors for the four core courses. Faculty from across the College will provide instruction for a majority of elective courses in the program. A list of engaged faculty and their roles in the program are provided in Appendix A.

*Educational Objectives and Learning Outcomes.* The Master of Extension Education program reflects educational objectives in critical thinking, leadership, and relationship building. Students will examine multiple modes of educational delivery methods. Courses will enhance students' selection and application of quantitative and qualitative data collection skills within authentic learning experiences. The program of study prepares students for the process of conducting needs assessment with recognition of cultural, emotional, and social sensitivity among varying communities while encouraging rigorous scientific practices to develop practical solutions to identified problems. The primary program objectives are list below.

1. Examine educational psychology concepts as applied within the field of Extension education.
2. Utilize critical thinking and communication skills to engage with stakeholders.
3. Develop scientific literacy through independently assessing, interpreting, and summarizing scholarly works.
4. Expand academic and technical knowledge through authentic and active learning experiences.
5. Increase student's awareness of navigating programming with local, state, national and global systems.

*Institutional assessment and documentation of learning outcomes.* The relationship between program objectives and program learning outcomes and assessments are included in Appendix C. The University has a robust campus-wide set of procedures for learning outcomes assessment at the undergraduate level and has a pilot underway for graduate level instruction.

*Course requirements.* The proposed 30-credit program includes four required courses (12 credits), followed by 12-18 credits of elective courses offered on a wide variety of topics. Students pursuing the thesis option will take 12 credits of electives and 6 credits of thesis research; those pursuing the non-

thesis option will take more elective courses to complete the full 30 credits and complete a publication quality document relevant to their area of study. Students will work with a faculty advisor to identify and enroll in a set of elective courses that align with their career focused learning outcomes. Areas that students may pursue are well-align with the disciplines within the College of Agriculture and Natural Resources, including but not limited to Plant Science, Animal Science, Environmental Science, Nutrition, and Agricultural Economics. A sample of course titles included in Appendix B, but due to the length, not all course descriptions are included here – they are available in the UMD Graduate Catalog at <https://academiccatalog.umd.edu/graduate/courses/>. A sample course plan for a student interested in focusing on Food systems and Agriculture Extension career while employed in a full-time job. Course descriptions for the four core courses and those in this sample plan are included in Appendix B.

**Core Curriculum** (courses with a \* are new and submitted for approval)

Course	Title	Cr
AGNR 606	Program Planning and Evaluation in Agricultural Education	3
AGNR 630	Teaching-Learning in Adult and Continuing Education	3
*AGST 605	Extension Research Methods and Applied Data Analysis	3
*AGST 640	Critically Examine Maryland Agriculture, Agricultural Industry and Agriculture Literacy.	3
	<b>Total Core Credits</b>	<b>12</b>

Sample Plan for a student interested in Food Systems

Course	Title	Cr
NFSC 690	Nutrition and Aging	3
NFSC 440	Advanced Human Nutrition	4
NFSC 430	Food Microbiology	3
ENTM 609	Integrated Pest Management	1-4
AGST 799	Master's Thesis Research	1-6
	<b>Total Elective Credits (must be at least 18)</b>	<b>20 max</b>

*General Education.*

N/A

*Accreditation or Certification Requirements.*

N/A

*Other Institutions or Organizations.* The department does not currently intend to contract with another institution or non-collegiate organization for this program. However, students do have the opportunity to fulfill elective options, in consultation with their academic advisor, at a number of universities with the metropolitan DC area through the Washington Area Consortium, as well as through inter-institutional enrollment within the University System of Maryland.

*Student Support.* As students are admitted into the program, they will meet with the program leaders who will assist them in creating a graduate committee and a set of electives that meet their career

objectives. Students will also be connected to other professionals beyond the University if their interests cannot be met by University expertise. Student progress will be reviewed on an annual basis.

*Marketing and Admissions Information.* The initial focus of the program are county extension professionals who seek the added credential to advance their career. As the program develops, the College will use its existing relationships throughout the state, as well as internationally, to make its program known and recruit additional students. Admission to the program will follow the requirements of the University of Maryland Graduate School.

#### **H. Adequacy of Articulation**

N/A

#### **I. Adequacy of Faculty Resources**

*Program faculty.* Appendix A contains a list of faculty who will be engaged in the core curriculum.

*Faculty training.* Faculty teaching in the program will use the University's learning management system along with its extensive electronic resources. They 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, many of which are delivered in a virtual environment. 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.

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

The four core courses of the program will be delivered online, asynchronously, to accommodate students who are likely to be working full-time. The elective courses will be delivered in a mix of online and in-person instruction, depending on enrollments and faculty preparation. We do not anticipate that this will be a fully online program at this time.

#### **L. Adequacy of Financial Resources**

Resources for the program will be provided by the College of Agriculture and Natural Resources, which has the capacity to launch the program. 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**

It is of great importance to recruit and retain a diverse student population since this program is designed to prepare graduates to work with diverse populations across various ecological systems. Students will be encouraged to join supportive student groups such as AGNR's MANRRS: Minorities in Agriculture Natural Resources and Related Sciences. MANRRS promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. Recognizing the changing demographics in agriculture, the program leadership will work to mentor minority students with intentional supplemental programming.

#### **O. Relationship to Low Productivity Programs Identified by the Commission**

N/A

#### **P. Adequacy of Distance Education Programs**

While some of the coursework for this program will be delivered online, we anticipate at this time that more than 50% of the program will be delivered in-person once the pandemic emergency has subsided. Other than the four core course requirements, the majority of courses will be offered in-person.

**Tables 1 and 2: Resources and Expenditures****Table 1: Resources**

<b>Resources Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	\$50,000	\$30,000	\$30,000	\$30,000	\$30,000
2. Tuition/Fee Revenue (c+g below)	\$146,823	\$337,945	\$348,083	\$358,526	\$369,282
a. #FT Students	5	10	10	10	10
b. Annual Tuition/Fee Rate	\$21,325	\$21,964	\$22,623	\$23,302	\$24,001
c. Annual FT Revenue (a x b)	\$106,623	\$219,643	\$226,233	\$233,020	\$240,010
d. # PT Students	5	10	10	10	10
e. Credit Hour Rate	\$820.40	\$845.01	\$870.36	\$896.47	\$923.37
f. Annual Credit Hours	14	14	14	14	14
g. Total Part Time Revenue (d x e x f)	\$40,200	\$118,302	\$121,851	\$125,506	\$129,271
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1 - 4)</b>	<b>\$196,823</b>	<b>\$367,945</b>	<b>\$378,083</b>	<b>\$388,526</b>	<b>\$399,282</b>

Reallocated funds come from a redirection of resources at the College level for initial support of this program.

**Table 2: Expenditures**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b+c below)	\$103,415	\$213,036	\$219,427	\$226,010	\$232,790
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	\$79,981	\$164,761	\$169,704	\$174,795	\$180,039
c. Total Benefits	\$23,434	\$48,275	\$49,723	\$51,215	\$52,751
2. Admin. Staff (b+c below)	\$30,464	\$31,378	\$32,319	\$33,288	\$34,287
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$22,499	\$23,174	\$23,869	\$24,585	\$25,323
c. Total Benefits	\$7,965	\$8,204	\$8,450	\$8,703	\$8,964
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants (b+c)					
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission					
5. Equipment					
6. Library					
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Operational Expenses	\$60,000	\$120,000	\$120,000	\$120,000	\$120,000
<b>TOTAL (Add 1 - 8)</b>	<b>\$193,879</b>	<b>\$364,413</b>	<b>\$371,746</b>	<b>\$379,298</b>	<b>\$387,077</b>

Other expenses include tuition remission for existing employees who are the initial primary target audience for program enrollment.

**Appendix A: Faculty in the Department of Plant Science and Landscape Architecture**

All of the core faculty who teach at the graduate level hold doctoral degrees in a field relevant to the discipline. 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 in the Department of Plant Science and Landscape Architecture. The full list of department faculty can be found at the department's web site, at <https://psla.umd.edu/people/faculty>. Specific faculty who are most closely associated with the program are identified below.

<b>Faculty Name</b>	<b>Highest Degree Earned - Field and Institution</b>	<b>Rank</b>
Melissa Leiden Welsh	Ph.D., Youth Development and Agricultural Education, Purdue University	Assistant Clinical Professor; Full-Time
Bill Phillips	Ph.D., Weed/Crop Ecophysiology, University of Maryland	Assistant Clinical Professor; Full-Time
John Erwin	PhD., Horticulture, Michigan State University	Professor and PSLA Chair; Full-Time
Darren Jarboe	Ph.D., Industrial and Agricultural Technology, Iowa State University	Principal Agent & Assistant Director, Agriculture & Food Systems; Full-Time
Joe Sullivan	Ph.D., Plant Physiology, Clemson University	Professor and Associate Dean for Academic Programs; Full-Time
John Lea-Cox	Ph.D., Plant Physiology, University of Florida	Professor; Full-Time
Nicole Fiorellino	Ph.D., Environmental Science and Technology, University of Maryland	Assistant Professor and Extension Specialist; Full-Time
Diana Cochran	Ph.D., Agricultural Science, Mississippi State University	Assistant Clinical Professor; Full-Time
Mengjun Hu	Ph.D., Plant Pathology, Huazhong Agricultural University	Assistant Professor and Extension Specialist; Full-Time

## **Appendix B: Course Descriptions**

Only the four core courses are listed here, since beyond the 12-credit core students will be able to tailor their curriculum through the many available graduate-level offerings within the College of Agriculture to create a focused plan of study created in collaboration with their academic advisor.

### **AGNR 606 – Program Planning and Evaluation in Agriculture Education**

Analysis of community agricultural and extension education needs, selection and organization of course content, criteria and procedures for deploying and evaluating programs. Critical analysis of diversity, equity and inclusion in the planning process.

### **AGST 605 -- Extension Research Methods with Applied Data Analysis**

Examine foundational qualitative and quantitative research methods in real-world social and behavioral settings for extension and outreach educators. This course enables you to distinguish, select and apply research methods to conduct social science research in a non-formal education setting. A variety of data analysis approaches will be examined across Extension and outreach education applications.

### **AGNR 630 – Teaching and Learning in Adult and Continuing Education**

Critically analyze the teaching/learning process in adult continuing education with a focus on instructional techniques and methodologies appropriate for adults. Students examine the curriculum development process while evaluating issues and priorities in adult continuing education.

### **AGNR 640 -- Critically Examine Maryland Agriculture, Agricultural Industry and Agricultural Literacy**

Examine the mission and history of the Land Grant System as well as appraising the current work conducted through the University of Maryland Extension to extend research to citizens. Often referred to as America in miniature, Maryland boasts diverse people, agricultural practices, cultures, and ecosystems which students will examine to perceive the decision-making processes within and across ecological systems. An enriching field practicum with an agricultural agency is required.



**Appendix C: Program Objectives, Learning Outcomes, and Methods of Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Examine educational psychology concepts as applied within the field of Extension education	Demonstrate the selection and application of educational theories to support observed practices in Extension Education.	Student formative presentations and summative artifacts completed within coursework
Utilize critical thinking and communication skills to engage with stakeholders	Hone leadership and relationship building skills while designing needs assessments for research and outreach education	Student constructed community needs assessment plans coupled with expanded professional networks.
Develop scientific literacy through independently assessing, interpreting, and summarizing scholarly works	Organize and present research findings to add to the body of knowledge as well participating in Extension outreach.	Student constructed publications, media and outreach presentations.
Expand academic and technical knowledge through authentic and active learning experiences	Make use of advanced knowledge and skills to identify and problem solve current issues facing urban and rural communities	Student formative presentations and summative artifacts completed within coursework
Increase student's awareness of navigating programming with local, state, national and global systems	Recognize opportunities to differentiate outreach efforts with diverse audiences	Student conduct, presentations, and artifacts reflect inclusive facilitation strategies



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

**TOPIC:** University of Maryland Global Campus: Bachelor of Science in Cloud Computing Systems

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** The Bachelor of Science (B.S.) in Cloud Computing Systems is designed in a straight line path to equip students with the technical skills and expertise required to analyze an organization's cloud needs, and plan, design, deploy, secure, operate, and maintain cloud computing infrastructure. Through real-world projects, alignment to industry certifications, and hands-on training in state-of-the-art cloud platforms, students will learn how to apply cloud architectural and computing principles, securely manage and operate cloud systems, implement cloud-based applications, and comply with applicable policies.

The B.S. in Cloud Computing Systems program will prepare students for careers in this rapidly growing area. UMGC will offer this program in an asynchronous, online format that allows students who are unable to attend a campus-based program access to education in this emerging field. UMGC's network of educational sites in Europe, Asia, and the US also allow service members access to courses that can be applied to this program while they are stationed in military bases around the world. Additionally, UMGC's program is designed to maximize transfer-credit acceptance from community colleges and workplace learning to assist with progress towards a credential.

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

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

**CHANCELLOR'S RECOMMENDATION:** That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland Global Campus to offer the Bachelor of Science in Cloud Computing Systems.

COMMITTEE RECOMMENDATION: Approval

DATE: March 5, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



January 28, 2021

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

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as official request for a new bachelor's degree program in Cloud Computing Systems. (HEGIS: 07.0211. CIP: 11.0902). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

As noted in this proposal, UMGC plans to offer an undergraduate certificate in Cloud Computing and Networking that is embedded within this bachelor's degree program. A proposal for that certificate has also been submitted for your review.

Payment for review of this new academic program has been made to MHEC via R\*STARS interagency fund transfer, transaction number JAIA0862, in the amount of \$850 in accordance with the MHEC fee schedule.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto", with a stylized flourish at the end.

Blakely R. Pomietto, MPH  
Senior Vice President and Chief Academic Officer

CC: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, University System of Maryland

## Academic Program Proposals

### 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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC student experience is designed from its origins for working-adult and military-affiliated students to access online education and built to leverage our unique and longstanding expertise in designing online learning. The learning resources, the selection, training, and evaluation of faculty, the non-academic supports, the success-coach advising model, the virtual classroom, the academic resources, the term and session structure, and course length are all deliberately derived from adult-learning science in distributed, online modalities, and the learning ecosystem is designed for a learner experience taking place anywhere in the world. These students' demographic profile drives the design and delivery of our learning model: The average age of UMGC's undergraduate student is 33 years old, 75% of them work full-time, and 46% have dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape of Maryland.

Our history and expertise have allowed us to build strong relationships with the military community, which is nothing less than part of UMGC's institutional identity. As of Fall 2020, 65% of UMGC's undergraduate students are military affiliated, including active duty servicemembers, their families, and Veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach America's soldiers on military installations in Europe. The relationship between UMGC and the military has grown ever stronger in the decades since as a result of our intentional program design and delivery model that meets adult learners *where they are*, whether through asynchronous online courses or on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and many other military facilities around the world.

Today UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider

of quality, affordable, career-relevant postsecondary education. Recognition as one of the Best Military Friendly Online Colleges (GuideToOnlineSchools.com) and as the Military Times No. 4 Best Cybersecurity Program for 2018, among other accolades, are evidence of UMGC's successful commitment to serving our nation's troops. Most recently, in 2019 UMGC was competitively selected as one of five partner institutions to the emergent U.S. Naval Community College to serve the Navy and Marines.

All of these considerations are reflected in UMGC's proposal herein to offer a new Bachelor of Science in Cloud Computing Systems. The proposed B.S. program in Cloud Computing Systems is designed to meet the growing need for highly skilled professionals who can keep pace with the growth in cloud computing, especially the growing demand for cloud administrators and systems managers. Organizations are increasingly employing cloud computing in order to capture opportunities for innovation, productivity, and efficiency; to be flexible in the use of resources; and to scale adaptively and quickly to business needs. As a result, organizations need individuals with the requisite skills to create, maintain, and manage the virtual environments and technologies associated with cloud-based systems. Additionally, the need to secure these cloud-based systems through policies, control measures, and other engineering and operating procedures has become critical as so much of our economic and social activity rely on cloud-based systems and infrastructure.<sup>1</sup>

An important outcome of this program is to provide students with hands-on experience with a variety of cloud tools and the ability to plan, assess and develop appropriate solutions for the cloud environment. At the same time, students will acquire fundamental knowledge and skills in cloud computing that will equip them to obtain highly desired certifications in cloud technology and adapt to future changes in tools, technology, and the marketplace. The program is designed to prepare graduates who possess an immediately implementable skillset to succeed in a global environment of workforce diversity, increasing competition, and technological innovation – all driven by the accelerated growth in digital data and information at the core of the economy and much of society.

A 2020 (ISC)<sup>2</sup> report identifies a substantial lack of qualified staff in this field.<sup>2</sup> The gap is intensifying: by 2022, organizations will have 75% of their workload on the cloud.<sup>3</sup> This workforce shortage is a significant challenge for organizations, and the size of the gap between supply and demand in the labor market requires a rapid scale-up of cloud computing education via a network of complementary programs across an array of institutions of higher education. The proposed B.S. in Cloud Computing Systems will prepare students for careers in direct response to these critical shortages in qualified cloud professionals.

The proposal aligns with UMGC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that accommodates the needs of students and the community. In addition, this B.S. in Cloud Computing Systems aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working adult, federally employed, and military affiliated students. In the School of Cybersecurity and Information Technology specifically, where the B.S. in Cloud Computing Systems will be located, approximately 66% of undergraduate students are military affiliated, of whom approximately 38% are active duty. The average age of the school's student population is 31, 74% of students are working full-time, and 75% are enrolled part-time. On average, UMGC students transfer 38 credits to the university; 43% of students transfer between 30-59 credits and approximately 36% transfer between 60-89 credits. Moreover, UMGC's global reach means nearly 60% of students in the School of Cybersecurity and Information Technology are either non-Maryland residents or enrolled overseas.

The B.S. in Cloud Computing Systems will support these students' professional development with opportunities to learn from employers and peers. Students are given time to practice skills as they progress through formative instruction. The fully online, asynchronous program model offers flexibility, continuing education, and social opportunities to adults interested in refreshing and reshaping their career

<sup>1</sup> Source: <https://www.red-gate.com/simple-talk/cloud/security-and-compliance/how-organizations-can-optimize-cloud-security/>

<sup>2</sup> Source: <https://www.isc2.org/resource-center/reports/2020-cloud-security-report>

<sup>3</sup> Source: <https://reprints.forrester.com/#!/assets/2/346/RES122882/reports>

opportunities. The curriculum can be completed in a stackable manner: each course leading up to the final capstone experience can lead to an industry certification, and the first five courses in the program also lead to a stacked credential (the UMGC certificate in Cloud Computing and Networking, submitted concurrently with this proposal) that can be earned before graduation.

This program consists of 11 courses (33 credits) in the major plus related elective courses, and general education requirements. A detailed description of the program and courses within the major are described in section G.

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

As the public state and national leader in distance and distributed education, UMGC awards associate, bachelor's, master's and doctoral degrees, as well as undergraduate and post- baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMGC's mission to serve adult students results in a sustained academic emphasis on career-relevant and workforce-aligned programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, and technology. As part of its emphasis on career-relevant education, UMGC offers non-credit professional development programs and hosts professional conferences and meetings supporting economic and societal needs of the State.

The B.S. in Cloud Computing Systems will be part of the Department of Cybersecurity in the School of Cybersecurity and Information Technology, one of three new schools established at UMGC in January 2020 as part of a comprehensive reorganization of academic units to position the university for long-term growth and maximum student success. The formation of the School of Cyber and Information Technology powerfully indicates the centrality and criticality of these fields and programs in the institution's identity and role. Moreover, a school dedicated to these disciplines – unique in the state of Maryland – has given UMGC the capacity to optimize and align curricula to the needs of students and employers as mandated by our mission.

The proposed program in Cloud Computing is tightly aligned with UMGC's institutional learning goals that help students master academic and professional content and include a strong emphasis on technology and information literacy. Cloud Computing Systems is, at its core, an interdisciplinary field, requiring synthesis of knowledge across a variety of adjacent fields and technologies. The program builds upon UMGC's general education requirements and a solid understanding of scientific and quantitative reasoning. While cloud computing professionals must function at a high level in terms of technical expertise, the ability to translate this expertise to non-technical managers and other stakeholders is critical to positively impact decision-making processes. Thus, critical thinking and problem solving, communication, teamwork and the ability to work in and support diverse environments are all as important as technical knowledge and skills.

Initial coursework in the B.S. in Cloud Computing Systems includes fundamentals of networking, network virtualization, cloud technologies, fundamentals of Microsoft Azure, and cloud engineering. Taken together, these courses lead to the embedded undergraduate certificate in Cloud Computing and Networking, a certificate that is accessible to both majors and non-majors alike. Later courses in the major address more advanced knowledge and skill development in areas such as cloud-based applications, AWS cloud, cloud security, cloud administration and operations. The capstone course addresses current trends and projects in cloud computing. From the initial courses through to the capstone, the institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of cloud computing. This B.S. program is an institutional priority because it directly addresses UMGC's mission to provide career-relevant and workforce-aligned programs for adult and life-long learners.

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

No new general funds are required for implementation of this program. The financial table in section L is based only on students entering the new program.

New courses will be developed and funded through existing budget allocation of funds in this Fiscal Year and through a departmental budget allocation as part of the FY 2022 budget process. The program will include an existing base of courses currently offered for the Computer Networks and Cybersecurity program. The financial data in section L reflects an existing base of FTE faculty, administrative staff, adjunct faculty, and support staff, which will be sufficient to support the launch of the B.S. in Cloud Computing Systems. Salaries are shown with benefits at current rates of 37% for full-time staff and 9% for adjunct faculty.

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

UMGC's support services are designed to accommodate students who may not be physically in Maryland or who would simply prefer to access support remotely. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (D2L). A specialized technical support team for D2L questions and problems is available 24 hours a day, seven days a week, 365 days a year. In addition, UMGc trains faculty to handle some D2L troubleshooting, publishes D2L FAQs, provides chat, phone, and e-mail access to a Help Center with a comprehensive knowledge base and includes a peer-to-peer feature in the online classroom to encourage students to help each other with D2L issues.
- The Digital Teaching and Learning unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty encounter.
- Students also receive 24/7 support in the use of educational technology from UMGc's Virtual Lab Assistance team, which resolves students' technical questions and issues in lab environments. Complementarily, program leadership and faculty support students in the proficiency of use with educational technology tools.
- MyUMGC is a self-service portal that provides access to administrative functions and student records. UMGc has designed this portal to ensure that students around the world can complete administrative tasks and view records at their convenience.
- UMGc's library is directly accessible through a link within each online classroom. The library helps to educate students in the use of information resources and services and develops and manages UMGc's extensive online library collection.
- The Effective Writing Center (EWC) offers an array of writing-related services to students, including review of draft papers, guest lecturers on writing skills for the classroom, a plagiarism tutorial, resources on citing and referencing, and resources to support research activities. The EWC is also directly accessible through a link within each online classroom.
- Turnitin has been integrated within courses as a developmental tool for students to assist with achieving authenticity in their writing.
- Subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom.
- The Office of Accessibility Services arranges accommodations for students with disabilities. Students can register with this office via an online form and then work with a staff member to receive appropriate accommodations for either online or hybrid courses. UMGc students move locations

frequently and often need to adjust their course schedules because of work or family obligations so the Office of Accessibility Services is prepared to help students with transitioning their accommodations even when these changes occur.

- The Office of Career Services and its CareerQuest portal provides quality resources and services to assist students and alumni with their career planning and job search needs including Mentoring and Internship Plus programs. This office supports students who are transitioning from one career to another or are looking to climb up the corporate ladder, in addition to those who are entering the workforce for the first time. The CareerQuest portal is available 24 hours a day, seven days a week and includes an online database that allows students to connect with local and national hiring managers.
  - The Alumni Association is a way for graduates to network and connect. Its online community features a career center, information on available chapters, discussion boards, photo sharing, and a resource center.
  - The Financial Aid Office helps students understand and navigate the process of filing for financial aid. Extended office hours ensure that students can receive support quickly and staff members have expertise with a variety of financial aid options as UMGC students may be using employer assistance, veterans' benefits, or other aid that is more common among adult student populations.
  - Success Coaches assist students with mapping out degree plans, selecting and scheduling courses, and generally navigating the administrative and academic virtual landscape of earning a degree or certificate online.
- b) **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

This is not applicable as this program is new.

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

As an open access institution, UMGC makes educational opportunities and choices available for all students within the state of Maryland, including new college majority populations – especially military affiliated and working adults most often left behind by higher education. In the School of Cybersecurity and Information Technology, where the B.S. Cloud Computing will be located, approximately 66% of undergraduate students are military affiliated, of whom approximately 38% are active duty. The average age of the school's student population is 31, 74% of students are working full-time, and 75% are enrolled part-time. On average, UMGC students transfer 38 credits to the university; 43% of students transfer between 30-59 credits and approximately 36% transfer between 60-89 credits. And UMGC's global reach means nearly 60% of students in the School of Cyber and Information Technology live outside Maryland, including those enrolled overseas.

In addition, the need for the advancement and evolution of knowledge is a central concept in the curriculum of the proposed Cloud Computing Systems degree. Critical thinking, problem-solving, and communication skills are required skills for a career in the fields associated with cloud computing and are central to the program objective to prepare students to enter the workforce and advance in their careers. The program prepares students with hands-on experience and job-seeking skills in fully virtualized environments accessible worldwide, while developing the capacity for lifelong learning, all essential skills for the continuously evolving field of cloud computing.



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

The program proposal is designed to meet present and future needs of the state, as identified in 2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt (State Plan).<sup>4</sup> This program supports the three primary goals in the State Plan in the following ways:

- The program serves Goal 1 (Access) in the State Plan in that it is designed to support UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. In addition, UMGC administers its programs to meet the University System of Maryland goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. At UMGC this commitment to affordability and access is synonymous with a commitment to diversity and inclusion. The university's open admission approach is central to this commitment. The process to apply for admission is streamlined and does not require the submission of standardized test scores. The admission requirements for the B.S. in Cloud Computing Systems are aligned with this mission.
- The program serves Goal 2 (Success) and Goal 3 (Innovation) in the State Plan, as it is based on principles of competency- and performance-based learning that are at the forefront of developments in adult learning in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant competencies in real time. The B.S. in Cloud Computing Systems will employ authentic, project-based assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Retention and success focus on students' learning experiences and are improved through enhanced learning resources (e.g. labs, readings, handouts, slides, etc.). These resources are provided online within the learning management system. The methodology and fully asynchronous, on-demand nature of this type of student support is innovative in higher education and online learning, thus reflective of best practices in adult teaching and learning. In this, UMGC fulfills its commitment to be a leader in educational innovation.

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

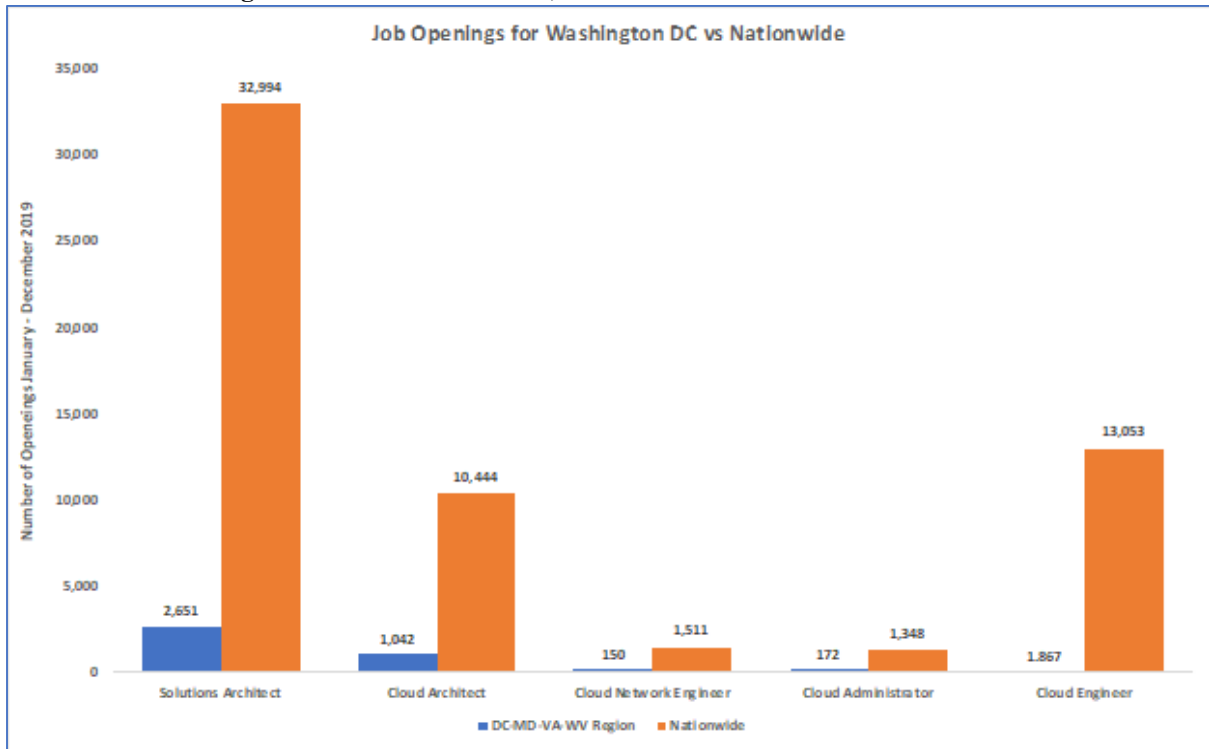
1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years

Evidence of strong demand for a B.S. in Cloud Computing Systems is derived to important extent from data models generated by Emsi.<sup>5</sup> A keyword search on skills or topics that cloud computing systems emphasizes identifies 66,172 unique job postings nationwide between January 2019 and December 2019 (see Table 1). Of those, 30,041 job postings (45%) required a bachelor's degree (see Table 2). In Maryland, there were 2,204 total job postings between January 2019 and December 2019 with 1,113 (50%) requiring a bachelor's degree (see Table 3). In the same year, there were 6,730 total job postings in the Washington, DC, area, with 3,832 (57%) requiring a bachelor's degree (see Table 4).

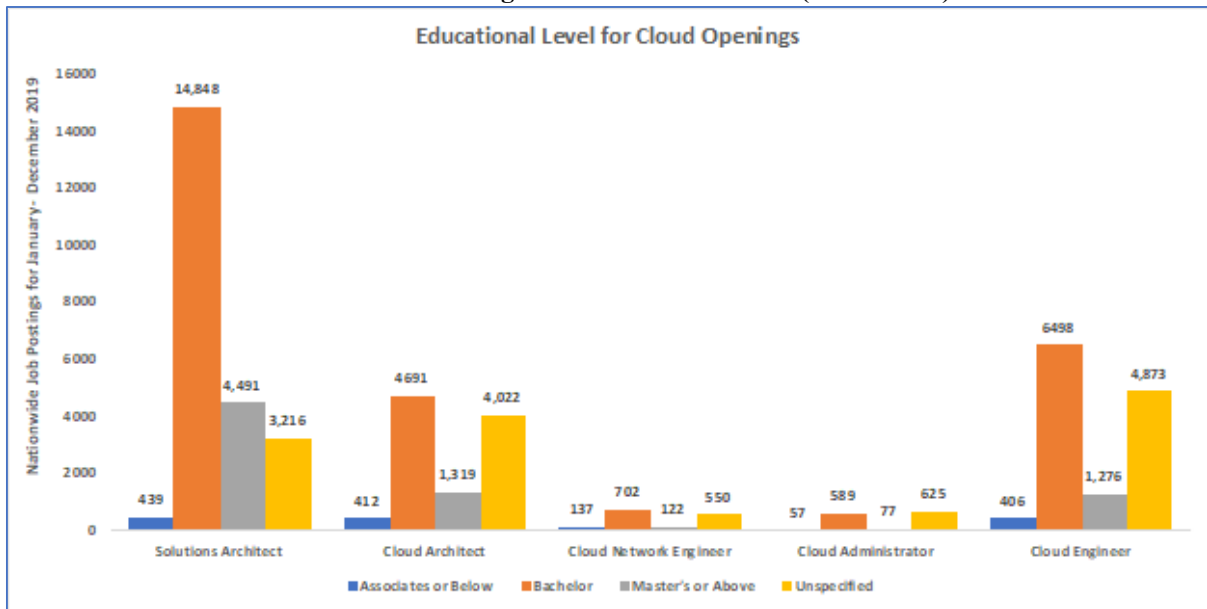
<sup>4</sup> Source: 2017-2021 Maryland State Plan for Postsecondary Education: <http://www.mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

<sup>5</sup> Source: <https://www.economicmodeling.com/>

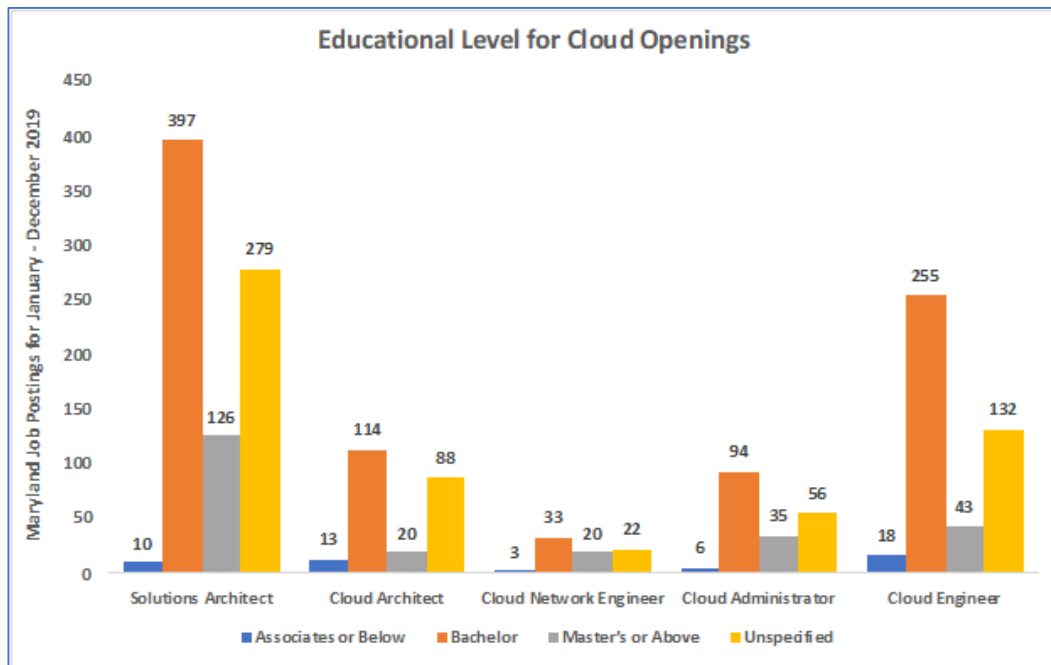
**Table 1: Job Postings for DMV vs Nationwide, Jan. 2019-Dec. 2019**



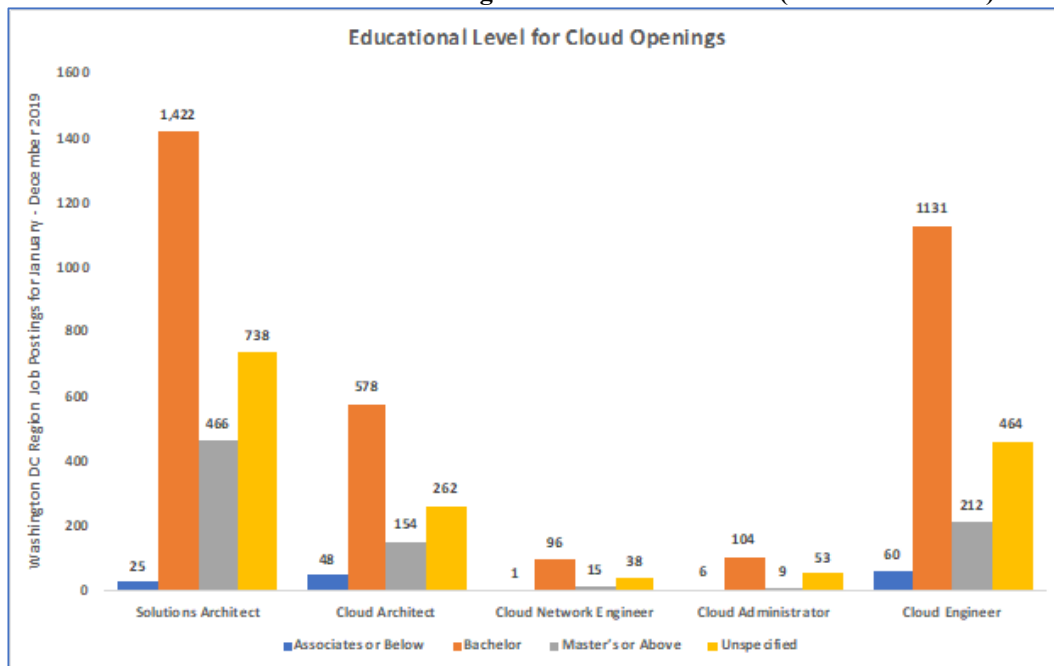
**Table 2: Education Level for Job Postings in Jan. 2019-Dec. 2019 (Nationwide)**



**Table 3: Education Level for Job Postings in Jan. 2019-Dec. 2019 (Maryland)**



**Table 4: Education Levels for Job Postings in Jan. 2019-Dec. 2019 (DC-VA-MD-WV)<sup>6</sup>**



<sup>6</sup> Source: National Center for O\*NET Development. Used under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. Bureau of Labor Statistics

Forbes reports similar trends:<sup>7</sup> there were 50,248 cloud computing positions in the U.S. in November 2018, with a median salary of \$146,350. The report indicates that the demand for cloud computing expertise continues to increase exponentially. The report also indicates that the Washington, DC, region leads the top twenty metro areas that have the most open positions for cloud professionals.

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

Cloud computing is a relatively new program area, and enrollment data from the few institutions<sup>8</sup> that offer the program is limited. UMGC introduced the closely related Master of Science in Cloud Computing Architecture in 2017, which has proved a popular offering for students, with 526 enrollments in 2019 and 672 in 2020 YTD (an increase of 28%). These figures indicate durable prospective student demand.

As an additional data point, CMIT 326 (Cloud Technologies) was offered for the first time in Fall 2020 as an elective in the Cybersecurity undergraduate offerings and enrolled 1,039 students. These numbers show existing demand and promising opportunity for growth in a full cloud degree program and demonstrate need for a Bachelor of Science in Cloud Computing that can provide global, at-scale access to working adults and military-affiliated students in a fully asynchronous online environment.

Based on these trends and indicators, we can safely project 5-year projected enrollment and graduation trends with approximately 25% growth rate as indicated in Table 5, which shows the total projected enrollments broken out between residents and non-residents of Maryland. UMGC's enrollment and degree-production models indicate that nearly 60% of projected enrollments will consistently come from non-residents of Maryland.

**Table 5: Enrollment Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Projected Enrollment</b>	50	75	100	125	125
<b>Maryland Residents</b>	21	31	41	51	51
<b>Maryland Non-Residents</b>	29	44	59	74	74

It is anticipated that approximately 50 degrees will be awarded each year, starting in year 6.

#### 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.

A search for MHEC approved proposals on a bachelor's degree in cloud computing produced a single result. MHEC approved a proposal submitted by Morgan State University in November 2019 to offer a bachelor's degree in Cloud Computing. The UMGC degree will be just the second bachelor's program in the state of Maryland to meet the growing demand for cloud computing degrees in the Washington, D.C., region. Table 6, which compares the programs offered by the two institutions, as well as Section E below, elaborate the complementary but distinct design features of each program that clearly reflect the distinctive missions and mission-driven service to intentionally different student populations.

What the data and discussion in these sections collectively convey is threefold. First, the program design of UMGC's proposed B.S. in Cloud Computing is structurally, temporally, and conceptually distinct from Morgan State's; Morgan's provision of online courses is indeed a means of extending access to their programs, but their institutional approach is not equivalent to architecture of an end-to-end virtual and sustained engagement between the learner and the university that is central to UMGC's delivery of authentic online learning. Second, UMGC's missional imperative to reach students nationally and

<sup>7</sup>Source: <https://www.forbes.com/sites/louiscolumnbus/2018/11/27/where-cloud-computing-jobs-will-be-in-2019/?sh=7894e0696add>

<sup>8</sup> At this time, only five institutions in the U.S. – and only one in Maryland – advertise a B.S. degree program in cloud. Those institutions are: Western Governor's, Purdue Global, Morgan State, Full Sail, and Colorado State Global (as a specialization).

globally – a Maryland institution with a state-mandated reach around the world – materially distinguishes this proposed program from Morgan State’s historic and critical commitment to lead the state of Maryland in serving underrepresented minority students in STEM disciplines. Third, the vast and growing market demand for the cloud-computing workforce compellingly indicates a need for multiple programmatic options in the state, the nation, and around the world so that students within and beyond the state have quality, Maryland-based choices available to them and do not have to look elsewhere for the right type of cloud-computing program for their career goals and needs. No single institution is going to adequately respond to the scale of this unmet demand. In sum, the increasing gap between job demand and workforce supply constitutes the necessary and justified co-existence of complementary but distinct cloud computing programs offered by Maryland institutions of higher education.

**Table 6: Maryland Institutions with Cloud Credential**

	<b>UMGC B.S. Cloud Computing Systems</b>	<b>Morgan State University B.S. Cloud Computing</b>
<b>Degree Requirements and Structure</b> (# of credits, a single required sequence vs. electives)	The major consists of 11 courses (33 credits) plus related elective courses and general education requirements. The program includes 1 math course, which is used towards the general education requirements.  Students can obtain credit for courses in multiple ways: by taking the course, by taking a challenge exam, by portfolio evaluation, or in the case of courses tied to certifications, by holding the unexpired certification addressed by the course.	The Core area of the program consists of 15 courses (51 credits), which are comprised of 15 credits (Math), 24 credits (Computer Science), 3 credits (Business) and 9 credits (Cloud Computing). To complete the major in Cloud Computing, students are also required to take 19 credits from courses drawn from Cloud Computing, Electrical Engineering, Information Science & Systems, Math, and Computer Science
<b>Delivery</b> (onsite vs. online)	Online (asynchronous)	Online (asynchronous) and face-to-face.
<b>Enrollment</b> (full-time vs. part-time)	Over the past five years, approximately 75% of UMGc students registering for classes within the School of Cybersecurity and Information Technology did so on a part-time basis (6 credits per term). We expect this trend to continue.	The MHEC proposal submitted by Morgan State University indicates no part-time students will be enrolled in the program.
Admission Requirements/Target Audience	UMGC is an open enrollment institution. For the in B.S. in Cloud Computing Systems there are no pre-requisite requirements for entry into the program.	Standard Morgan State University application requirements apply: High school students must have a cumulative GPA of 2.0 or higher. GED applicants must earn at least a score of 410 on each section of the HS equivalency exam, and at least a total score of 2250.
<b>Primary Points of Differentiation in Requirements and Target Audience:</b> Morgan’s program requires 70 credits of required coursework overall (51 credits in the core, and 19 in required electives), whereas UMGc’s requires 33. UMGc offers multiple ways of obtaining credits for courses, including transfer credit from work at previous institutions (most students transfer 30-60 credits when they enroll at UMGc) and credit for unexpired industry certification exams aligned to the program (12 in all). This, coupled with the focused course requirements for the major, may lead to accelerated graduation for career-ready professionals. UMGc’s program is also open to full- and part-time students.		

<b>CIP Code</b>	<p>CIP Code: 11.0902</p> <p>A program that prepares individuals to design and implement enterprise software systems that rely on distributed computing and service-oriented architecture, including databases, web services, cloud computing, and mobile apps. Includes instruction in data management, distributed and cloud computing, enterprise software architecture, enterprise and cloud security, mobile systems and applications, server administration, and web development.</p>	<p>CIP Code: 11.0103</p> <p>A program that focuses on the design of technological information systems, including computing systems, as solutions to business and research data and communications support needs. Includes instruction in the principles of computer hardware and software components, algorithms, databases, telecommunications, user tactics, application testing, and human interface design.</p>
<p><b>Primary Points Differentiation in CIP:</b> UMGC's program is focused on cloud computing systems, aligned to the proposal's focus on career-readiness for cloud professionals. The UMGC program focuses on operations (including security), administration, and management of cloud technology, distinct from software development. Morgan State University's CIP Code indicates a broader focus on technological systems inclusive of but well beyond cloud. Compared to UMGC's, Morgan State's program takes a broader perspective, arising from computer science, where the program is housed and as indicated by required courses in Data Structures, Computer organization, Operating systems, Databases, Software Engineering, and Artificial Intelligence. Each of these is a course with a "COSC" (that is, Computer Science) prefix. The program core (51 credits) is constituted as follows: Computer Science courses (24 credits), Math (15), Cloud (9), Business (3). The elective choices are also dominated by computer science courses (24 courses). These significant structural and conceptual differences in the two programs, combined with the differences in scale and reach of the two institutions' operational orientation, substantially minimize the overlap between the two programs' design and potential student population.</p>		
<b>Pedagogy and Learning Model</b>	<p>The curriculum is based on principles of competency- and performance-based learning. Authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies which incorporate applied learning.</p>	
<b>Program Content</b>	<p>The B.S. in Cloud Computing Systems focuses on the needs of an organization including planning, design, security, creation, and maintenance of cloud computing infrastructure. Courses within the program align with leading cloud certifications. These micro credentials (certifications) can be stacked to obtain a certificate (15 credits), which can itself be stacked within the major.</p>	<p>Morgan State's core requirements for the program are dispersed broadly across a range of topics: substantial programming (4 courses, including a course on data structures) and math (4 courses). Primary content on cloud in the core comes from two courses CLCO 261 (Introduction to Cloud Computing), and CLCO 401 (Cloud Application). CLCO 490 is cross listed with COSC 490 as a Senior Project. The electives include two other cloud courses, along with numerous Computer Science (COSC) and math electives. Program information indicates no direct alignment to industry certifications.</p>
<p><b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b> Of the 11 courses in UMGC's major, 8 address cloud directly; the other three directly address cloud-related technology (Networking, Virtualization, and Linux). Content in the UMGC cloud classes is focused on cloud operations, administration, and management. Cloud content in Morgan's program is more broadly dispersed, with the core containing two courses, and two others in the electives. Ten of the 11 UMGC courses in the major directly address cloud-related certifications. Morgan's cloud classes do not indicate a direct alignment to industry credentials in cloud computing. UMGC and Morgan State University take materially different approaches to math and computer science requirements: Morgan's requirements in both areas are extensive and aligned to computer science and information technology curriculum. In UMGC's program, College Algebra is the only required math. Morgan's program includes electives; UMGC's program is structured as a straight-line pathway designed to accelerate time to degree.</p>		

The remaining cloud-computing related credentials in Maryland are offered at the associate degree level or as lower-division or post-baccalaureate certificate programs. Montgomery College offers an associate

degree. Capitol Technology University offers a post-baccalaureate certificate. Frederick Community College and Montgomery College also offer lower-division certificates.

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

A globally scalable bachelor's degree in cloud computing directly responds to the large and growing unmet demand for cloud professionals, especially at the bachelor's degree level. Maryland's current undergraduate cloud offerings are not sufficient to close the gap, and UMGC's program is significantly different in structure, intent and scope from that offered by Morgan State. Notably, nearly 60% of students in the school in which the proposed program will be located are either non-Maryland residents or enrolled overseas, which buttresses UMGC's ability to respond to workforce development needs for students both within and beyond Maryland.

In addition, UMGC serves a diverse student demographic – primarily adult learners, active-duty military service members, veterans and other military affiliated students – who rely on UMGC's fully asynchronous, online delivery modality in order to access higher education. UMGC will leverage our global reach to serve students in other geographical locations. In this regard, UMGC is leveraging its global reach in accordance with the statutory mandate and mission that the university be "Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world."<sup>9</sup>

Finally, UMGC's teaching and learning model relies on scholar-practitioner instructors who typically work full-time within their field, and who bring intimate knowledge of workplace needs and practices to the classroom. This approach enhances the workplace relevant, project-based aspects of the curriculum, while connecting students to working professionals in the field.

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

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

There is one B.S. program in Cloud Computing offered by Morgan State University. As discussed above, UMGC's program design reflects the institution's focus on working-adult, military-affiliated student populations. In the School of Cybersecurity and Information Technology, where the B.S. in Cloud Computing will be located, approximately 66% of undergraduate students are military affiliated, of whom approximately 38% are active duty. The average age of the school's student population is 31, and 75% are enrolled part-time. On average, UMGC students transfer 38 credits to the university; 43% of students transfer between 30-59 credits and approximately 36% transfer between 60-89 credits. Moreover, UMGC's global reach means nearly 60% of students in the School of Cyber and Information Technology are either non-Maryland residents or enrolled overseas. Because of this unique student demographic profile, the B.S. in Cloud Computing is designed to respond to the reality that most students enroll t UMGC with the majority of their general education requirements completed and focus primarily on completing program requirements. 74% of UMGC students are working full-time while completing the courses in their major, so information and skills that are often immediately and directly applicable to their current positions are built purposefully into UMGC's Cloud program.

In these contexts, the UMGC program requires 33 credits and is strategically focused on instruction in the management and administration of cloud systems and technologies on all major platforms – including AWS, Microsoft Azure, and Google - and addresses certifications offered by vendor-neutral agencies such as CompTIA and (ISC)<sup>2</sup>. The program requires only college algebra and requires no computer-coding coursework, reflecting our focus on rapid reskilling and upskilling for working adults seeking to advance in or enter the cloud systems management and administration workforce.

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<sup>9</sup> Source: Md. Education Code Ann. § 13-101(2013)1

UMGC's program design stands in distinct contrast to Morgan State's program. Morgan's program requires 70 credits (51 credits in the core and 19 credits in required electives), which aligns to the structure of programs primarily designed for a four- to six-year bachelor's degree completion life cycle that is more reflective of primarily full-time students. Morgan's program requires 5 times more credits in math coursework than UMG's program, and students in Morgan's cloud program are required to take 24 credits in computer science, which aligns with Morgan's research orientation and provides students an appreciable foundation in the broader information technology disciplines (as reflected in the program's CIP code designation, 11.0103). Finally, Morgan's program includes extensive internship experiences designed for more traditional, full-time students who have summers and other extended periods of time to engage in this type of training.

The structural, temporal, and curricular differences in the design of UMG's and Morgan's programs illustrate distinctive orientations toward remarkably different student populations and will result in a significant variety of program and career choices for students in and outside of Maryland. Given the current market demand and rapid future growth projected in this field, the State will be best served by a diverse array of program offerings in cloud computing to prepare students for the workforce, whether they be entry-level professionals, mid-career professionals, or career changers. Consequently, UMG's proposed Cloud program will not negatively impact Morgan's Cloud program.

Before submitting this proposal, UMG academic leadership engaged Morgan State leadership directly with the expressed purpose of understanding the differences between the programs' curriculum design, specifically the intentional curriculum-design and content differences related to the distinct populations of students each institution is optimally designed to serve. UMG is confident that the high demand for cloud computing professionals in and around the state of Maryland will drive interest in both institutions' mission-driven offerings, and our proposal responds directly to this well-documented market demand that no single institution in Maryland or elsewhere can meet. While it is unfortunate that the two institutions could not agree on this point, UMG submits this proposal with full confidence in these evidence-based distinctions, and that a complementary space exists in the state for these two Cloud programs.

UMG's proposal does not present undue harm or unreasonable duplication with Morgan State University. UMG firmly believes 1) our proposal responds directly to a well-documented market demand that no single institution in Maryland or elsewhere can reasonably supply and, 2) the evidence presented throughout our proposal documents the specific student-type that seeks a UMG education.

#### **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.**

A search of the MHEC inventory of approved academic programs in Maryland indicates that one of the four Historically Black Institutions in Maryland has a potentially related program: Morgan State's B.S. in Cloud Computing. However, as discussed above, Morgan State's program appears to be capaciously constructed in a way that aligns to their unique institutional identity as a "preeminent, public, urban, research institution,"<sup>10</sup> with a curricular focus on computer science and math required for work in technologies and roles within but also well beyond cloud computing. In contrast, UMG's program reflects the multipronged commitment to serve not only students in Maryland, but also across the U.S., and around the world with rapid upskilling and reskilling education focused on increasing workforce capacity specifically in the management and administration of cloud computing systems and infrastructure. UMG's program teaches students fundamental aspects of cloud computing (such as networking and virtualization), and then focuses on familiarizing students with cloud technologies provided by leading vendors (AWS, Microsoft, Google, etc.). Students are taught how to leverage these technologies and manage the tools provided by these cloud-computing platforms in order to meet business needs. This knowledge is complemented with security concepts and other competencies drawn

<sup>10</sup> Source: [Morgan State University MHEC proposal](#).



from highly regarded vendor-neutral agencies such as CompTIA and (ISC)<sup>2</sup>. The focus in UMGC's proposed program is not on writing code to develop cloud-based applications, an important and appropriate contrast to Morgan State's code-intensive program.

Additionally, Morgan State's program was designed in close and formal collaboration with AWS;<sup>11</sup> UMGC's program includes instruction in AWS (a dominant player in the cloud space) but also purposefully includes instruction in Azure and Google environments as well as vendor-neutral certifying organizations such as CompTIA and (ISC)<sup>2</sup> to ensure the widest applicability of a graduate's education to workforce opportunities in cloud computing.

Access is also part of the design of the curriculum: UMGC has strategically disaggregated the B.S. in Cloud Computing Systems degree so that students can make progress toward professionally leverageable micro-credentials – both industry recognized exam-based certifications and a UMGC transcribed certificate – as they work toward baccalaureate graduation. As an additional indicator of and response to the need for access to upskilling and reskilling in these critical fields, UMGC is also developing complementary non-credit trainings aligned to industry certifications in partnership with multiple leading employers in the U.S. economy. These non-credit trainings are fully stackable within an A.A. or B.S. program and diversify the curriculum pathways by which learners access critical workforce development education.

Finally, this proposed program derives from UMGC's institutional identity, role, and mission and reflects the explicit design, delivery, and support services across the student journey lifecycle, all of which statutorily and missionally distinguish our mission, model, and students from Morgan State's. This mission-driven orientation to UMGC's portfolio also plays out in the stakeholders we serve, most notably the U.S. military. Between now and 2023, the contracts that UMGC holds with the Department of Defense to be a premier provider of educational services to military servicemembers will be up for renewal, and the university's cybersecurity and information technology curricula are critical to this partnership. Similarly, UMGC and the newly launched U.S. Naval Community College (USNCC) recently announced a partnership through which UMGC is a partner institution in providing cybersecurity coursework for USNCC students. Our ability to offer a cloud computing program is imperative to our ability to be responsive to future needs of these students.

**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.**

Like many universities, UMGC began its cloud computing offerings at the master's level with a Master of Science in Cloud Computing Architecture that launched in 2017. Cloud computing was initially viewed as primarily a graduate-level discipline, given the complexity of the content early on in the field's emergence and the variety of techniques and tools utilized in the field. More recently, the adoption of cloud computing and associated concepts, tools, and techniques in all levels of government and the non-profit sector has experienced exponential growth and continues to expand rapidly. This accelerated adoption rate has, in just a few years, created a high-demand market for entry-level jobs in cloud accessible at the bachelor's-degree level, far beyond what any single institution can supply. According to the market research presented in section C, 45% of cloud-computing related positions at the national level will be available to bachelor's degree holders, with 57% requiring a bachelor's degree regionally, and 50% in Maryland requiring a bachelor's degree.

Accordingly, the curriculum for the B.S. in Cloud Computing Systems incorporates teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills, while reinforcing their understanding of underlying concepts, principles and theories. At the

<sup>11</sup> Source: [Morgan State University MHEC proposal](#), page 5.

conclusion of each course in the program (except the capstone), students are prepared to take specific and in-demand cloud-related industry certification exams (see Table 7 below). These highly marketable micro-credentials are aligned to job demand and essential to success in the job market. Further, the entire curriculum can be completed in a stackable manner: each course before the capstone can lead to an industry certification, and the first five courses in the program also lead to a stacked credential (the UMGC certificate in Cloud Computing and Networking, submitted in parallel with this proposal) that can be earned before graduation. Finally, because courses are aligned to cloud-related industry certifications, students who come to the program already having earned certifications aligned to the curriculum receive transfer credit for those courses, accelerating time to degree.

**Table 7: Alignment of Courses in the program with certifications**

Course	Credits	Certification
CMIT 265 (*)	3	CompTIA Network+
CCS 267 (*)	3	VMware Certified Professional
CMIT 291	3	Linux Professional Institute Certification 1 [LPIC-1] and CompTIA Linux+
CMIT 326 (*)	3	CompTIA Cloud+ and AWS Certified Cloud Practitioner
CMIT 336 (*)	3	Microsoft Azure Fundamentals
CCS 346 (*)	3	Google Cloud Engineer - Associate
CCS 356	3	AWS Certified Developer - Associate
CMIT 426	3	AWS Certified Solutions Architect - Associate
CMIT 436	3	(ISC) <sup>2</sup> Certified Cloud Security Professional
CMIT 446	3	AWS Certified SysOps Administrator - Associate
CCS 495	3	N/A
Total	33	

NOTE: The five (\*)-ed courses comprise the embedded and stackable certificate in Cloud Computing and Networking.

The proposed program will be overseen within the Department of Cybersecurity and will be managed concurrently with the Master of Science in Cloud Computing Architecture program by the Program Director, Dr. Patrick Appiah-Kubi. Dr. Appiah-Kubi is an AWS Faculty Cloud Ambassador, who is pursuing the AWS Academy Cloud faculty accreditation. He has done extensive research and published several conference and journal papers on cloud computing and has developed and taught several graduate cloud computing courses. He is also a senior member of IEEE and part of the computer society subgroup of the IEEE.

UMGC also has a cohort of faculty who have substantial experience and expertise in the cloud field. Most of them possess certifications such as AWS Certified Cloud Practitioner, AWS Solutions Architect (both Associate and Professional), AWS Certified DevOps Engineer, AWS Certified SysOps Administrator, AWS Certified Developer (Associate), AWS Certified Advanced Networking (Specialty), AWS Certified Security (Specialty), Azure Fundamental, Azure Administrator Associate, Azure Solutions Architect (expert), Azure Security Engineer, CompTIA Cloud+ and CompTIA Certified Cloud Security Professional. UMGc requires that any faculty who teaches a class associated with an IT certification should currently hold that certification.

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

The program consists of 11 courses (33 credits, see Section G.4.) in the major, 14 general education courses (41 credits) and 16 elective courses (46 credits). Some courses will be sequenced, requiring students to take them in a prescribed order.

Program Learning Goals (Objectives) are as follows:

1. Communicate effectively in a variety of contexts utilizing appropriate techniques to convey results.

2. Evaluate and solve complex issues or problems which require technical and management skills that pertain to cloud computing.
3. Apply quantitative reasoning to analyze data related to business cloud needs, support conclusions, and solve problems that utilizes cloud frameworks.
4. Collaborate with team members to plan, assess and develop appropriate solutions for cloud adoption.
5. Evaluate the cloud infrastructural needs of an organization, analyze cost estimates and value proposition of the cloud utilizing appropriate techniques to provide reasonable solution recommendations to an organization.
6. Propose a network virtualization plan that utilizes cloud services and technologies required to deploy a cloud solution.
7. Design a secure, reliable, scalable and cost-effective cloud-based application utilizing industry-standard methods, models and techniques for a specific cloud project.
8. Design a cloud deployment solution based on architectural design principles, processes and frameworks and customer requirements.
9. Devise a comprehensive compliance, policy and risk assessment plan based on best practices, procedures and processes for the cloud solution to mitigate cloud adoption risk.
10. Create a security strategy for mitigating cloud security risk and threats associated with cloud adoption.

Appendix C shows the mapping of the program learning goals to the core courses in the major.

Five of the first six courses in the B.S. program provide a foundation in the principles, concepts and applications underlying cloud computing systems and comprise a certificate in Cloud Computing and Networking. The Cloud Computing and Networking certificate will be a highly marketable option for students of many majors from all three UMGC schools, and also for new students seeking a quick introduction to the field of cloud computing.

The heart of the program is the set of five courses that follow the courses comprising the certificate. This second set of courses are focused on using selected leading cloud technologies to build and securely manage cloud computing platforms to meet business needs. The culminating course is a capstone which focuses on the integrative application of skills and knowledge acquired throughout the program to solve a complex real-world problem. The skills addressed by the program are threaded throughout the curriculum and were identified through interactions with industry professionals and analysis of market trends and job needs. Courses will use a project-based approach, where learning happens in the context of a project (problem) which integrates institutional learning goals such as critical thinking and writing, and specific program goals.

**3. Explain how the institution will:**

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the set of learning goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development

of the courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses.

Using the mapping of institutional learning goals to courses, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning including student retention and market and labor data, program directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after 5 years. After this initial review, programs continue the annual review every year with an Academic Program Review every 7 years.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS will be the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the D2L LMS to allow student work to be duplicated from the LMS into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within the class and allows for independent review of student work apart from the classroom faculty. AEFIS also holds annual program review reports.

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

The B.S. in Cloud Computing Systems program will consist of 14 general education courses (41 credits), 11 required major courses (33 credits) and 16 elective courses (46 credits).

Below is the list of the 11 required courses. As noted above, students holding any of the industry certifications aligned to the program will receive transfer credit for those courses, accelerating their progress toward the degree.

**CMIT 265: Fundamentals of Networking (3)-** Designed to help prepare for the CompTIA Network+ certification exam. An introduction to networking technologies for local area networks, wide area networks, and wireless networks. The aim is to recognize the type of network design appropriate for a given scenario. Topics include the OSI (open system interconnection) model, security, and networking protocols. Prerequisite: IFSM 201.

**CCS 267: Network Virtualization (3)-** Designed to help learners prepare for the VMware Certified Professional exam. Learners will select storage, networking, and hardware options necessary to implement a private cloud solution. They will then install and configure a virtualization tool (such as vSphere) to establish a private cloud solution and manage it. Prerequisite: CMIT 265.

**CMIT 291: Introduction Linux (3)-** Designed to help prepare for the Linux Professional Institute Certification 1 [LPIC-1] and Linux+ exams. A study of the Linux operating system. The goal is to configure and manage processes, user interfaces, device files, print facilities, file systems, task automation, the boot-up/shutdown sequence, disk storage, network connectivity, system security, users, and groups. Prerequisite: CMIT 202 or CMIT 265.

**CMIT 326: Cloud Technologies (3)-** Designed to help prepare for the CompTIA Cloud+ and AWS Certified Cloud Practitioner certification exams. A hands-on study of basic cloud technologies. The aim is to apply the techniques and tools used in cloud environments, especially the AWS (Amazon Web Services) cloud. Topics include the global infrastructure of the cloud, deployment and operation in various cloud environments, high availability, scalability, elasticity, security, and troubleshooting. AWS, Microsoft Azure, and Google Cloud are compared. Prerequisite: IFSM 201.

**CMIT 336: Fundamentals of Microsoft Azure (3)**– Designed to help prepare for Exam AZ-900: Microsoft Azure Fundamentals. A hands-on study of Microsoft Azure services. The aim is to demonstrate mastery of cloud concepts, the core services used in Azure; pricing and support models used for Azure; and fundamentals of cloud security, privacy, compliance, and trust for Microsoft Azure. Topics include high availability, scalability, agility, fault tolerance, and disaster recovery in the Microsoft Azure environment. Prerequisite: CMIT 326.

**CCS 346: Cloud Engineering (3)**– Designed to help learners prepare for the Google Cloud Engineer Associate exam. Learners will set up the cloud environment as well as plan, configure, deploy, implement, and operate the deployed solution and security access management on Google Cloud. Prerequisite: CMIT 326.

**CCS 356: Application Development and Scripting in the Cloud (3)**– Designed to help learners prepare for the AWS Certified Developer Associate exam. Learners will design, develop, and deploy secure server/serverless applications to interact with AWS services using API, SDK and CLI, as well as optimize applications and perform root cause analysis on faults. Prerequisite: CMIT 291.

**CMIT 426: Mastering the AWS Cloud (3)**– Designed to help prepare for the AWS Certified Solutions Architect - Associate exam. A hands-on study of Amazon Web Services (AWS). The goal is to understand the computing, networking, storage, and database services in AWS; apply best practices in building secure and reliable applications in the AWS cloud environment; and identify the appropriate AWS service to meet an organization's technical requirements. Prerequisite: CMIT 326.

**CMIT 436: Security in the Cloud (3)**– Designed to help prepare for the (ISC)<sup>2</sup> Certified Cloud Security Professional exam. A hands-on study of cybersecurity and measures for securing critical assets in cloud environments. The goal is to apply the principles of confidentiality, integrity, and availability (CIA) of digital resources in cloud environments. Prerequisite: CMIT 426.

**CCS 446: Cloud Administration and Operations (3)**– Designed to help learners prepare for the AWS Certified SysOps Administrator Associate exam. Learners will create and maintain metrics and alarms to monitor and report on cloud system performance. Learners will evaluate the availability and resilience of AWS environments and mitigate cloud deployment and operational issues. Prerequisite: CMIT 436.

**CCS 495: Capstone: Current Trends and Projects in Cloud Computing (3)**– The course is the final course for the major. Learners will complete a compressive, project driven study of cloud design, implementation, operation and monitoring. Learners will integrate knowledge from all previous study in the program and apply to solve a complex real-world cloud problem that meets the needs of an organization. Prerequisite: CCS 446.

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

All UMGC undergraduate students are required to complete 41 credit hours in general education requirements. The general education courses required for the program will consist of:

- Research and Computing Literacy - 7 Credits
- Communication – 12 Credits
- Mathematics – 3 Credits
- Arts and Humanities – 6 Credits
- Behavioral and Social Sciences – 6 Credits
- Biological and Physical Sciences – 7 Credits

See Appendix B for the Bachelor of Science in Cloud Computing Systems Degree Planning Course Sequence Sheet, which includes required major and related courses, and required and recommended General Education courses.

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

N/A

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

N/A

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.**

UMGC maintains a comprehensive website that houses all updated information about its programs. Students will have access to degree requirements, course catalogs, course schedules, and other pertinent information about the program.

The website also provides specific and clear information about technology requirements for UMGc students, information and training on learning management system, and other additional resources to maximize students' learning experience.

A variety of support services are available to students for academic assistance (Tutoring, Writing Center), as well as technical support and financial aid.

UMGC students are guided by the Student Handbook that is available online and serves as a general guide for all current and prospective students.

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.**

All Bachelor of Science in Cloud Computing Systems program related communications (advertising, recruiting and admission materials) are done in conjunction with UMGc-wide institutional communication strategy which adheres to the principle of truth in advertising. All written and electronic materials prepared for prospective students for purpose of recruitment will accurately and clearly represent the courses, the program, and services available.

#### **H. Adequacy of Articulation**

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

UMGC already has a significant portfolio of articulations with community colleges, both within the state of Maryland and nation-wide in computing and information technology. Some of these community colleges already have programs in cloud computing (for example, the lower-level certificates offered by Montgomery College and Frederick Community College that map into UMGc's upper-level offerings). UMGc has a flexible and convenient transfer policy – accepting up to 70 credits from local community colleges. The university also offers an additional incentive for community college students in the form of a “completion scholarship,” whereby students who complete their 2-year degree at a local community college are guaranteed admission to UMGc, and a tuition rate that allows recipients of the scholarship to complete the four-year degree for \$12,000 or less. New articulations can easily be created between the proposed B.S. program and the cloud offerings of community colleges, providing community-college

students a seamless and accelerated, affordable pathway to a four-year degree in cloud computing. These pathways to a four-year degree can also be accelerated because some cloud-related community college courses can be articulated to courses comprising the B.S. program.

**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 member will teach in the proposed program.**

UMGC's model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in complementary roles that maintain and support the academic programs, providing input into the design and content of the program and their courses. This core group of full-time collegiate faculty will support the Adjunct faculty in teaching the program courses. Notably, UMG's School of Cyber and IT, where the proposed Cloud program will be located, recently optimized its organizational structure in order to repurpose an administrative position as an additional collegiate faculty line to support the anticipated growth in the cloud computing area.

In keeping with UMG's emphasis on workplace relevance, the Bachelor of Science in Cloud Computing Systems teaching faculty will be practicing professionals who teach part-time for UMG. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMG). This model is responsible for one of UMG's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand. In this way, UMG supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMG. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMG. Since 1996 UMG has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix A).

The centrality and appropriateness of UMG's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in a 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.<sup>12</sup>

Consistent with this model, UMG has a substantial roster of faculty with expertise in areas related to Bachelor of Science in Cloud Computing Systems. Teaching effectiveness is monitored by class

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<sup>12</sup> Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: [http://mhec.maryland.gov/institutions\\_training/Documents/acadaff/2016MissionStatementReview.pdf](http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf)

observation, student course evaluations, and program-specific, student-level competency assessment. The School of Cybersecurity and Information Technology already has an active unit of faculty qualified and prepared to teach courses in the proposed program and we constantly recruit additional faculty.

The following is a partial list of faculty and their graduate degree title(s), academic title/rank, and the courses they will teach:

Table 8: Faculty who will teach courses in the B.S. in Cloud Computing Systems

<b>Name</b>	<b>Appointment Type and Rank</b>	<b>Terminal Degree and Field</b>	<b>Status</b>	<b>Course(s) to be Taught</b>
Patrick Appiah-Kubi	Program Director of Cloud Computing and Networking, Collegiate Associate Professor	PhD, Information Technology	Full-time	CMIT 265 CMIT 326 CCS 495
John Galliano	Program Director of Cybersecurity Technology, Collegiate Associate Professor	DIA, Computer and Information Systems Security	Full-time	CMIT 265 CMIT 326
Manish Patel	Collegiate Associate Professor	MBA, Management Information Systems	Full-time	CMIT 291
TBD	Collegiate Faculty		Full-time, beginning ~July 2021	
Marcus Winkfield	Adjunct Assistant Professor	PhD, Information Systems	Part-time	CMIT 326 CMIT 336 CMIT 426
Samuel Bunmi	Adjunct Assistant Professor	PhD, Information Assurance and Cybersecurity	Part-time	CMIT 326 CMIT 426 CMIT 436
Nancy Landreville	Adjunct Professor	PhD, Information Technology	Part-time	CCS 267
Stephen Orr	Adjunct Associate Professor	PhD, Computer Science	Part-time	CMIT 265 CMIT 326
Cliff Davis	Adjunct Assistant Professor	MS, IT Management	Part-time	CCS 446 CCS 346
Leo Aguilera	Adjunct Assistant Professor	MS, Computer Science	Part-time	CCS 356

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

**a) Pedagogy that meets the needs of the students**

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, our required New Faculty Academic Orientation, is a two-week, facilitated online class that covers the history of UMG, pedagogy of adult learning, facilitating online learning, and providing additional support for students through UMG's Library, Effective Writing Center, and Office of Accessibility Services. Parallel required training courses exist for faculty teaching hybrid courses and faculty teaching in our competency-based curriculum model.



In addition, faculty members have access to just-in-time professional development opportunities such as our bi-monthly webinars; self-paced workshops on pedagogical and LMS-related matters; quick guides on online classroom support and technology; and a variety of Skillsoft courses.

**b) The learning management system**

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our LMS, Desire2Learn. Building on the materials provided in FACDEV 411, UMGc offers workshops on grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful introductions; open educational resources (OERs) used in the classroom; and netiquette.

In addition, many webinars directly amplify the skills needed by faculty members to be successful in the online classroom, e.g., recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; creating a more engaging classroom; etc.

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

Besides the strategies outlined above, UMGc has recognized the need to equip faculty more comprehensively with skills and abilities to enhance engagement and coaching, in order to enhance student learning and retention.

To that end, UMGc has developed a coaching training which will be made available to all UMGc faculty (including faculty teaching this program) in February 2021. This course, FACDEV 111—Coaching and Providing Feedback that Matters—will provide coaching skills to create an active and motivating presence in the classroom in order to establish helpful and supportive relationships with each student leading to persistence and academic success.

This addition our training catalog will diminish the distance between faculty and students inherent in online courses by facilitating regular interaction and outreach and personalized and actionable coaching and feedback.

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

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

No new library resources are needed to serve the Bachelor of Science in Cloud Computing Systems program. The UMGc Library provides access to a vast array of library resources and services to UMGc students, faculty, and staff worldwide to meet their academic needs and includes a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMGc Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGc's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMGc faculty and students provides access to hundreds of thousands of full-text articles as well as reports, statistics, case studies, book chapters, and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty and learning designers in providing links to Library materials directly in online classes.

The UMGc Library also offers other resources and services. UMGc students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMGc

Library offers document delivery services to all UMGC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMGC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMGC's global population.

The UMGC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via its [Ask a Librarian](#), which includes 24/7 chat and email. A guide to locating scholarly articles and using UMGC's [library databases](#). The UMGC Library [OneSearch](#) tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMGC Library subscribes, either directly or as additional resources.<sup>13</sup> In addition, UMGC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMGC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the [library's web site](#) provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

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

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

Existing resources related to facilities, infrastructure, and equipment are adequate to meet the Bachelor of Science in Cloud Computing Systems program needs. The proposed Bachelor of Science in Cloud Computing Systems will primarily be offered online asynchronously through a distance-education platform.

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

- a) **An institutional electronic mailing system, and**
- b) **A learning management system that provides the necessary technological support for distance education.**

UMGC has an internal email network that provides all incoming students and all faculty with consistent email domains [@student.umgc.edu](#) and [@faculty.umgc.edu](#) respectively. Students are encouraged but not limited to using this email address in all their communication with the university. Faculty are required to use their UMGC addresses for all their official UMGC communications.

UMGC's standard learning management system is Desire2Learn (D2L). All UMGC classes are taught using this system and all the students with appropriate technology and online access (referenced in section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 help desk and a large variety of online help resources on UMGC's [website](#).

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

- 1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each**

<sup>13</sup> Source: UMGC Library, 2020: <http://sites.umgc.edu/library/index.cfm>

year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Narrative Rationale

No new general funds are required for implementation of this program. The financial table that follows is based only on students entering the new program.

As shown in Tables 1 and 2 below, the program is expected to be self-supporting from Year 2 onward. If necessary, resources will be reallocated from the course development fund to support the new program in year one. Regarding expenditures, UMGC's existing base of FTE faculty and administrative and support staff will be redirected to support and serve the Bachelor of Science in Cloud Computing Systems.

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year1</b>	<b>Year2</b>	<b>Year 3</b>	<b>Year4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$450,000	\$675,000	\$900,000	\$1,125,000	\$1,125,000
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	N/A	N/A	N/A	N/A	N/A
c. Total F/T Revenue (a x b)	N/A	N/A	N/A	N/A	N/A
d. Number of P/T Students	50	75	100	125	125
e. Credit Hour Rate*	\$300	\$300	\$300	\$300	\$300
f. Annual Credit Hour Rate	30	30	30	30	30
g. Total PIT Revenue (d x e x f)					
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0

TOTAL (Add 1 - 4)	\$450,000	\$675,000	\$900,000	\$1,125,000	\$1,125,000
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\* only instate tuition is considered

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.

Narrative Rationale

The data below for faculty, staff, and technical support and equipment is based on UMGC's existing base of FTE faculty and administrative and support staff who will be utilized to support and serve the Bachelor of Science in Cloud Computing Systems, as well as existing technical support and equipment.

In category 1.b, the adjunct faculty salary is the median salary for an adjunct associate faculty member with a terminal degree at longevity step 11. In category 7, the expenditure listed is for course development.

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$80,697.06	\$121,045.60	\$161,394.10	\$201,742.70	\$201,742.70
a. Number of FTE sections	18	27	36	45	45
b. Total Salary (Adjunct salary at \$1371 per credit hours)	\$74,034	\$111,051	\$148,068	\$185,085	\$185,085
c. Total Benefits (9%)	\$6,663.06	\$9994.59	\$13,326.12	\$16,657.65	\$16,657.65
2. Admin. Staff (b + c below)	\$246,600	\$246,600	\$246,600	\$246,600	\$246,600
a. Number of FTE	2	2	2	2	2
b. Total Salary	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000
c. Total Benefits (37%)	\$66,600	\$66,600	\$66,600	\$66,600	\$66,600
3. Support Staff (b + c below)	\$34,250	\$34,250	\$34,250	\$34,250	\$34,250
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
c. Total Benefits (37%)	\$9250	\$9250	\$9250	\$9250	\$9250
4. Technical Support and Equipment	\$80,000	0	0	0	0

5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (course development, marketing)	\$100,000	0	0	0	0
<b>TOTAL (Add 1 – 7)</b>	<b>\$541,547.06</b>	<b>\$401,895.59</b>	<b>\$442,244.12</b>	<b>\$482,592.65</b>	<b>\$482,592.65</b>

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

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

UMGC has created an annual program review process that includes assessment of student learning as described earlier along with non-direct measures of student learning including student course evaluations, student retention and graduation rates, and student program surveys administered in capstone courses. As part of this process, external data is collected, including enrollment in related programs at other institutions and trends in labor markets. UMGC's mission for career relevant education requires that program learning goals and curriculum are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of the annual program review, courses within the program portfolio are reviewed for course health. This includes student success rates within courses and course reenrollment rates (how many students in a course re-enroll in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow faculty to evaluate the effectiveness of course curriculum and delivery. When a course is scheduled for revision, faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

UMGC is in the process of adopting Quality Matters for course evaluation. As that process rolls-out, courses will be reviewed on a regular basis against the Quality Matters rubric to further ensure quality of course materials and design.

Full-time faculty are reviewed at least every two years. Part-time faculty are reviewed on a course/semester basis. The student course evaluation provides an opportunity for faculty to receive both quantitative and qualitative feedback on their teaching.

**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.**

Faculty, administrators, and the Office of Academic Quality collaborate to implement and monitor assessment activities, review results, and make appropriate resource, curriculum, or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

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

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

UMGC seeks to reflect the diversity of the global community it serves. Cultural differences are recognized, valued, and considered essential to the educational process. UMGc provides an academic environment in which diversity is not only articulated as one of the institutional core values but is reflected in the university's ethnically and racially diverse student body and its proven record of providing higher education access to minority students. The university's Digital Teaching and Learning unit collaborates with UMGc's Office of Diversity and Equity to ensure a robustly inclusive curriculum that is built around UMGc's focus on project-, scenario-, and problem-based learning, which learning science has shown to more adequately respond to the learning approaches most effective for adult students. Additionally, the School of Cybersecurity and Information Technology is undertaking a focused initiative, in collaboration with the Office of the Chief Digital Officer, to specifically enhance inclusion in the School's offerings, starting with the diversity of perspectives and identities reflected in the projects that anchor the School's curriculum.

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

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

N/A

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

University of Maryland Global Campus has been approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGc is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. Furthermore, among its many recognitions, as of 2016 UMGc had received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

Historically, UMGc was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop online education. UMGc has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to residents of the state of Maryland, to the nation's service members, and to those who live outside of Maryland for more than seventy years. Additionally, UMGc's Europe and Asia divisions offer hybrid and onsite classes to fulfill contract requirements and meet the needs of military students overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings, including the DMCCPA, are in compliance with C-RAC's 2011 Guidelines.

Appendix A



**MHEC**  
Creating a state of achievement

90.2.1.001

cc: LEL  
Bob J.

Robert L. Ehrlich, Jr.  
Governor

Michael S. Steele  
Lt. Governor

John J. Oliver, Jr.  
Chairman

Calvin W. Burnett  
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005  
TO: Dr. Nicholas H. Allen  
Provost and Chief Academic Officer, UMUC  
FROM: Michael J. Kiphart, Ph.D. *MJK*  
Assistant Secretary for Planning and Academic Affairs  
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost  
UMUC

JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.

On February 15, 1996, the matter went before the Commission and an amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*. Further, the Commission instructed the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements. The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or [dsumler@mhec.state.md.us](mailto:dsumler@mhec.state.md.us).

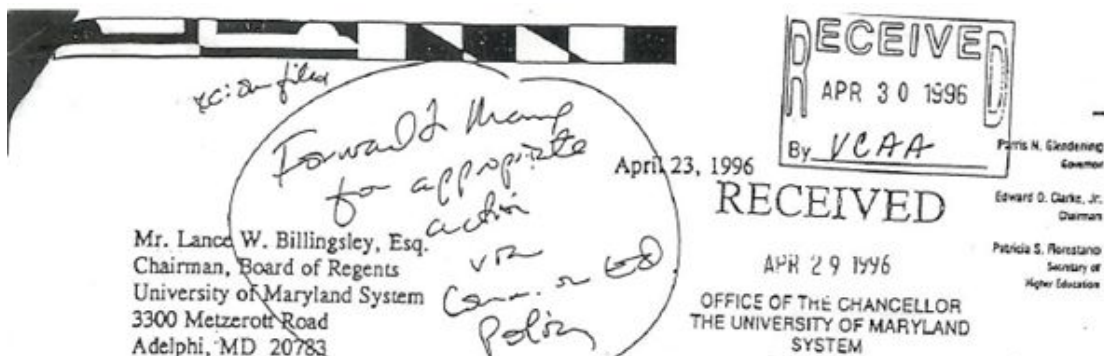
MJK:aaw  
Enclosures

**MARYLAND HIGHER EDUCATION COMMISSION**

839 Beattgate Rd. • Suite 400 • Annapolis, MD 21401-3013

T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • [www.mhec.state.md.us](http://www.mhec.state.md.us)





Mr. Lance W. Billingsley, Esq.  
Chairman, Board of Regents  
University of Maryland System  
3300 Metzger Road  
Adelphi, MD 20783

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,

*Edward O. Clarke, Jr.* (cr)

Edward O. Clarke, Jr.  
Chairman

EOC:PSF:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano  
✓ Dr. Donald N. Langenberg

16 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513  
TTY for the Deaf: (800) 735-2258

**Appendix B**  
**UMGC Cloud Computing Systems Degree Planning Course Sequence Sheet**  
**Bachelor of Science in Cloud Computing Systems**

This sheet is designed to give an overview of the bachelor's degree requirements at UMG. Every student's plan is unique to them based on their previous education. For full course descriptions and an overview of all requirements, please refer to the current UMG catalog. A minimum of 30 credits must be earned at UMG including at least half of the major/minor; 36 credits must be upper level including half of the credit in the major/minor. Please contact UMG with all questions in regard to your official degree plan. Degree requirements may change based on the date of initial enrollment at UMG.

Program	Course Sequence	Recommended Course	Level	Course Note	Alternative Course(s)
<b>Cloud Computing Systems</b>	1	LIBS150 (1)	GE	Recommended Research Gen Ed	CAPL 398A
	2	PACE111 (3)T	GE	Required Research Gen Ed	Any PACE 111
	3	WRTG111 (3)	GE	Recommended Communication Gen Ed	Any other WRTG
	4	IFSM201 (3)	GE	Required Computing Gen Ed; Pre-req to Major	N/A
	5	NUTR100 (3)	GE	Recommended Bio/Phys Sci Gen Ed	Any other ASTR, BIOL, CHEM, GEOL, NSCI, NUTR, or PHYS
	6	CMIT265 (3)	Major	Required Major Course	N/A
	7	SPCH100 (3)	GE	Recommended Communication Gen Ed	Any other WRTG/SPCH/COMM
	8	MATH 107 (3)	GE	Required Math Gen Ed	N/A
	9	WRTG112 (3)	GE	Required Communication Gen Ed	N/A
	10	CCS 267 (3)	Major	Required Major Course	N/A
	11	HIST125 (3)	GE	Recommended HU/Arts Gen Ed	Any other ARTH, ARTT, ASTD, ENGL (except ENGL 281 and ENGL 384), GRCO, HIST, HUMN, MUSC, PHIL, THET, dance, literature, or foreign language
	12	BIOL103 (4)	GE	Recommended Bio/Phys Sci Gen Ed with required LAB	Any other ASTR, BIOL, CHEM, GEOL, NSCI, NUTR, or PHYS with LAB
	13	BEHS103 (3)	GE	Recommended Beh/Soc Sci Gen Ed	Any other AASP (201 only), ANTH, ASTD, BEHS, CCJS (100, 105, 350, 360, 461 only), ECON, GEOG, GERO (except 342 and 351), GVPT, PSYC, SOCY, or WMST (200 only)

	14	ARTH334 (3)	GE	Recommended HU/Arts Gen Ed	Any other ARTH, ARTT, ASTD, ENGL (except ENGL 281 and ENGL 384), GRCO, HIST, HUMN, MUSC, PHIL, THET, dance, literature, or foreign language
	15	Elective (3)	Elective	Elective	
	16	ECON103 (3)	GE	Recommended Beh/Soc Sci Gen Ed	Any other AASP (201 only), ANTH, ASTD, BEHS, CCJS (100, 105, 350, 360, 461 only), ECON, GEOG, GERO (except 342 and 351), GVPT, PSYC, SOCY, or WMST (200 only)
	17	CMIT 291 (3)	Major	Required Major Course	N/A
	18	Elective (3)	Elective	Elective	
	19	CMIT 326 (3)	Major	Required Major Course	N/A
	20	Elective (3)	Elective	Elective	
	21	CMIT 336 (3)	Major	Required Major Course	N/A
	22	CCS 346 (3)	Major	Required Major Course	N/A
	23	CCS 356 (3)	Major	Required Major Course	N/A
	24	WRTG393 (3)	GE	Recommended Communication Gen Ed	Any other Upper-level WRTG
	25	Elective (3)	Elective	Elective	
	26	CMIT426 (3)	Major	Required Major Course	N/A
	27	Elective (3)	Elective	Elective	
	28	Elective (3)	Elective	Elective	
	29	CMIT436 (3)	Major	Required Major Course	
	30	Elective (3)	Elective	Elective	
	31	Elective (3)	Elective	Elective	
	32	CCS 446 (3)	Major	Required Major Course	
	33	IFSM 461 (3)	Elective	Recommended Elective	
	34	Elective (3)	Elective	Elective	
	35	Elective (3)	Elective	Elective	
	36	Elective (3)	Elective	Elective	
	37	Elective (3)	Elective	Elective	
	38	Elective (3)	Elective	Elective	
	39	Elective (3)	Elective	Elective	
	40	CCS495 (3)	Major	Required Major Course	N/A

	41	Elective (1)	Elective	Elective	
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**Appendix C****Mapping of Program learning Goals for the B.S. program to core courses in the major**

<b>Program Learning Goals</b>	<b>CMI T 265</b>	<b>CCS 267</b>	<b>CMI T 291</b>	<b>CMI T 326</b>	<b>CMI T 336</b>	<b>CCS 346</b>	<b>CCS 356</b>	<b>CMI T 426</b>	<b>CMI T 436</b>	<b>CCS 446</b>	<b>CCS 495</b>
Communicate effectively in a variety of contexts utilizing appropriate techniques to convey results	X	X	X	X	X	X	X	X	X	X	X
Evaluate and solve complex issues or problems which require technical and management skills that pertain to cloud computing	X	X	X	X	X	X	X	X	X	X	X
Apply quantitative reasoning to analyze data related to business cloud needs, support conclusions, and solve problems that utilizes cloud frameworks	X	X	X	X	X	X	X	X	X	X	X
Collaborate with team members to plan, assess and develop appropriate solutions for cloud adoption	X	X	X	X	X	X	X	X	X	X	X
Evaluate the cloud infrastructural needs of an organization, analyze cost estimates and value proposition of the cloud utilizing appropriate techniques to provide reasonable solution recommendations to an organization				X	X	X					X
Propose a network virtualization plan that utilizes cloud services and technologies required to deploy a cloud solution	X	X	X								X
Design a secure, reliable, scalable and cost-effective cloud-based application utilizing industry-standard methods, models and techniques for a specific cloud project							X			X	X
Design a cloud deployment solution based on architectural design principles, processes and frameworks and customer requirements							X	X		X	X
Devise a comprehensive compliance, policy and risk assessment plan based on best practices, procedures and processes for the cloud solution to mitigate cloud adoption risk						X		X	X	X	X
Create a security strategy for mitigating cloud security risk and threats associated with cloud adoption									X	X	X
Develop an administrative, monitoring, maintenance, auto-scaling and configuration plan for the cloud solution				X	X	X					X





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

**TOPIC:** University of Maryland Global Campus: Bachelor of Science in Data Science

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** The Bachelor of Science (B.S.) in Data Science program aligns with the needs of employers via competency and project-based teaching and learning approaches, providing employment-ready skills in the configuration and application of data science. The program is designed in a straight line path to provide critical, foundational knowledge of the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, and data representation and modeling, with the purpose of getting insights from data and making strategic data-driven recommendations that influence organizations' outcomes. The curriculum incorporates teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills while reinforcing their understanding of underlying concepts, principles and theories. The program aligns with the Association for Computing Machinery (ACM) Undergraduate Data Science Curriculum Recommendations.

UMGC will offer this program in an asynchronous, online format that allows students who are unable to attend a campus-based program access to education in this emerging field. UMG's network of educational sites in Europe, Asia, and the US also allows service members access to courses that can be applied to this program while they are stationed in military bases around the world. Additionally, UMG's program is designed to maximize transfer-credit acceptance from community colleges and workplace learning to assist with progress towards a credential.

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

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

**CHANCELLOR'S RECOMMENDATION:** That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland Global Campus to offer the Bachelor of Science in Data Science.

COMMITTEE RECOMMENDATION: Approval

DATE: March 5, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



January 28, 2021

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

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as official request for a new bachelor's degree program in Data Science. (HEGIS: 07.0301 CIP: 30.7001). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

As noted in this proposal, UMGC plans to offer an undergraduate certificate in Business Analytics that is embedded within this bachelor's degree program. A proposal for that certificate has also been submitted for your review.

Payment for review of this new academic program has been made to MHEC via R\*STARS interagency fund transfer, transaction number JAIA0860, in the amount of \$850 in accordance with the MHEC fee schedule.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto", with a stylized flourish at the end.

Blakely R. Pomietto, MPH  
Senior Vice President and Chief Academic Officer

CC: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, University System of Maryland



**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.**

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC student experience is designed from its origins for working-adult and military-affiliated students to access online education and built to leverage our unique and longstanding expertise in designing online learning. The learning resources, the selection, training, and evaluation of faculty, the non-academic supports, the success-coach advising model, the virtual classroom, the academic resources, the term and session structure, and course length are all deliberately derived from adult-learning science in distributed, online modalities, and the learning ecosystem is designed for a learner experience taking place anywhere in the world. These students' demographic profile drives the design and delivery of our learning model: The average age of UMGC's undergraduate student is 33 years old, 75% of them work full-time, and 46% have dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape of Maryland.

Our history and expertise have allowed us to build strong relationships with the military community which is nothing less than part of UMGC's institutional identity. As of Fall 2020, 65% of UMGC's undergraduate students are military affiliated, including active duty servicemembers, their families, and Veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach America's soldiers on military installations in Europe. The relationship between UMGC and the military has grown ever stronger in the decades since as a result of our intentional program design and delivery model that meets adult learners *where they are*, whether through asynchronous online courses or on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and many other military facilities around the world.

Today UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education. Recognition as one of the Best Military Friendly Online Colleges (GuideToOnlineSchools.com) and as the Military Times No. 4 Best

Cybersecurity Program for 2018, among other accolades, are evidence of UMGC's successful commitment to serving our nation's troops. Most recently, in 2019 UMGC was competitively selected as one of five partner institutions to the emergent U.S. Naval Community College to serve the Navy and Marines.

All of these considerations are reflected in UMGC's proposal herein to offer a new Bachelor of Science in Data Science degree. The proposed B.S. in Data Science is designed to meet the growing need for highly skilled professionals who can keep pace with the growth in demand for data science expertise in the workforce. In today's increasingly competitive marketplace, organizations need individuals with the requisite skills to transform the growing amount of industry, product, and customer behavior data into actionable information to support operational decision making. This new "data world" demands that organizations analyze large datasets to discover hidden knowledge, develop predictive modeling solutions to successfully adapt to new economic and social situations, and present information in such a way that decision makers across the organization can fulfill their responsibilities in an efficient and effective manner.

The proposed Bachelor of Science program in Data Science is designed to meet the growing need for highly skilled professionals who can transform the increasing amounts of data confronting all organizations into usable forms. One of the major outcomes of the program is to provide students with hands-on experience with a variety of the most ubiquitous analytical tools available for the purpose of organizing large data sets. At the same time, students will acquire fundamental knowledge and skills in data science that will equip them to adapt to future changes in tools, technology, and the marketplace. The program endeavors to produce graduates who can respond to workforce demands and emerging needs and who, upon graduation, possess an immediately implementable skill set to succeed in a global environment of workforce diversity, technological innovation, expanding competition, and ever-increasing amounts of data in our highly digitized world.

The proposed B.S. in Data Science program will prepare students for careers in a sector that Glassdoor<sup>1</sup> reports in the top spot of the 50 best jobs in America in terms of salary, job satisfaction, and openings for the third year in a row.

The proposal aligns with UMGC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that accommodates the needs of students and the community. In addition, this Bachelor of Science in Data Science program aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working adult, federally employed, and military affiliated students.

The Bachelor of Science in Data Science will support students' professional development with opportunities to learn from employers and peers. Students are given time to practice skills as they progress through formative instruction. The fully online, asynchronous program model offers flexibility, continuing education, and social opportunities to adults interested in refreshing and reshaping their career opportunities. Detailed descriptions of the program and courses within the major are in section G.

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

As the public state and national leader in distance and distributed education, UMGC awards associate, bachelor's, master's, and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMGC's mission to serve adult students results in a sustained academic emphasis on career-relevant and workforce-aligned programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, and technology. As part of its emphasis on career-relevant education, UMGC offers non-credit

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<sup>1</sup> [https://www.glassdoor.com/List/Best-Jobs-in-America-2019-LST\\_KQ0,25.htm](https://www.glassdoor.com/List/Best-Jobs-in-America-2019-LST_KQ0,25.htm)

professional development programs and hosts professional conferences and meetings supporting economic and societal needs of the State.

The B.S. in Data Science was constructed using UMGC's institutional learning goals that help students master academic and professional content and include a strong emphasis on technology and information literacy. Data Science is an interdisciplinary field, requiring synthesis of knowledge across a variety of related fields of skill and ability. The program builds upon UMGC's general education requirements and a solid understanding of scientific and quantitative reasoning through required coursework in mathematics, statistics, computer science and information technology. Although data science professionals must possess a high level of quantitative and technical expertise, the ability to translate the results of data science methods for non-technical managers is critical to positively impact decision-making processes. Thus, critical thinking and problem-solving, communication, teamwork and the ability to accommodate diverse perspectives are all as important as technical knowledge and skills.

The Data Science program begins with courses in applied statistics, business intelligence, data analytics and visualization, which also comprise the embedded undergraduate certificate in Business Analytics, a certificate that is accessible to majors and non-majors alike. Later courses address more advanced knowledge and skill-development in data science, machine learning, artificial intelligence, big data analytics, and data ethics. Although the program includes a distinct course in data ethics, the institutional learning goal of ethics and civic awareness is not restricted to that course but is a recurring theme running throughout the program. Finally, from the initial courses through to the capstone, institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of Data Science.

Because this program will provide adult students with an opportunity to pursue the emerging and critical field of data science, it is an institutional priority in direct alignment with UMGC's statutory mandate and mission to provide career-relevant programs. In addition, the strong emphasis on technological and informational literacy and expertise, critical thinking, problem-solving, communication, teamwork, the ability to accommodate diverse perspectives, the development of job-seeking skills, and the capacity for life-long learning for both majors and students of other majors via the undergraduate certificate make this proposed program an institutional priority.

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

No new general funds are required for the implementation of this program. The financial table in section L is based only on students entering the new program.

New courses will be developed and funded through existing budget allocation of funds in this fiscal year and through a departmental budget allocation as part of the FY 2022 budget process. The financial data in Table 2 in section L reflects an existing base of FTE faculty, administrative staff, adjunct faculty, and support staff, which will be sufficient to support the launch of this Bachelor of Science in Data Science. Salaries are shown with benefits at current rates of 37%.

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

UMGC's support services are designed to accommodate students who may not be physically in Maryland or who would simply prefer to access support remotely. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (LEO). A specialized technical support team for LEO questions and problems is available 24 hours a day,

seven days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting, publishes LEO FAQs, provides chat, phone, and e-mail access to a Help Center with a comprehensive knowledge base and includes a peer-to-peer feature in the online classroom to encourage students to help each other with LEO issues.

- The Digital Teaching and Learning unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty encounter.
- Students also receive 24/7 support in the use of educational technology from UMGC's Virtual Lab Assistance team, which resolves students' technical questions and issues in lab environments. Complementarily, program leadership and faculty support students in the proficiency of use with educational technology tools.
- MyUMGC is a self-service portal that provides access to administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view records at their convenience.
- UMGC's library is directly accessible through a link within each online classroom. The library helps to educate students in the use of information resources and services and develops and manages UMGC's extensive online library collection.
- The Effective Writing Center (EWC) offers an array of writing-related services to students, including review of draft papers, guest lecturers on writing skills for the classroom, a plagiarism tutorial, resources on citing and referencing, and resources to support research activities. The EWC is also directly accessible through a link within each online classroom.
- Turnitin has been integrated within courses as a developmental tool for students to assist with achieving authenticity in their writing.
- Subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom.
- The Office of Accessibility Services arranges accommodations for students with disabilities. Students can register with this office via an online form and then work with a staff member to receive appropriate accommodations for either online or hybrid courses. UMGC students move locations frequently and often need to adjust their course schedules because of work or family obligations so the Office of Accessibility Services is prepared to help students with transitioning their accommodations even when these changes occur.
- The Office of Career Services and its CareerQuest portal provides quality resources and services to assist students and alumni with their career planning and job search needs including Mentoring and Internship Plus programs. This office supports students who are transitioning from one career to another or are looking to climb up the corporate ladder, in addition to those who are entering the workforce for the first time. The CareerQuest portal is available 24 hours a day, seven days a week and includes an online database that allows students to connect with local and national hiring managers.
- The Alumni Association is a way for graduates to network and connect. Its online community features a career center, information on available chapters, discussion boards, photo sharing, and a resource center.
- The Financial Aid Office helps students understand and navigate the process of filing for financial aid. Extended office hours ensure that students can receive support quickly and staff members have expertise with a variety of financial aid options as UMGC students may be using employer assistance, veterans' benefits, or other aid that is more common among adult student populations.
- Success Coaches assist students with mapping out degree plans, selecting and scheduling courses, and generally navigating the administrative and academic landscape of earning a degree or certificate.

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

This is not applicable as this program is new.

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

As an open access institution, UMGC makes educational opportunities and choices available for all students within the state of Maryland, including new college majority populations – especially military affiliated and working adults most often left behind by higher education. In the School of Cybersecurity and Information Technology, where the B.S. Data Science will be located, approximately 66% of undergraduate students are military affiliated, of whom approximately 38% are active duty. The average age of the school's student population is 31, 74% of students are working full-time, and 75% are enrolled part-time. On average, UMGC students transfer 38 credits to the university; 43% of students transfer between 30-59 credits and approximately 36% transfer between 60-89 credits. And UMGC's global reach means nearly 60% of students in the School of Cyber and IT live outside Maryland, including those enrolled overseas.

In addition, the need for the advancement and evolution of knowledge critical to social and economic progress is a central concept in the curriculum of the proposed Data Science degree. Critical thinking, problem-solving, and communication skills are required skills for a data scientist and are central to the program's objectives to prepare students to enter the workforce and advance in their careers. The program also develops ethics, civic awareness, and the capacity for lifelong learning, which are all essential skills for the continuously evolving field of Data Science.

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

The program proposal is designed to meet present and future needs of the state, as identified in 2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt (State Plan).<sup>2</sup> This program supports the three primary goals in the State Plan in the following ways:

- The program serves Goal 1 (Access) in the State Plan in that it is designed to support UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. In addition, UMGC administers its programs to meet the University System of Maryland goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost.

At UMGC, this commitment to affordability and access is synonymous with a commitment to diversity and inclusion. The university's open admission approach is central to this commitment. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for the Bachelor of Science in Data Science are aligned with this mission.

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<sup>2</sup> Source: 2017-2021 Maryland State Plan for Postsecondary Education:  
<http://www.mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

- The program serves Goal 2 (Success) and Goal 3 (Innovation) in the State Plan, as it is based on principles of competency- and performance-based learning that are at the forefront of developments in adult learning in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant competencies in real time. The Bachelor of Science in Data Science program will employ authentic, project-based assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Retention and success focus on students' learning experiences and are improved through enhanced learning resources (e.g. readings, handouts, slides, etc.). These resources are provided online within the learning management system. The methodology and on-demand nature of this type of student support is innovative in higher education and online learning, thus reflective of best practices in adult teaching and learning.

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

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

There is a rapidly increasing demand for data scientists at the bachelor's degree level - individuals who can extract data, formulate models and apply quantitative analysis in a proactive manner. Evidence of strong demand for data scientists is derived from reviews of job sites and industry reports. According to the 2020 LinkedIn Emerging Jobs Report<sup>3</sup>, the highest growth jobs related to data science and data analysis include Artificial Intelligence Specialist, which requires expertise in machine learning, deep learning, python, and natural language processing (ranked #1 at 74% annual job growth); Data Scientist (37% annual job growth); and Data Engineer (33% annual job growth). About 11.5 Million data science jobs will be created by 2026 according to U.S. Bureau of Labor Statistics (BLS)<sup>4</sup>.

Burning Glass analysis shows that projected market demand for data scientists will grow 19% over the next 10 years (See Figure 1 below). Although researchers tend to define the jobs/occupations for data scientists differently – resulting in occasional differences in projected growth – the broadest consensus is that the job market for this field is strong.

**Figure 1: Burning Glass Projected Growth in Data Scientist Employment Market Occupation Analysis – Data Scientist**

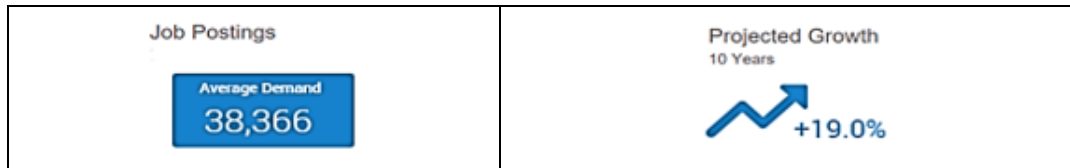
Utilizes skills and experience to systematically answer questions using data to provide actionable recommendations. Commonly utilizes advanced statistical analysis and machine learning techniques. Common responsibilities also include data cleaning and data management.

Common job titles: Data Scientist, Senior Data Scientist, Lead Data Scientist, Principal Data Scientist, Data Scientist II

Active Selections: Nationwide, Data Scientist

<sup>3</sup> [https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/emerging-jobs-report/Emerging\\_Jobs\\_Report\\_U.S.\\_FINAL.pdf](https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/emerging-jobs-report/Emerging_Jobs_Report_U.S._FINAL.pdf)

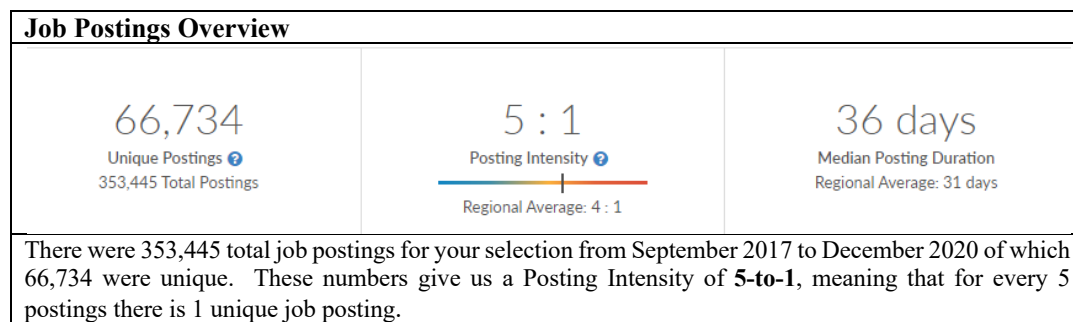
<sup>4</sup> BLS projects a 31% increase in the Data Science employment market between 2018-28: <https://www.bls.gov/news.release/ecopro.nr0.htm>



Source: Labor Insight (Burning Glass Technologies)

Similarly, EMSI modeling<sup>5</sup> of job listings related to data scientists found 66,734 unique positions listed nationwide from Sept. 2017 to Dec. 2020(See Figure 2 below). These positions are being posted with a higher frequency than the average for all other occupations within the region (5:1 for data scientists compared to 4:1 overall), demonstrating that these roles are harder to fill, despite market demand. This indicates the availability of openings in the job market to be served by the new program. These positions are also compensated very highly, with a median advertised salary of \$120,700.

**Figure 2: EMSI Data on the Data Scientist Employment Market**



This trend is even stronger in the DMV (DC-VA-MD-WV) region where the posting intensity is 7:1 compared to the 4:2 average for all other occupations within the region, and the median advertised salary is \$125,200.<sup>6</sup>

Our research shows high job demand for data scientists and a significant skill gap in the employment marketplace; companies are finding it difficult to fill their open positions with qualified candidates. LinkedIn<sup>7</sup> has noted that the number of individuals graduating with adequate skills to enter data professions trailed the job demand by 150,000.

For the third year in a row, Glassdoor reports<sup>8</sup> “data scientist” in the top spot of the 50 best jobs in America in terms of salary, job satisfaction and openings. According to Forbes/IBM,<sup>9</sup> 61% of data scientist and advanced analysis positions will be available to bachelor’s degree holders, while 39% will require a master’s degree or a PhD. Burning Glass Technology reported similar findings, noting that around 64% of the positions will be filled by bachelor’s degree holders. Figure 3 shows the required years of experience and educational level.

<sup>5</sup> Emsi Data Sources: <https://www.economicmodeling.com/data-sources/>

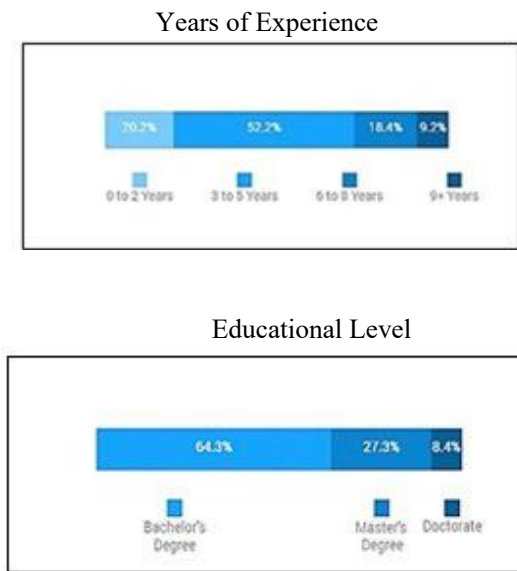
<sup>6</sup> ibid.

<sup>7</sup> <https://news.linkedin.com/2018/8/linkedin-workforce-report-august-2018>

<sup>8</sup> [https://www.glassdoor.com/List/Best-Jobs-in-America-2019-LST\\_KQ0,25.htm](https://www.glassdoor.com/List/Best-Jobs-in-America-2019-LST_KQ0,25.htm)

<sup>9</sup> <https://www.forbes.com/sites/louisacolumbus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/>

**Figure 3: Burning Glass: 64% of Data Science openings filled by B.S. degree holders.**



The design of the B.S. in Data Science reflects extensive research to determine the optimal skill set for market-aligned curriculum. The top 15 keywords based on skills and topics for the B.S. in Data Science are summarized in Figure 4. There is nearly universal growth across this skill set (with the exceptions of data mining and statistics, which are increasingly being channeled toward machine learning and data science). Skills that this Data Science program will emphasize show an exceptional surge in projected demand – such as machine learning (↑ 34.7%), deep learning (↑ 84%), Python (↑ 21.6%), Tableau (↑ 28.2%), artificial intelligence (↑ 24.8%) and natural language processing (↑ 22.8%).

**Figure 4: Burning Glass Skills Analysis, of Job Postings and Projected Job Growth<sup>10</sup>**

Skill	Description	Job Postings Requesting (Last 12 months)	Projected Growth (2 Years)
Data Science	Data science, also known as data-driven science, is an i	36,716	16.0%
Python	Python is a widely used high-level programming langua	28,503	21.6%
Machine Learning	Machine learning is the subfield of computer science th	25,832	34.7%
SQL	SQL ( ESS-kew-EL or SEE-kwl, Structured Query Languag	19,421	2.8%
Data Analysis	Data analysis, also known as analysis of data or data ar	10,622	1.3%
Big Data	Big data is a term for data sets that are so large or com	10,148	0.8%
Predictive Models	Predictive modeling uses statistics to predict outcomes.	9,414	12.5%
Artificial Intelligence	Artificial intelligence (AI, also machine intelligence, MI)	8,874	24.8%
Data Mining	Data mining is the computing process of discovering pa	8,573	-6.7%
Natural Language Processing	Natural language processing (NLP) is a field of compute	7,431	22.8%
Tableau	Tableau Software ( tab-LOH) is a software company he	7,258	28.2%
Deep Learning	Working experience of Deep Learning. Deep Learning i	7,123	84.0%
SAS	SAS (previously Statistical Analysis System) is a softwar	6,915	4.3%
Data Visualization	Working experience with the creation and study of the	6,480	18.2%
Statistics	Statistics is a branch of mathematics dealing with the c	5,601	-2.6%

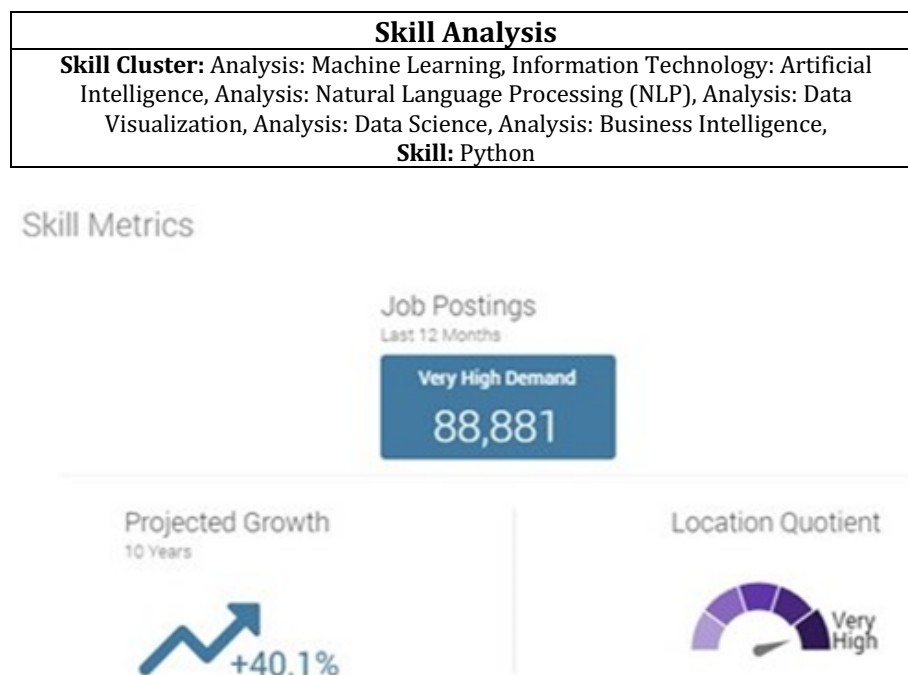
Source: Labor Insight (Burning Glass Technologies); Occupation Analysis - Data Scientist; Nationwide, United States

Further, in the DMV region, a search using keywords associated with the program (machine learning, artificial intelligence, natural language processing, data visualization, data science, business intelligence, Python) shows a very high demand (88,881 job postings), a projected growth of 40.1% over the next ten years, and a Location Quotient at its highest level (Very High) as per Burning Glass<sup>11</sup> (See Figure 5 below).

<sup>10</sup> Burning Glass: Data accessed 28 October 2020

<sup>11</sup> Burning Glass: Data accessed 29 October 2020



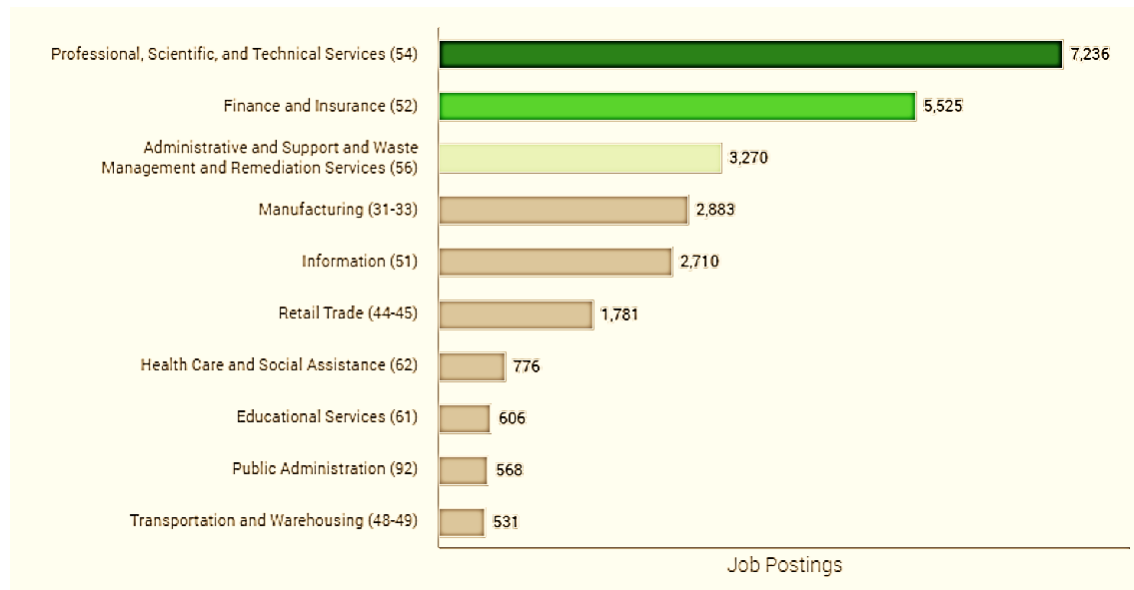
**Figure 5: Burning Glass Data Science Skills Analysis, based on DMV Job Postings**

The market data consistently shows high job growth for Data Scientists and demonstrates that these roles are harder to fill than others. The 2020 LinkedIn Emerging Jobs Report<sup>12</sup> reports that “Data science is booming and starting to replace legacy roles. Unsurprisingly, data science is a field that is seeing continued growth on a tremendous scale, but our data shows data scientists may be augmenting responsibilities traditionally done by statisticians as some industries, like insurance, gear up for the future.”

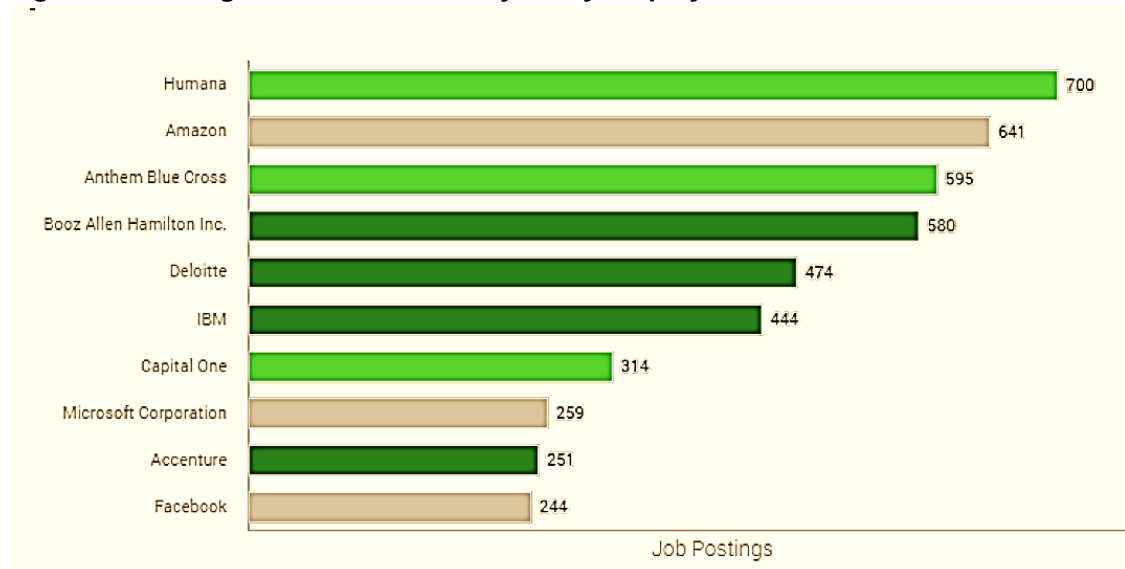
Students seeking employment as data scientists will see a strong nationwide demand for their skills. Figure 6 below shows top industries where data scientists are hired, and figure 7 shows major employers who are hiring data scientists. Hiring of data scientists is generally ongoing in all sectors, but the top employers are in the fields of professional, scientific, and technical services along with Finance and Insurance. Health care, retail and manufacturing are increasingly adding positions for graduates in the field of data science and analytics. The BS in Data Science responds directly to this large unmet demand in these industries.

<sup>12</sup> LinkedIn: [https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/emerging-jobs-report/Emerging Jobs Report U.S. FINAL.pdf](https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/emerging-jobs-report/Emerging%20Jobs%20Report%20U.S.%20FINAL.pdf)

**Figure 6: Burning Glass Data Science jobs by Industry and Employers**



**Figure 7: Burning Glass Data Science jobs by Employer**



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

As the B.S. in Data Science is a newly introduced, multi-disciplinary classification of instructional program (CIP) under the 2020 revision of taxonomies, there are no pre-existing institutional degree-completion data to project prospective student demand. Moreover, traditionally, data science degrees have been awarded at the master's level; data science programs at the undergraduate level are relatively new for most schools across the country.

However, UMGC introduced the closely related Master of Science in Data Analytics in 2013, which has proved to be a popular offering for students, with 836 enrollments in 2019 and 829 enrollments in 2020. For a relatively new program, these enrollment numbers show durable prospective student demand,

despite the advanced degree level, significant technical background and experience requirements, and a premium-program tuition rate. These are obstacles that the B.S. in Data Science program will not have.

Based on the totality of the market and job-demand data and the enrollment trends in technical fields at UMGC, our 5-year projected enrollment and graduate trend for the B.S. in Data Science are summarized in Table 1 below.

**Table 1 Enrollment Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Enrollment</b>	50	75	100	125	125

It is anticipated that approximately 50 degrees will be awarded each year after the degree is established and reaches steady state.

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

Ten years ago, the McKinsey Global Institute (MGI) and McKinsey's Business Technology Office<sup>13</sup> published ground-breaking research on the impact of big data on industries and employment. At the time, MGI estimated that by 2018 the United States would face a shortage of 140,000 to 190,000 people with "deep analytical skills," and highly specialized expertise in data science. The MGI report further identified that an additional 1.5 million professionals from across various content specialties would require "the know-how to use the analysis," the ability to use the results of data science in decision-making.

In the last decade, many universities have introduced courses and areas of concentration in data analytics to prepare managers and professionals in healthcare, business, marketing, finance and other fields for the use of the results of data science for decision-making. Fewer universities have tackled the task of preparing people with "deep analytical skills," by creating programs in Data Science and Data Analytics.

As the survey below illustrates, the existing programs tend to view the topic through specific lenses - e.g., a business management-based viewpoint or a mathematical-based viewpoint. In attempting to capture the diverse applications of data science, the approach has been to offer a variety of specializations within a major such as health care or economics. Perhaps as a consequence, the growing role of artificial intelligence and machine learning, as well as the important aspects of ethics and cybersecurity, have not been addressed in the core area of these programs. UMGC's proposed B.S. in Data Science program aims to address the "deep analytical skills" and data science expertise shortage, creating value and insights for decision-makers.

A review on December 7, 2020 of current bachelor's degree programs in data science on the Maryland Higher Education Commission website shows bachelor's degree programs in Data Science at four institutions in Maryland: Capitol Technology University, Salisbury University, Mount St. Mary's University, and Loyola University of Maryland. A fifth program in Integrative Data Analytics, offered by Goucher College, has a heavily math-based core, with either data science or economics as elective specializations. Tables 2 – 6 below compare and contrast UMGC's program with these programs.

<sup>13</sup> Big data: The next frontier for innovation, competition, and productivity: <https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/big-data-the-next-frontier-for-innovation>

<b>Table 2: Comparison of UMGC Bachelor of Science in Data Science to Capitol Technology University (CTU)'s Bachelor of Science in Data Science</b>		
	<b>UMGC Bachelor of Science in Data Science</b>	<b>Capitol Technology University (CTU)'s Bachelor of Science in Data Science</b>
<b>Degree Requirements and Structure</b> (number of credits, a single required sequence vs. electives)	33 credits in the data science major, including 3 credits in cybersecurity; 7 credits in related requirements in math and statistics; 6 credits in related requirements in programming and information systems. All courses are required. No electives within the major.	42 credits in analytics (which includes 6 credits in programming); 33 credits in business management; 20 credits in math and science; Most courses are required; one elective in science
<b>Delivery</b> (onsite vs. online)	Online and asynchronous; no on-site requirements	Program requires on-site courses. Last two years are offered online.
<b>Enrollment</b> (full-time vs. part-time)	Over the past five years, approximately 75% of UMGC students registering for classes within the School of Cybersecurity and Information Technology did so on a part-time basis (6 credits per term). We expect this trend to continue.	Full-time and part-time students
<b>Admissions Requirements/ Target Audience</b>	UMGC is an open-admission institution.	High School Requirements: <ul style="list-style-type: none"> <li>• at least a 2.2 grade point avg</li> <li>• SAT score of at least 800 or an ACT score of 17 (now optional to submit scores);</li> <li>• three years of math, including plane geometry and algebra II;</li> <li>• two years of science; and</li> <li>• two years of social science.</li> </ul>
<b>Primary Points of Differentiation in Requirements and Target Audience:</b> The UMGC program is completely online and asynchronous. This provides extreme flexibility for working professionals and military affiliated learners around the world. UMGC is an open-admission institution.		
<b>CIP Code</b>	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer

	programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.	algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.
<b>Primary Points of Differentiation in CIP:</b> No difference in CIP codes.		
<b>Pedagogy and Learning Model</b>	The curriculum is based on principles of competency- and performance-based learning. Authentic assessments are embedded throughout; students “learn by doing” through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies that incorporate applied learning.	CTU uses limited project-based learning in select classes; the overall approach is not competency-based.
<b>Program Content</b>	The UMGC program is broadly based, with courses in Data Science supplemented by courses in Mathematics, Business, Computer Science, Machine Learning and Ethics. The capstone is integrative, project-based and employer-centric. This major can be combined with many minors including business management, cybersecurity, health services management, gerontology, homeland security, political science, etc.	The 42 credits of Capital Technology University’s program in “Analytics” parallel’s UMGC’s curriculum; however, in contrast to UMGC, CTU’s program is heavily rooted in business management, with 33 required credits in the major being devoted to business classes (in the “Business Management” area).
<b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b> UMGC’s program is focused on the theory and underlying technology of Data Analytics, and its application to <i>any</i> area where collection of data is involved. It uses a learning model based on the principles of competency- and project-based learning. The CTU program has a substantial emphasis on business-oriented courses. The overall approach is not competency-based; only select classes use project-based learning. UMGC’s program is structured as a straight-line pathway, whereas CTU’s programs allows for electives.		

<b>Table 3: Comparison of UMGC Bachelor of Science in Data Science to Salisbury University's Bachelor of Science in Data Science</b>		
	<b>UMGC Bachelor of Science in Data Science</b>	<b>Salisbury University's Bachelor of Science in Data Science</b>
<b>Degree Requirements and Structure</b> (number of credits, a single required sequence vs. electives)	33 credits in the data science major, including 3 credits in cybersecurity; 7 credits in related requirements in math and statistics; 6 credits in related requirements in programming and information systems. All courses are required. No electives within the major.	10-credit core in analytics; 16 credits in math; 8 credits in programming. All core courses are required; specialization within one of the following areas (14-20 credits, some elective choice): <ul style="list-style-type: none"> <li>• Astrostatistics</li> <li>• Bioinformatics</li> <li>• Chemometrics</li> <li>• Computational Data Science</li> <li>• Geoanalytics</li> <li>• Mathematical Data Science</li> </ul>
<b>Delivery</b> (onsite vs. online)	Online and asynchronous; no on-site requirements	On-site only
<b>Enrollment</b> (full-time vs. part-time)	Over the past five years, approximately 75% of UMGC students registering for classes within the School of Cybersecurity and Information Technology did so on a part-time basis (6 credits per term). We expect this trend to continue.	Full-time and part-time students
<b>Admissions Requirements/ Target Audience</b>	UMGC is an open-admission institution.	High School Requirements: <ul style="list-style-type: none"> <li>• Standardized SAT or ACT test scores are required for applicants with below a 3.50 weighted cumulative grade point average.</li> <li>• Students wishing to enter college are encouraged to complete the college preparatory curriculum in high school.</li> </ul>
<b>Primary Points of Differentiation in Requirements and Target Audience:</b> The UMGC program is completely online and asynchronous. This provides extreme flexibility for working professionals and military affiliated learners around the world. UMGC is an open-admission institution.		
<b>CIP Code</b>	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer

	science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.	science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.
<b>Primary Points of Differentiation in CIP:</b> There is no difference in the CIP code. All new programs in the field are filled under the CIP 307001 established in 2020.		
<b>Pedagogy and Learning Model</b>	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students “learn by doing” through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies that incorporate applied learning.	
<b>Program Content</b>	The UMGC program is broadly based, with courses in Data Science supplemented by courses in Mathematics, Business, Computer Science, Machine Learning and Ethics. The capstone is integrative, project-based and company-centric. This major can be combined with many minors including business management, cybersecurity, health services management, gerontology, homeland security, political science, etc.	Salisbury University’s program is heavily rooted in mathematics, with a small core in analytics. The application areas are highly specialized and also oriented towards mathematics and statistics.
<b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b> UMGC’s program is focused on the theory and underlying technology of Data Analytics, and its application to <i>any</i> area where collection of data is involved. In terms of program content, the SU program is heavily rooted in Mathematics. UMGC’s program is structured as a straight-line pathway, whereas Salisbury’s program includes electives.		

<b>Table 4: Comparison of UMGC Bachelor of Science in Data Science to Mount Saint Mary's University's Bachelor of Science in Data Science</b>		
	<b>UMGC Bachelor of Science in Data Science</b>	<b>Mount Saint Mary's University's Bachelor of Science in Data Science</b>
<b>Degree Requirements and Structure</b> (number of credits, a single required sequence vs. electives)	33 credits in the data science major, including 3 credits in cybersecurity; 7 credits in related requirements in math and statistics; 6 credits in related requirements in programming and information systems. All courses are required. No electives within the major.	18 core credits in data science; 9 credits in computer science/programming; 7 credits in math; one data skills elective 15 credits in an application area (5 elective course choices): <ul style="list-style-type: none"> <li>• Computational Science</li> <li>• Data Engineering</li> <li>• Operations Research</li> <li>• Analytics for Business</li> </ul>
<b>Delivery</b> (onsite vs. online)	Online and asynchronous; no on-site requirements	On-site only
<b>Enrollment</b> (full-time vs. part-time)	Over the past five years, approximately 75% of UMGC students registering for classes within the School of Cybersecurity and Information Technology did so on a part-time basis (6 credits per term). We expect this trend to continue.	Full-time and part-time students
<b>Admissions Requirements/ Target Audience</b>	UMGC is an open-admission institution.	Application Requirements: <ul style="list-style-type: none"> <li>• High School Recommendation: 4 years of English, 3 years of mathematics, 3 years of science, 2 years of one foreign language, and 3 years of social studies/history.</li> <li>• Adult undergraduate applicants must have completed 12 credits with a 2.0 average and have three years of work experience.</li> </ul>
<b>Primary Points of Differentiation in Requirements and Target Audience:</b> The UMGC program is completely online and asynchronous. This provides extreme flexibility for working professionals and military affiliated learners around the world. UMGC is an open-admission institution.		
<b>CIP Code</b>	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics.	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics.



	Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.	Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.
<b>Primary Points of Differentiation in CIP:</b> There is no difference in the CIP code. All new programs in the field are filled under the CIP 307001 established in 2020.		
<b>Pedagogy and Learning Model</b>	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students “learn by doing” through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies that incorporate applied learning.	
<b>Program Content</b>	The UMGC program is broadly based, with courses in Data Science supplemented by courses in Mathematics, Business, Computer Science, Machine Learning and Ethics. The capstone is integrative, project-based and company-centric. This major can be combined with many minors including business management, cybersecurity, health services management, gerontology, homeland security, political science, etc.	As a liberal arts institution, Mount Saint Mary’s University has a large core curriculum requirement (46-49 hours). A Minor in Data Science exists.
<b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b> UMGC’s program is focused on the theory and underlying technology of Data Analytics, and its application to <i>any</i> area where collection of data is involved. Its core consists of 33 credits. Mt. St. Mary’s program has a much larger core. UMGC’s program is structured as a straight-line pathway, Mt. St. Mary’s program includes electives.		

<b>Table 5: Comparison of UMGC Bachelor of Science in Data Science to Loyola University of Maryland's Bachelor of Science in Data Science</b>		
	<b>UMGC Bachelor of Science in Data Science</b>	<b>Loyola University of Maryland's Bachelor of Science in Data Science</b>
<b>Degree Requirements and Structure</b> (number of credits, a single required sequence vs. electives)	33 credits in the data science major, including 3 credits in cybersecurity; 7 credits in related requirements in math and statistics; 6 credits in related requirements in programming and information systems. All courses are required. No electives within the major.	An interdisciplinary program of 15 courses (about 45 credits) from information systems, data science, math, statistics and programming. 3 course electives chosen from the above disciplines plus economics. Loyola offers an ethical data science course.
<b>Delivery</b> (onsite vs. online)	Online and asynchronous; no on-site requirements	On-site only
<b>Enrollment</b> (full-time vs. part-time)	Over the past five years, approximately 75% of UMGC students registering for classes within the School of Cybersecurity and Information Technology did so on a part-time basis (6 credits per term). We expect this trend to continue.	Full-time and part-time students
<b>Admissions Requirements/ Target Audience</b>	UMGC is an open-admission institution.	Admissions Target Audience: <ul style="list-style-type: none"> <li>• Loyola weighs high school grades heavily in admissions decisions.</li> <li>• Students are encouraged to take rigorous coursework, such as honors or AP courses</li> <li>• Students accepted into the class of 2024 had an average GPA of 3.66.</li> </ul>
<b>Primary Points of Differentiation in Requirements and Target Audience:</b> The UMGC program is completely online and asynchronous. This provides extreme flexibility for working professionals and military affiliated learners around the world. UMGC is an open-admission institution.		
<b>CIP Code</b>	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information	110401  Title: Information Science/Studies  Definition: A program that focuses on the theory, organization, and process of information collection, transmission, and utilization in traditional and electronic forms. Includes instruction in information classification and organization; information storage and processing; transmission, transfer, and signaling; communications and

	retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.	networking; systems planning and design; human interfacing and use analysis; database development; information policy analysis; and related aspects of hardware, software, economics, social factors, and capacity.
<b>Primary Points of Differentiation in CIP:</b> UMGC application is under the CIP code 307001 that was defined in 2020 to reflect the evolving field of Data Science. Previously established related programs like Loyola University's used CIP codes that more closely reflect the main focus of their program, in this case, Information Systems.		
<b>Pedagogy and Learning Model</b>	The curriculum is based on principles of competency- and performance-based learning. Authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies that incorporate applied learning.	
<b>Program Content</b>	The UMGC program is broadly based, with courses in Data Science supplemented by courses in Mathematics, Business, Computer Science, Machine Learning and Ethics. The capstone is integrative, project-based and company-centric. This major can be combined with many minors including business management, cybersecurity, health services management, gerontology, homeland security, political science, etc.	The Loyola data science program concentrates on the analytical and computational skills required within the data science field.
<b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b> UMGC's program is focused on the theory and underlying technology of Data Analytics, and its application to <i>any</i> area where collection of data is involved. The Loyola program is focused on analytical and computational skills. UMGC's program is structured as a straight-line pathway, Loyola's program includes electives.		

<b>Table 6: Comparison of UMGC Bachelor of Science in Data Science to Goucher College's Bachelor of Science in Integrative Data Analytics</b>		
	<b>UMGC Bachelor of Science in Data Science</b>	<b>Goucher College's Bachelor of Science in Integrative Data Analytics</b>
<b>Degree Requirements and Structure</b> (number of credits, a single required sequence vs. electives)	33 credits in the data science major, including 3 credits in cybersecurity; 7 credits in related requirements in math and statistics; 6 credits in related requirements in programming and information systems. All courses are required. No electives within the major.	4 credits in computer science and 20 credits in math and statistics are required. Some elective choice is available. Machine learning is an option. Two specializations are available: data science (16 credits) or economics (16 credits).
<b>Delivery</b> (onsite vs. online)	Online and asynchronous; no on-site requirements	On-site only
<b>Enrollment</b> (full-time vs. part-time)	Over the past five years, approximately 75% of UMGC students registering for classes within the School of Cybersecurity and Information Technology did so on a part-time basis (6 credits per term). We expect this trend to continue.	Full-time and part-time students
<b>Admissions Requirements/ Target Audience</b>	UMGC is an open-admission institution.	Admissions Target Audience: <ul style="list-style-type: none"> <li>• 46% of Class of 2023 students were in the top 25% of their high school graduating class</li> <li>• 16 units of college prep coursework is recommended</li> <li>• Goucher has a separate admissions process, Goucher II, for adult undergraduates</li> </ul>
<b>Primary Points of Differentiation in Requirements and Target Audience:</b> The UMGC program is completely online and asynchronous. This provides extreme flexibility for working professionals and military affiliated learners around the world. UMGC is an open-admission institution.		
<b>CIP Code</b>	307001  Title: Data Science  Definition: A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining,	300801  Title: Mathematics and Computer Science  Definition: A program with a general synthesis of mathematics and computer science or a specialization which draws from mathematics and computer science.

	information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.	
<b>Primary Points of Differentiation in CIP:</b> UMGC application is under the CIP code 307001 that was defined in 2020 to reflect the evolving field of Data Science. Goucher College used CIP 300801 code that more closely reflects the main focus of the program, in this case, Integration of Mathematics and Computer Science.		
<b>Pedagogy and Learning Model</b>	The curriculum is based on principles of competency- and performance-based learning. Authentic assessments are embedded throughout; students “learn by doing” through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies that incorporate applied learning.	
<b>Program Content</b>	The UMGC program is broadly based, with courses in Data Science supplemented by courses in Mathematics, Business, Computer Science, Machine Learning and Ethics. The capstone is integrative, project-based and company-centric. This major can be combined with many minors including business management, cybersecurity, health services management, gerontology, homeland security, political science, etc.	The Integrative Data Analytics major has three parts: Entry, Exploration and Specialization. The Entry and Exploration phases are heavily rooted in mathematics and statistics. A capstone is offered in the Data Science specialization. Machine learning is available as an option in the Exploration phase. Neither machine learning nor artificial intelligence are required for students taking the Economics specialization.
<b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b> UMGC’s program is focused on the theory and underlying technology of Data Analytics, and its application to <i>any</i> area where collection of data is involved. In terms of program content, UMGC’s program offers a straight-line pathway, while Goucher’s program has specializations. Several courses in machine learning and artificial intelligence are required in the UMGC data science program, whereas these topics appear as electives (only in the Core and Data Science Specialization areas), in Goucher’s program.		

UMGC is aware of a recent proposal submitted to MHEC by The University of Maryland College Park (UMCP) to create a B.S. program in Data Science. It appears that this program seeks to serve a distinctly different population – students who would normally pursue UMCP programs such as Computer Science, Mathematics, or Statistics but who happen to be interested in the emerging field of Data Science. Such students would have to meet UMCP’s entrance requirements. UMCP’s program will draw upon courses in computer science, mathematics, statistics, and a required set of new data courses. The program seeks to combine scientific methods, processes, and algorithms, to extract knowledge from data. At this time, it appears that the program will be offered in-person.

UMGC’s program, in contrast, is open-entry, offered online, and serves the needs of working-adult learners and world-wide students who are active-duty military, or veterans, and their families. The focus

of the program is also different. UMGC's program seeks to train students who can transform the increasing amounts of data into usable forms; familiarize students with a variety of analytical tools available for the purpose of organizing large data sets; and help students acquire fundamental knowledge and skills in data science that will equip them to adapt to future changes in tools, technology, and the marketplace. Courses which address only the required fundamental knowledge of programming, mathematics and statistics are included within the program, apart from the other DATA courses.

UMGC carefully reviews letters of Intent from other University System of Maryland institutions that are distributed to USM schools prior to full proposals being submitted to MHEC so that any potential concerns about program duplication (or other matters) can be discussed and resolved collegially by the concerned institutions. It is our goal that new programs being proposed are not in competition with, or unnecessarily duplicative of existing programs. This is in keeping with guidelines outlined in the recently circulated letter (10/1/2020) from MHEC to University Presidents.

These guidelines (in Section 3 on Unreasonable program duplication) state that "Ordinarily, proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative". As noted earlier (see Section A), the emerging area of data science plays much the same role as any other discipline in science, in that the knowledge and skills addressed within data science have wide applicability in every other field of knowledge or activity where large amounts of data are collected and analyzed. It is worth noting here that in today's age of the Internet of Things (IoT), generation of large amounts of data is the norm. The data provided in Section C makes it clear that there is a tremendous current need, and fast-growing future need, both in the DMV area and nationwide, of professionals who hold a bachelor's degree with skills that are addressed within the data science discipline. This large, critical need needs to be met with the combined efforts of multiple institutions working in unison, each institution targeting different aspects of the program and/or market needs, and each having the capacity to scale its programs to meet these needs.

In summary, UMGC's online B.S. in Data Science has justifiable and useful points of differentiation from the other programs enumerated in this section. The proposal documents how 1) the proposed program responds directly to a well-sourced market demand that no single institution in Maryland or elsewhere can reasonably supply and, 2) the evidence presented throughout our proposal documents the specific student-type and delivery modality unique to UMGC.

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

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

A search performed on December 7, 2020, of MHEC's inventory of approved academic programs in Maryland found no bachelor's degree programs in data science at HBIs in Maryland. This includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, and Morgan State University). UMGC's proposed program will, therefore, have no impact on high demand programs at HBIs.

**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.**

A search performed on December 7, 2020, of MHEC's inventory of approved academic programs in Maryland found no bachelor's degree programs in data science at HBIs in Maryland. This includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University). UMGC's proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of the 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.**

Like many universities, UMGC began its first steps in data science at the master's level, with a Master of Science in Data Analytics in 2013. Data Science was initially viewed as primarily a graduate level discipline, given the complexity of the content and the techniques and tools utilized in the field. Since those early years, data analytics and data science concepts, tools and techniques have been widely adopted in all areas of the economy, all levels of government, and in the non-profit sector. This has created a rapidly emerging market of entry-level jobs accessible with a bachelor's degree. According to the market research presented in section C, 61% of data scientist and advanced analysis positions will be available to bachelor's degree holders, while 39% will require a master's degree or a PhD.

The B.S. in Data Science aims to prepare bachelor's-level professionals to enter this dynamic job market, leveraging the teaching and professional expertise of UMGC's existing master's program. The bachelor's program will align with the needs of employers via competency- and project-based teaching and learning approaches and will provide employment-ready data science skills to its graduates. The program is designed to provide critical foundational knowledge of the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, and data representation and modeling, with the purpose of obtaining insights from data and making strategic data-driven recommendations that influence organizations' outcomes. The program's curriculum incorporates teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills, while reinforcing their understanding of underlying concepts, principles and theories. The program combines study in several technical disciplines to prepare highly qualified data scientists with strong career potential and aligns with the Association for Computing Machinery (ACM) Undergraduate Data Science Curriculum Recommendations.<sup>14</sup>

The proposed program will be taught entirely online in asynchronous mode and will allow UMGC to further support its mission to teach adult learners in Maryland, across the country, and around the world. This request aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of career opportunities to adult students. Specifically, the addition of the B.S. in Data Science diversifies credential options for our working adult and military-affiliated populations, responding to adult learners' need for a variety of pathways to credentials in higher education.

The proposed program will be hosted in the School of Cybersecurity and Information Technology's Department of Information Technology and will be managed concurrently with the Master of Science in Data Analytics by the Program Director, Dr. Elena Gortcheva.

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

The Major consists of 11 courses (33 credits, see Section G.4.) plus related mathematics and computer programming courses. Some courses will be sequenced, requiring students to take them in a prescribed order.

Program Learning Goals are as follows:

1. Communicate effectively in writing and orally, meeting expectations for content, purpose, organization, audience, and format.
2. Implement all stages of data science methodology including data extraction, data cleaning, data load, and transformation.
3. Execute best practices, using diverse technologies, within data science, business intelligence, machine learning and artificial intelligence.

<sup>14</sup> <http://dstf.acm.org/DSReportDraft2Full.pdf>

4. Analyze social, global and/or ethical issues and implications related to the use of existing and emerging data science, machine learning and/or artificial intelligence technologies.
5. Evaluate a business problem or opportunity to determine the extent data science can provide a viable solution and translate the business problem into a viable project to meet organizational strategic and operational needs.
6. Incorporate data security, data privacy and risk management best practices in the planning, development, and implementation of data science solutions.
7. Build and deploy the machine learning process throughout its life cycle in full compliance with best practices for tool evaluation, model selection, and model validation.
8. Leverage big data analytics and AI technology to create solutions for stream analytics, text processing, natural language understanding, AI and cognitive applications.
9. Collaborate with team members to plan, evaluate, implement, and document data science solutions.

The first five courses in the program provide a foundation in the principles, concepts, and applications underlying data science and comprise an embedded and stackable certificate in Business Analytics. The Business Analytics certificate would be a readily accessible and highly marketable option for students from all three UMGC Schools.

The heart of the B.S. program is the set of six courses that follow. These are focused on building data science skills that include data manipulation, visualization, machine learning, AI, predictive modeling, and use of the appropriate technology to extract insights from data and provide recommendations to meet organizational strategic and operational needs. The program offers a project-based curriculum that integrates both required technical competencies and essential managerial skills. These skills are threaded throughout the curriculum and were identified through interactions with industry leaders and analysis of market trends and job skills. Technical skills are two-tiered – in the first tier, a strong foundation in statistical and machine learning algorithms and in the second tier, experience in technology and software tools needed to tackle real-world problems. This second tier is dynamic and changes with industry needs. Students gain experience in a variety of software packages and other tools that enable them to perform data preparation, mining, and visualization. The focus of the program is to successfully employ a variety of software and statistical tools to analyze data sets and solve business problems and, at the same time, analyze social, global, and/or ethical issues and implications related to the use of existing and emerging data science, machine learning, and/or artificial intelligence technologies.

The capstone course focuses on the comprehensive application of skills and knowledge acquired in the program to solve a real-world analytical problem. Software tools are used in one or more case studies mirroring the challenges that organizations are facing today. At the conclusion of the program, students will earn a B.S. in Data Science and a certificate in Business Analytics and be prepared for selected industry certifications.

Appendix C shows the mapping of the program learning goals to the core courses in the major.

### 3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the set of learning goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development



of the courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses.

Using the mapping of institutional learning goals to courses, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning including student retention and market and labor data, program directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after 5 years. After this initial review, programs continue the annual review every year with an Academic Program Review every 7 years.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS will be the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the D2L LMS to allow student work to be duplicated from the LMS into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within the class and allows for independent review of student work apart from the classroom faculty. AEFIS also holds annual program review reports.

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

**a) Related Requirements**

**CMIS 102 Introduction to Problem Solving and Algorithm Design (3 credits)**

A study of techniques for finding solutions to problems through structured programming and step-wise refinement. The objective is to design programs using pseudocode and implement them in an appropriate programming language. Hands-on practice in debugging, testing, and documenting is provided. Topics include principles of programming, the logic of constructing a computer program, and the practical aspects of integrating program modules into a cohesive application. Algorithms are used to demonstrate programming as an approach to problem solving.

**IFSM 201 Concepts and Applications of Information Technology (3 credits)**

An introduction to data and the range of technologies (including hardware, software, databases, and networking and information systems) that provide the foundation for the data-centric focus of modern organizations. The objective is to apply knowledge of basic technical, ethical, and security considerations to select and use information technology (and the data that arises from technology) effectively in one's personal and professional lives. Discussion covers issues related to technology as a vehicle for collecting, storing, and sharing data and information, including privacy, ethics, security, and social impact. Applied exercises focus on the manipulation, analysis, and visualization of data and effective data communication strategies.

**MATH 140 Calculus I (4 credits)**

Prerequisite: MATH 108 or MATH 115. An introduction to calculus. The goal is to demonstrate fluency in the language of calculus; discuss mathematical ideas appropriately; and solve problems by identifying, representing, and modeling functional relationships. Topics include functions, the sketching of graphs of functions, limits, continuity, derivatives and applications of the derivative, definite and indefinite integrals, and calculation of area.

**STAT 200 Introduction to Statistics (3 credits)**

An introduction to statistics. The objective is to assess the validity of statistical conclusions; organize, summarize, interpret, and present data using graphical and tabular representations; and apply principles of inferential statistics. Focus is on selecting and applying appropriate statistical tests and determining reasonable inferences and predictions from a set of data. Topics include methods of sampling; percentiles;

concepts of probability; probability distributions; normal, t-, and chi-square distributions; confidence intervals; hypothesis testing of one and two means; proportions; binomial experiments; sample size calculations; correlation; regression; and analysis of variance (ANOVA).

b) Program Requirements

**DATA 220: Introduction to Data Analytics (3 credits)**

Prerequisite: STAT 200. Practical introduction to the methodology, practices, and requirements behind data science to ensure data is relevant and properly manipulated to solve problems and address a variety of real-world projects and business scenarios. Focus is on the foundational statistical concepts applied to describing datasets with summary statistics, simple data visualizations, statistical inference and predictive analytics. Through probability, hypothesis testing, and linear model building, students will use data to draw conclusions about the underlying patterns that drive everyday problems.

**DATA 300: Foundations of Data Science (3 credits)**

Prerequisites: CMIS 102, IFSM 201, DATA 220. An examination of the role of data science within a business and society. The goal is to identify a problem, collect and analyze data, select the most appropriate analytical methodology based on the context of the business problem, build a model, and understand the feedback after model deployment. Practical emphasis is on the process of acquisition, cleaning, exploring, analyzing, and communicating data obtained from variety of sources. Assignments will require working with data in programming languages such as Python, wrangling data programmatically and preparing data for analysis, using libraries like NumPy and Pandas.

**CSIA 300: Cybersecurity for Leaders and Managers (3 credits)**

(Designed in part to help prepare for the EC-Council Secure Computer User [CSCU] certification.)

Prerequisite: Any CMIS, CMSC, CMIT, CMST, CSIA, IFSM, or SDEV. Recommended: IFSM 201. A survey of the cybersecurity principles, practices, and strategies required by leaders and managers to become strategic partners in the establishment, management, and governance of an enterprise's cybersecurity program. The aim is to develop both an understanding of how cybersecurity supports key business goals and objectives and the essential skills necessary for success in a leadership or managerial role. Topics include the fundamentals of cybersecurity practices and principles; enterprise IT governance processes and security controls; data security; the information life cycle; intellectual property protections; privacy laws and regulations; security education, training, and awareness; and the need for cooperation and collaboration between business units and the organization's cybersecurity program.

**IFSM 330: Business Intelligence and Data Analytics (3 credits)**

Recommended: IFSM 201. A hands-on, project-based introduction to databases, business intelligence, and data analytics. The aim is to design secure industry-standard databases and utilize business intelligence and data analytics techniques and technologies to support decision making. Topics include data and relational databases, SQL queries, and business intelligence tools, including alignment with business strategy.

**DATA 331: Data Visualization (3 credits)**

Prerequisites: DATA 220, DATA 330. A presentation of the fundamentals of data visualization principles in the context of business and data science. Practical focus on data visualization of different data types including time-series, multidimensional data, creating dynamic tables, heatmaps, infographs, and dashboards. Hands-on projects will require exploring data visually at multiple levels to find insights to create a compelling story and incorporating visual design best practices to better communicate insights to the intended audience, such as business stakeholders. Projects are selected from a wide range of content areas such as retail, marketing, healthcare, government, basic sciences, and technology.

**CMSC 437: Machine Learning (3 credits)**

Prerequisite: DATA 300. A hands-on introduction to the Machine Learning principles and methods that can be applied to solve practical problems. Topics include supervised and unsupervised learning with focus on linear regression, logistic regression, decision tree, naïve Bayes and clustering analysis. Focus is

on using data from a wide range of domains such as healthcare, finance, marketing, and government to build predictive models, applied to make informed decisions. Additional topics include the handling of missing data, performing cross-validation to avoid overtraining, evaluating classifiers, and measuring precision.

**DATA 440: Advanced Machine Learning (3 credits)**

Prerequisites: CMSC 437, MATH 140. A project-based study of advanced concepts and applications in machine learning such as neural networks, support vector machines (SVM), ensemble models, deep learning, and reinforced learning. The emphasis is on building predictive models for practical business and social problems, developing complex and explainable predictive models, assessing classifiers and comparing their performance. All stages of the machine learning life cycles are developed, following industry best practices for selecting methods and tools to build ML models, including Auto ML.

**DATA 445: Advanced Data Science (Big Data) (3 credits)**

Prerequisites: DATA 331, DATA 437. A project-based introduction to the concepts, approaches, techniques and technologies for managing and analyzing large data sets in support of improved decision-making. The course will employ technologies such as Spark, Hive, Pig, Kafka, Hadoop, HBase, Flume, Cassandra, cloud analytics, container architectures, and streaming real-time platforms. Additional topics include how to identify the kinds of analyses to use with big data and how to interpret the results.

**CMSC 447: Artificial Intelligence Solutions (3 credits)**

(Designed to help prepare for the AWS Certified Machine Learning or Microsoft Designing and Implementing an Azure AI Solution exam.) Prerequisite: CMSC 437. A hands-on, project-based study of artificial intelligence and machine learning solutions to complex problems. Topics include natural language processing, computer vision, and speech recognition.

**DATA 450: Data Ethics (3 credits)**

Prerequisite: CMSC 437. Recommended: CSIA 300. A study of ethics within the context of data science, machine learning and artificial intelligence. The emphasis is on examining data and model bias, building explainable, fair, trustable, and accurate predictive modeling systems, and on reporting responsible results. Additional topics include the technology implications of human-centered machine learning and artificial intelligence on decision-making in organizations and government and the broader impact on society, including multinational and global effects.

**DATA 495: Capstone**

Prerequisites: DATA 440, DATA 445, DATA 450. The course requires completion of a major analytics project designed to apply the knowledge, technical skills, and critical thinking skills acquired during the degree program that can showcase the student's data science expertise to prospective employers. Projects are completed individually, including all phases of machine learning life cycles, and include a peer reviewed final report and presentation. Topics are selected from student-affiliated organizations or employers, special government/private agency requests, or other faculty approved sources in a wide range of domains such as healthcare, financial services, marketing, sciences and government.

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

All UMGC undergraduate students are required to complete 41 credit hours in general education requirements. These requirements include courses in writing and communications, arts and humanities, social and behavioral sciences, natural sciences, mathematics, technology, and research. See Appendix B for the Bachelor of Science in Data Science Degree Planning Course Sequence Sheet, which includes required major and related courses, and required and recommended General Education courses.

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

N/A

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

N/A

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.**

UMGC maintains a comprehensive website that houses all updated information about its programs. Students will have access to degree requirements, course catalogs, course schedules, and other pertinent information about the program.

The website also provides specific and clear information about technology requirements for UMGC students, information and training on the learning management system, and other resources to maximize students' learning experience.

A variety of support services are available to students for academic assistance (Tutoring, Writing Center), as well as technical support and financial aid.

UMGC students are guided by the Student Handbook that is available online and serves as a general guide for all current and prospective students.

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.**

All Bachelor of Science in Data Science program-related communications (advertising, recruiting and admission materials) are done in conjunction with UMGC-wide institutional communication strategy, which adheres to the principle of truth in advertising. All written and electronic materials prepared for prospective students for purpose of recruitment will accurately and clearly represent the courses, the program, and services available.

#### **H. Adequacy of Articulation**

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

UMGC has a number of existing articulations with community colleges, both within the state of Maryland and nation-wide, in computing and IT, reflecting the national and international reach of our service capacity. UMGC has a flexible and convenient transfer policy – accepting up to 70 credits from community colleges – and we also offer a “completion scholarship,” whereby students who complete their 2-year degree at a local community college are guaranteed admission to UMGC as well as a tuition rate which will allow recipients of the scholarship to complete the four-year degree for \$12,000 or less. New articulations can easily be created between the proposed B.S. program and Data Science-related programs offered by community colleges, offering students from these community college a seamless pathway to a four-year degree in Data Science.

**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 member will teach in the proposed program.**

UMGC's model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in complementary roles that maintain and support the academic programs, providing input into the design and content of the program and their courses. This core group of full-time collegiate faculty will support the Adjunct faculty in teaching the program courses.

In keeping with UMGc's emphasis on workplace relevance, the Bachelor of Science in Data Science teaching faculty will be practicing professionals who teach part-time for UMGc. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGc). This model is responsible for one of UMGc's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career-relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGc supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMGc. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGc. Since 1996 UMGc has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix A).

The centrality and appropriateness of UMGc's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.<sup>15</sup>

Consistent with this model, UMGc has a substantial roster of faculty with expertise in areas related to Data Science. Teaching effectiveness is monitored by class observation, student course evaluations, and program-specific, student-level competency assessment. The School of Cybersecurity and Information Technology already has an active unit of faculty qualified and prepared to teach courses in the proposed program and we constantly recruit additional faculty.

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<sup>15</sup> Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: [http://mhec.maryland.gov/institutions\\_training/Documents/acadaff/2016MissionStatementReview.pdf](http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf)

The following is a partial list of faculty with their graduate degree title(s), academic title/rank, and the courses they will teach:

<b>Name</b>	<b>Appointment Type and Rank</b>	<b>Graduate Degree(s), and Field</b>	<b>Status</b>	<b>Course(s) to be Taught</b>
Elena Gortcheva	Program Director/ Collegiate Professor	PhD, Computer Engineering	Full-time	DATA 440, DATA 445, CMSC 447, CMSC437 DATA 450, DATA 495
Christopher Schultz	Collegiate Professor	PhD, Educational Thought and Sociocultural Studies; MBA; MS Computer Science	Full-time	IFSM 201, DATA 220, IFSM 330, DATA 331, DATA 450, DATA 495
TBD	Collegiate Faculty	TBD	Full-time	TBD
Caroline Beam	Adjunct Professor	PhD, Operations Research	Adjunct	DATA 300, DATA 331
Charles Knode	Adjunct Professor	PhD, Industrial Technology	Adjunct	DATA 440, DATA 450, CMSC 447, DATA 495
Solomon Britto	Adjunct Assistant Professor	DBA, Doctor of Business Administration	Adjunct	IFSM 201, DATA 220
Jon Brundage	Adjunct Professor	PhD, Information Technology	Adjunct	IFSM 201, DATA 220
Aaron Ferguson	Adjunct Professor	PhD, Applied Mathematics and Statistics	Adjunct	IFSM 201, DATA 220, IFSM 330, CMSC 437, DATA 440
Michele A. Washington	Adjunct Professor	PhD, Information Systems	Adjunct	IFSM 201, DATA 220
Edward Herranz	Adjunct Associate Professor	PhD, Computer Science	Adjunct	DATA 300, CMSC 437, DATA 447, DATA 445
Firdu Batti	Adjunct Associate Professor	PhD, Computer Science	Adjunct	DATA 300, CMSC 437, DATA 447, CMSC 447

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

**a) Pedagogy that meets the needs of the students**

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, our required New Faculty Academic Orientation, is a two-week, facilitated online training that covers the history of UMG, pedagogy of adult learning, facilitating online learning, and providing additional support for students through UMG's Library, Effective Writing Center, and Office of Accessibility Services. Parallel required training courses exist for faculty teaching hybrid courses.

In addition, faculty members have access to just-in-time professional development opportunities such as our bi-monthly webinars; self-paced workshops on pedagogical and LMS-related matters; quick guides on online classroom support and technology; and a variety of Skillsoft courses.

**b) The learning management system**

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our Learning Management System (LMS), Desire2Learn. Building on the materials provided in FACDEV 411, UMGc offers workshops on grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful introductions; open educational resources (OERs) used in the classroom; and netiquette.

In addition, many webinars directly amplify the skills needed by faculty members to be successful in the online classroom, e.g., recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; creating a more engaging classroom; etc.

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

Besides the strategies outlined above, UMGc has recognized the need to equip faculty more comprehensively with skills and abilities to enhance engagement and coaching, in order to improve student learning and retention.

To that end, UMGc has developed a coaching training that will be made available to all UMGc faculty in Feb. 2021, well before the proposed launch of the proposed new program (Spring 2022). Faculty teaching in this program will therefore benefit from this training. This new faculty training course, FACDEV 111—Coaching and Providing Feedback that Matters—will provide coaching skills to create an active and motivating presence in the classroom in order to establish helpful and supportive relationships with each student leading to persistence and academic success.

This addition to our training catalog will diminish the distance between faculty and students inherent in online courses by providing specific strategies and tactics to facilitate regular interaction and outreach and personalized and actionable coaching and feedback.

**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.**

No new library resources are needed to serve the Bachelor of Science in Data Science. The UMGc Library provides access to a vast array of library resources and services to UMGc students, faculty, and staff worldwide to meet their academic needs and includes a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMGc Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGc's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMGc faculty and students provides access to hundreds of thousands of full-text articles as well as reports, statistics, case studies, book chapters, and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty and learning designers in providing links to Library materials directly in online classes.

The UMGc Library also offers other resources and services. UMGc students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMGc Library offers document delivery services to all UMGc students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMGc's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMGc's global population.

The UMGC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via its Ask a Librarian, which includes 24/7 chat and email. A guide to locating scholarly articles and using UMGC's library databases. The UMGC Library OneSearch tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMGC Library subscribes, either directly or as additional resources.<sup>16</sup> In addition, UMGC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMGC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's web site provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

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

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

The proposed Bachelor of Science in Data Science will primarily be offered online using a distance education platform. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the Bachelor of Science in Data Science needs.

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

UMGC has an internal email network that provides all incoming students and all faculty with consistent email domains @student.umgc.edu and @faculty.umgc.edu respectively. Students are encouraged but not limited to using this email address in all their communication with the university. Faculty are required to use their UMGC addresses for all their official UMGC communications.

UMGC's standard learning management system is Desire2Learn (D2L). All UMGC classes are taught using this system and all the students with appropriate technology and online access (referenced in section G8) have access to this system through their learning portal. Support is available for students and faculty through a 24/7 help desk and a large variety of online help resources on UMGC's website.

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

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

Narrative Rationale

No new general funds are required for implementation of this program. The financial table that follows is based only on students entering the new program.

<sup>16</sup> Source: UMGC Library, 2020: <http://sites.umgc.edu/library/index.cfm>



As shown in Tables 1 and 2 below, the program is expected to be self-supporting from inception. UMGC's existing base of FTE faculty and administrative and support staff will be utilized to support and serve the Bachelor of Science in Data Science.

For the resource category 2.e, note that only instate tuition is considered.

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year1</b>	<b>Year2</b>	<b>Year 3</b>	<b>Year4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$450,000	\$675,000	\$900,000	\$1,125,000	\$1,125,000
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	N/A	N/A	N/A	N/A	N/A
c. Total F/T Revenue (a x b)	N/A	N/A	N/A	N/A	N/A
d. Number of P/T Students	50	75	100	125	125
e. Credit Hour Rate	\$300	\$300	\$300	\$300	\$300
f. Annual Credit Hour Rate	30	30	30	30	30
g. Total PIT Revenue (d x e x f)					
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$450,000	\$675,000	\$900,000	\$1,125,000	\$1,125,000

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.

Narrative Rationale

The data below for faculty, staff, and technical support and equipment is based on UMGC's existing base of FTE faculty and administrative and support staff who will be utilized to support and serve the Bachelor of Science in Data Science, as well as existing technical support and equipment.

In category 1.b, the adjunct faculty salary is the median salary for an adjunct associate faculty member with a terminal degree at longevity step 11. In category 7, the expenditure listed is for course development.

**TABLE 2: PROGRAM EXPENDITURES:**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$80,697.06	\$121,045.60	\$161,394.10	\$201,742.70	\$201,742.70
a. Number of FTE sections	18	27	36	45	45
b. Total Salary (Adjunct salary at \$1371 per credit hours)*	\$74,034	\$111,051	\$148,068	\$185,085	\$185,085
c. Total Benefits (9%)	\$6,663.06	\$9994.59	\$13,326.12	\$16,657.65	\$16,657.65
2. Admin.Staff (b + c below)	\$123,300.00	\$123,300.00	\$123,300.00	\$123,300.00	\$123,300.00
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
c. Total Benefits (37%)	\$33,300.00	\$33,300.00	\$33,300.00	\$33,300.00	\$33,300.00
3. Support Staff (b+c below)	\$34,250.00	\$34,250.00	\$34,250.00	\$34,250.00	\$34,250.00
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
c. Total Benefits (37%)	\$9,250.00	\$9,250.00	\$9,250.00	\$9,250.00	\$9,250.00
4. Technical Support and Equipment	\$80,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (course development)	\$70,000	0	0	0	0
<b>TOTAL (Add 1 – 7)</b>	<b>\$388,247.06</b>	<b>\$278,595.59</b>	<b>\$318,944.12</b>	<b>\$359,292.65</b>	<b>\$359,292.65</b>

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

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

UMGC has created an annual program review process that includes assessment of student learning as described earlier along with non-direct measures of student learning including student course evaluations, student retention and graduation rates, and student program surveys administered in capstone courses. As part of this process, external data is collected, including enrollment in related programs at other institutions and trends in labor markets. UMGC's mission for career relevant education requires that program learning goals and curriculum are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of the annual program review, courses within the program portfolio are reviewed for course health. This includes student success rates within courses and course reenrollment rates (how many students in a course re-enroll in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow faculty to evaluate the effectiveness of course curriculum and delivery. When a course is scheduled for revision, faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

UMGC is in the process of adopting Quality Matters for course evaluation. As that process rolls-out, courses will be reviewed on a regular basis against the Quality Matters rubric to ensure quality of course materials and design.

Full-time faculty are reviewed at least every two years. Part-time faculty are reviewed on a course/semester basis. The student course evaluation provides an opportunity for faculty to receive both quantitative and qualitative feedback on their teaching.

**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.**

Faculty, administrators, and the Office of Academic Quality collaborate to implement and monitor assessment activities, review results, and make appropriate resource, curriculum, or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

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

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

UMGC seeks to reflect the diversity of the global community it serves. Cultural differences are recognized, valued, and considered essential to the educational process. UMGc provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body and its proven record of providing higher education access to minority students. The university's Digital Teaching and Learning unit collaborates with UMGc's Office of Diversity and Equity to ensure a robustly inclusive curriculum that is built around UMGc's focus on project-, scenario-, and problem-based learning, which learning science has shown to more adequately respond to the learning approaches most effective for adult students. Additionally, the School of Cyber and IT is undertaking a focused initiative, in collaboration with the Office of the Chief Digital Officer, to specifically enhance inclusion in the School's offerings, starting with the diversity of perspectives and identities reflected in the projects that anchor the School's curriculum.

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

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

N/A

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

University of Maryland Global Campus has been approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR

13B.02.03.22. UMGC is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. Furthermore, among its many recognitions, as of 2016 UMGC had received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

Historically, UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop online education. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to residents of the state of Maryland, to the nation's service members, and to those who live outside of Maryland for more than seventy years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill contract requirements and meet the needs of military students overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in compliance with C-RAC's 2011 Guidelines.

Appendix A



**MHEC**  
Creating a state of achievement

90.2.1.001

cc: LEL  
Bob J.

Robert L. Ehrlich, Jr.  
Governor

Michael S. Steele  
Lt. Governor

John J. Oliver, Jr.  
Chairman

Calvin W. Burnett  
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005  
TO: Dr. Nicholas H. Allen  
Provost and Chief Academic Officer, UMUC  
FROM: Michael J. Kiphart, Ph.D. *MJK*  
Assistant Secretary for Planning and Academic Affairs  
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost  
UMUC

JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.

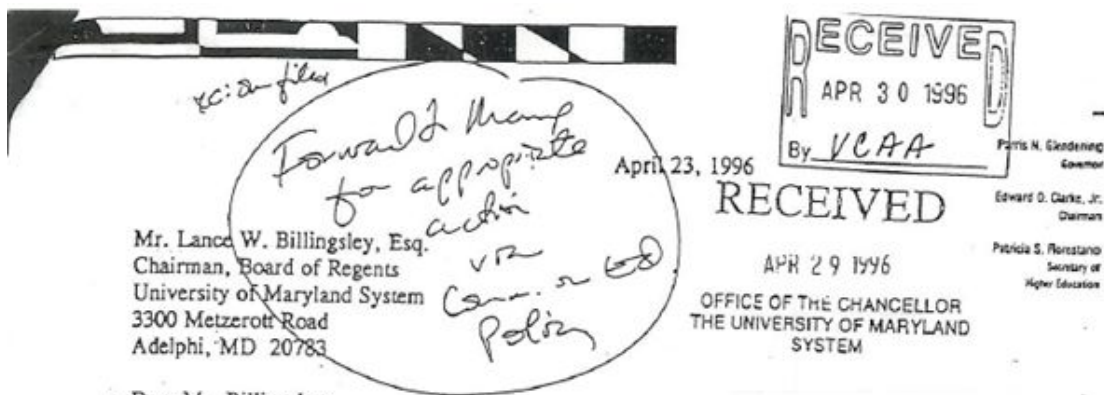
On February 15, 1996, the matter went before the Commission and an amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*. Further, the Commission instructed the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements. The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or [dsumler@mhec.state.md.us](mailto:dsumler@mhec.state.md.us).

MJK:aaw  
Enclosures

**MARYLAND HIGHER EDUCATION COMMISSION**

839 Beestgate Rd. • Suite 400 • Annapolis, MD 21401-3013  
T 410.260.4506 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • [www.mhec.state.md.us](http://www.mhec.state.md.us)



Mr. Lance W. Billingsley, Esq.  
Chairman, Board of Regents  
University of Maryland System  
3300 Metzger Road  
Adelphi, MD 20783

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,

*Edward O. Clarke, Jr.*  
(cr)

Edward O. Clarke, Jr.  
Chairman

EOC:PSF:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano  
✓ Dr. Donald N. Langenberg

16 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513  
TTY for the Deaf: (800) 735-2258

**Appendix B**  
**UMGC Data Science Degree Planning Course Sequence Sheet**  
**Bachelor of Science in Data Science**

This sheet is designed to give an overview of the bachelor's degree requirements at UMG. Every student's plan is unique to them based on their previous education. For full course descriptions and an overview of all requirements, please refer to the current UMG catalog. A minimum of 30 credits must be earned at UMG including at least half of the major/minor; 36 credits must be upper level including half of the credit in the major/minor. Please contact UMG with all questions in regard to your official degree plan. Degree requirements may change based on the date of initial enrollment at UMG.

Course Sequence	Term/Session Taken	Recommended Course	Level	Course Note	Alternative Course(s)
1		LIBS150 (1)	GE	Recommended Research Gen Ed	CAPL 398A
2		PACE111 (3)T	GE	Required Research Gen Ed	Any PACE 111
3		WRTG111 (3)	GE	Recommended Communication Gen Ed	Any other WRTG
4		IFSM201 (3)	GE	Required Computing Gen Ed; Pre-req to Major	N/A
5		CMIS102 (3)	Elective	Related Required Course; Pre-req to Major	N/A
6		STAT200 (3)	GE	Required Math Gen Ed; Pre-req to Major	N/A
7		WRTG112 (3)	GE	Required Communication Gen Ed	N/A
8		DATA220 (3)	Major	Required Major Course	N/A
9		DATA300 (3)	Major	Required Major Course	N/A
10		IFSM330(3)	Major	Required Major Course	N/A
11		BIOL103 (4)	GE	Recommended Bio/Phys Sci Gen Ed with required LAB	Any other ASTR, BIOL, CHEM, GEOL, NSCI, NUTR, or PHYS with LAB
12		DATA331 (3)	Major	Required Major Course	N/A
13		MATH140 (4)	Elective	Related Required Course	N/A
14		BEHS103 (3)	GE	Recommended Beh/Soc Sci Gen Ed	Any other AASP (201 only), ANTH, ASTD, BEHS, CCJS (100, 105, 350, 360, 461 only), ECON, GEOG, GERO (except 342 and 351), GVPT, PSYC, SOCY, or WMST (200 only)

15		CMSC437 (3)	Major	Required Major Course	N/A
16		ARTH334 (3)	GE	Recommended HU/Arts Gen Ed	Any other ARTH, ARTT, ASTD, ENGL (except ENGL 281 and ENGL 384), GRCO, HIST, HUMN, MUSC, PHIL, THET, dance, literature, or foreign language
17		NUTR100 (3)	GE	Recommended Bio/Phys Sci Gen Ed	Any other ASTR, BIOL, CHEM, GEOL, NSCI, NUTR, or PHYS
18		SPCH100 (3)	GE	Recommended Communication Gen Ed	Any other WRTG/SPCH/COMM
19		HIST125 (3)	GE	Recommended HU/Arts Gen Ed	Any other ARTH, ARTT, ASTD, ENGL (except ENGL 281 and ENGL 384), GRCO, HIST, HUMN, MUSC, PHIL, THET, dance, literature, or foreign language
20		Elective (3)	Elective	Elective	
21		ECON103 (3)	GE	Recommended Beh/Soc Sci Gen Ed	Any other AASP (201 only), ANTH, ASTD, BEHS, CCJS (100, 105, 350, 360, 461 only), ECON, GEOG, GERO (except 342 and 351), GVPT, PSYC, SOCY, or WMST (200 only)
22		CSIA300 (3)	Major	Required Major Course	N/A
23		Elective (3)	Elective	Elective	
24		DATA450 (3)	Major	Required Major Course	N/A
25		Elective (3)	Elective	Elective	
26		CMSC447 (3)	Major	Required Major Course	N/A
27		WRTG393 (3)	GE	Recommended Communication Gen Ed	Any other Upper-level WRTG
28		Elective (3)	Elective	Elective	
29		DATA440(3)	Major	Required Major Course	N/A
30		Elective (3)	Elective	Elective	
31		Elective (3)	Elective	Elective	



32		DATA445 (3)	Major	Required Major Course	N/A
33		Elective (3)	Elective	Elective	
34		Elective (3)	Elective	Elective	
35		Elective (3)	Elective	Elective	
36		Elective (3)	Elective	Elective	
37		Elective (3)	Elective	Elective	
38		Elective (3)	Elective	Elective	
39		DATA495 (3)	Major	Required Major Course	N/A
40		Elective (3)	Elective	Elective	

**Appendix C****Mapping of Program learning Goals for the B.S. program to core courses in the major**

	DAT A 220	DAT A 300	IFSM 330	DAT A 331	CSIA 300	CMSC 437	CMSC 447	DATA 440	DAT A 445	DAT A 450	DAT A 495
1. Communicate effectively in writing and orally to diverse audiences, utilizing storytelling techniques, when appropriate, to convey the data science process and results.	X	X	X	X	X	X	X	X	X	X	X
2. Plan, design, and implement the data mining process (machine learning life cycles), including data extraction, data cleaning, data load, and transformation.	X	X				X		X			X
3. Demonstrate proficiency with diverse technologies used within data science, business intelligence, machine learning and artificial intelligence.	X	X	X	X		X	X	X	X	X	X
4. Analyze social, global and/or ethical issues and implications related to the use of existing and emerging data science, machine learning and/or artificial intelligence technologies.	X		X			X	X	X	X	X	X
5. Evaluate a business problem or opportunity to determine the extent data science can provide a viable solution and translate the business problem into a viable project to meet organizational strategic and operational needs.		X	X	X		X		X	X		X
6. Incorporate data security, data privacy and risk management best practices in the planning, development and implementation of data science solutions.					X	X	X	X	X	X	X
7. Evaluate the appropriate methods and technology for data science in specific organizational contexts, including selecting a modeling approach, building a model using appropriate technology, validating the model, and deploying the model for prediction and analysis.						X		X	X	X	X
8. Create solutions leveraging big data analytics and AI							X	X	X		X

technology for stream analytics, text processing, natural language understanding, AI and cognitive applications.											
9. Collaborate with team members to plan, evaluate, implement, and document data science solutions.							X		X	X	X



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

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**TOPIC:** Post-Approval Academic Program Review Reports and Forthcoming Reviews

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** Annually a number of program reviews are presented to the Regents after the approval of academic programs. They include:

- New Programs 5-Year Enrollment Reviews
- Report on Periodic Reviews (7-Years) of Academic Programs; and
- Report on Academic Program Actions Delegated to the Chancellor.

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, will review specifics of these processes and share plans for forthcoming reviews to help ensure the viability of academic programs and the efficiency of the Board's role in the aforementioned reviews.

**ALTERNATIVE(S):** This is an information item.

**FISCAL IMPACT:** This is an information item.

**CHANCELLOR'S RECOMMENDATION:** This is an information item.

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COMMITTEE ACTION: Information Only

DATE: March 5, 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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# Post-Approval Academic Program Reviews

## Current and Future Reviews



03/05/2021

# Post-Approval Academic Program Reviews

New Programs 5-Year Enrollment Reviews

Periodic Reviews (7-Year) of Academic Programs

Academic Program Actions Delegated to the Chancellor

## New Programs 5-Year Enrollment Reviews

- Board of Regents initiated reviews in 2014
- Currently EPSL receives reviews as information only
- The progress between the projected and actual enrollments of the program are reviewed
- Reviews begin 1<sup>st</sup> fall semester after program approval
- Programs are reviewed annually for a five-year period

# Example

## *New Program Enrollment Review Fall 2016 - Fall 2020*

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
UMB	120100	Palliative Care <sup>[1]</sup>	MS	6/10/16	20	0	50	61	63	119	64	108	68	116
UMCP	070101	Information Science	BS	10/6/15	50	91	100	367	150	709	200	959	200	1160
UMCP	050300	Business Analytics	MS	4/15/16	30	0	30	74	40	161	41	209	42	201
UMCP	210200	Public Policy <sup>[2]</sup>	BA	6/10/16	50	0	100	78	200	162	300	219	300	270

[1] The M.S. in Palliative Care has exceeded its projected enrollment beginning in Fall 2017

[2] UMCP BA in Public Policy: Primary major headcount in Fall 2019 was 219, but count of all majors (including double majors) was 268

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

- Established by COMAR 13B.02.02.15 and 13B.02.03.17
- Currently, programs are reviewed every 7 years after approval
- Reviews comprise enrollments and degrees awarded, internal self-study and external reviews, inclusive of accreditation self-study when applicable, and institutional recommendations and actions at all academic levels
- USM Office of the Senior Vice Chancellor for Academic and Student Affairs provides review and submits to the Chancellor for approval and submission to EPSL
- Currently, reviews are presented as information only to EPSL

# Example

## *Periodic Reviews (7-Year) of Academic Programs, 2019-2020*

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.

# Academic Program Actions Delegated to the Chancellor

- BOR Policy III-7.03 affords approval of program actions leading to the award of:
  - A graduate or undergraduate certificate,
  - Any new BTPS program, any substantial expansion or modification of an existing academic program, and
  - Any suspensions and discontinuances of existing degree programs.
- An annual report on academic program actions is given to the Board of Regents Committee on Education Policy and Student Life.

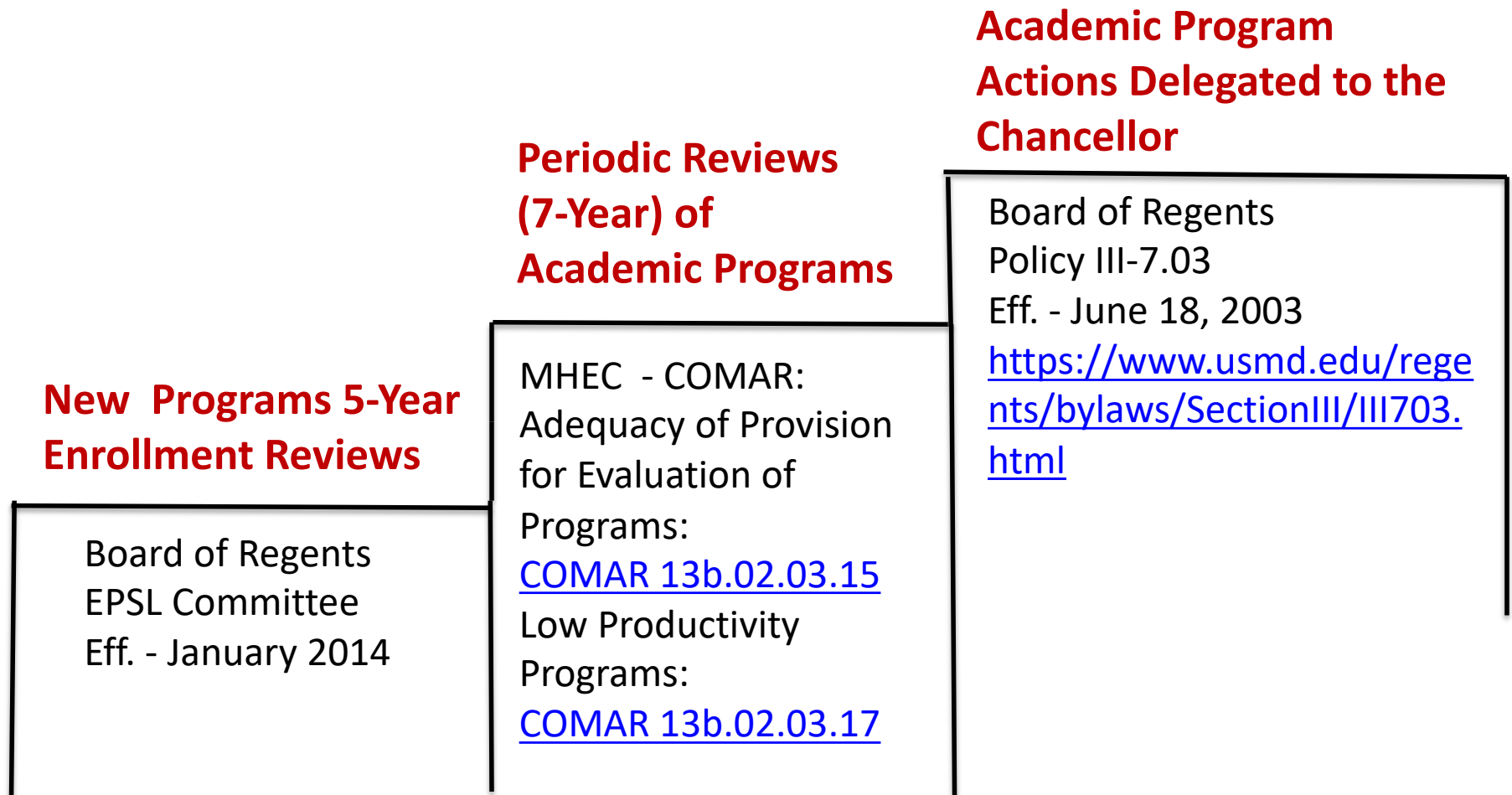
# Example

## *Academic Program Actions Delegated to the Chancellor, 2019 - 2020*

Institution	Chancellor's Actions		
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes
University of Maryland, Eastern Shore	Suspend B.A. in Jazz and Popular Music (5-18-2020) Suspend B.A. in Music Education (5-18-2020) Discontinue B.S. in Business Education (5-18-2020) Discontinue A.O.C. in Mechanical Engineering in B.S. in Engineering Technology (4-6-2020) Discontinue Additional Locations: 1) Allegany Career Technology Center (2-24-2020), 2) Community College of Baltimore County – Catonsville (2-24-2020), and 3) Frederick Community College (2-24-2020)	B.S. in Aviation Science- Substantial Modification to offer at Prince George's Community College (11-4-2020)	B.S. in Computer Science/Data Processing to Computer Science (10-28-2019) B.S. in Construction Management/ Technology to Construction Management Technology (10-28-2019) B.S. in Elementary/Special Education to Special Education (6-26-2020) M.S. in Clinical Rehabilitation Counseling to Rehabilitation Counseling (8-17-2020)

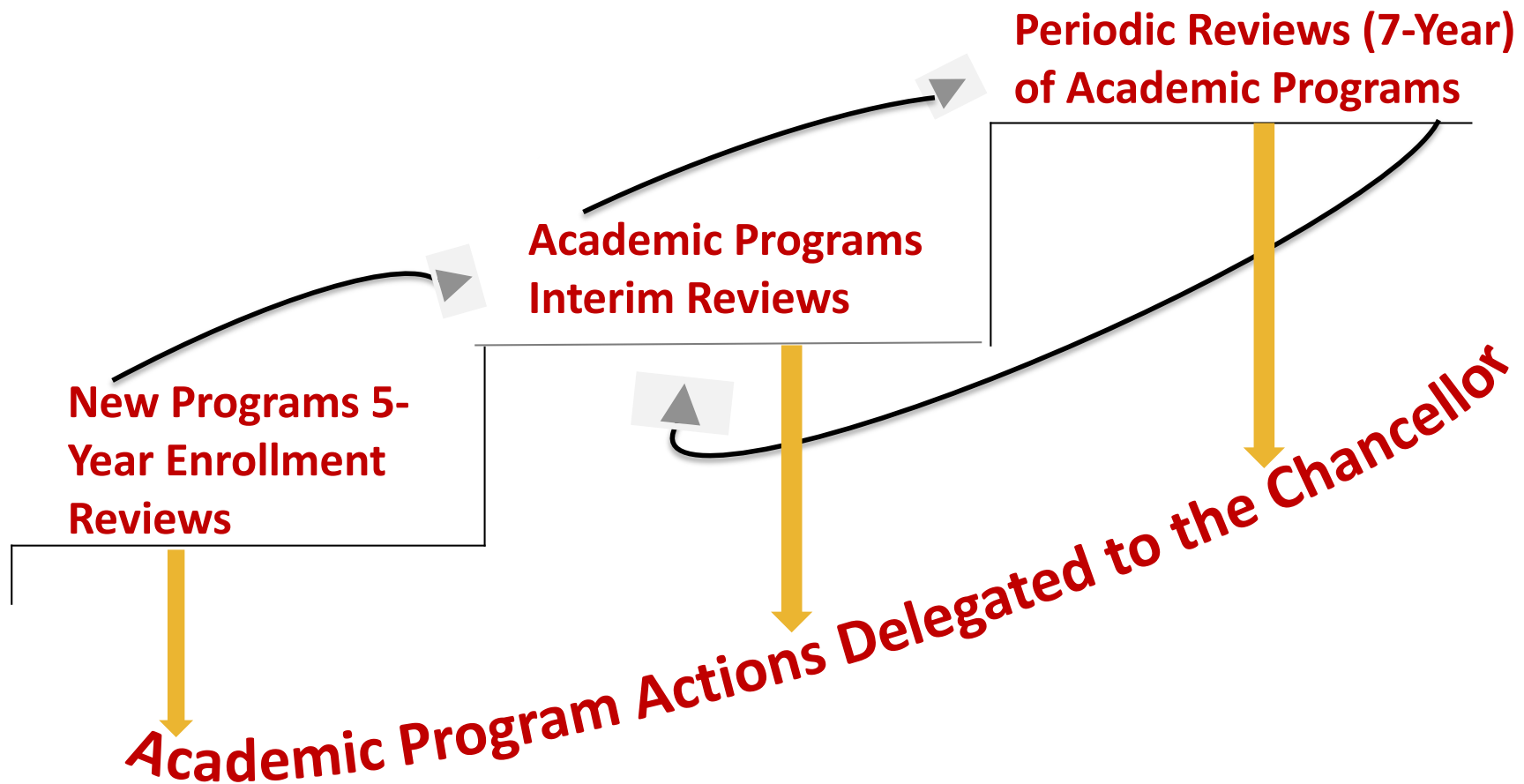
## Current program review processes . . . . .

Each of the program reviews is an independent process. Using the information gathered from these distinct reviews, the individual institutions determine the outcome of their programs.



## Next steps for the reviews of academic programs . . . . .

As recommended by the Board of Regents Committee on Education Policy and Student Life on January 12, 2021, an Academic Advisory Committee will convene to define more frequent reviews of low productivity programs and the consistent execution of recommendations to determine program viability. A report on the outcomes of the Academic Advisory Committee deliberations will be given at the Committee on Education Policy and Student Life meeting in September 2021.





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

**TOPIC:** New Programs 5-Year Enrollment Reviews, Fall 2016 – Fall 2020

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** **SUMMARY:** As part of the ongoing review process of academic programs, the attached data have been updated with the Fall 2020 enrollments of programs continuing in the five-year review period. The information will provide the Committee with the actual enrollments in new programs approved since Fall 2016. It is important to note that not all programs are implemented in the year they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first periodic program review.

**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: March 5, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman  
Ellen Herbst

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### **NEW PROGRAM 5-YEAR ENROLLMENT REVIEW FALL 2016 – FALL 2020**

New academic programs are reviewed annually for a period of five-years. The Fall 2016 – Fall 2020 review comprises enrollment data for fifty-eight (58) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program.

The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments.

Programs that began reviews in Fall 2016, Fall 2017, and Fall 2018 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, Fall 2019 and Fall 2020, have varying degrees of actual enrollments as they progress through the first and second years of implementing the program.

The subsequent sections will present the number of degrees offered and the enrollment performance of the new programs.

#### **Number of Degrees Offered in the New Programs**

<b>Degrees</b>	<b>No. of Degrees</b>
Bachelors	21
Bachelors / Masters	3
Masters	29
Masters / Doctorate	1
Doctorate	4
<b>Total</b>	<b>58</b>

#### **Enrollment Performance of the Programs**

The enrollment performance of new programs are evaluated on whether the actual enrollment is greater than 50 percent of the projected. The following sections review the enrollment data for the programs approved during the five-year period of Fall 2016 to Fall 2020.



### ***New Program Enrollment Review Fall 2016 - Fall 2020***

The new programs in Table 1 reviewed during Fall 2016 to Fall 2020 achieved actual enrollments greater than 50 percent and in several years exceeded projected enrollments. As illustrated, the UMB Master of Science in Palliative Care, UMCP BS in Information Science, and UMCP MS in Business Analytics often exceeded the projected program enrollments within the first or second review years demonstrating that these programs have remained highly subscribed and are critical to addressing regional workforce demands.

The Table 1 new programs will move forward to further intervals of enrollment and program performance reviews.

**Table 1**

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
UMB	120100	Palliative Care <sup>[1]</sup>	MS	6/10/16	20	0	50	61	63	119	64	108	68	116
UMCP	070101	Information Science	BS	10/6/15	50	91	100	367	150	709	200	959	200	1160
UMCP	050300	Business Analytics	MS	4/15/16	30	0	30	74	40	161	41	209	42	201
UMCP	210200	Public Policy <sup>[2]</sup>	BA	6/10/16	50	0	100	78	200	162	300	219	300	270

[1] The M.S. in Palliative Care has exceeded its projected enrollment beginning in Fall 2017

[2] UMCP BA in Public Policy: Primary major headcount in Fall 2019 was 219, but count of all majors (including double majors) was 268

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### ***New Program Enrollment Review Fall 2017 - Fall 2021***

During the new program enrollment review period of Fall 2017 to Fall 2021, the approved programs in Table 2 are currently in the fourth year of review. The programs reflect a range of enrollment performances. Sixty-seven (67) percent of the programs in this review period exceeded and/or reflect greater than 50 percent of projected enrollments in several years. Two programs that have consistently exceeded enrollment projections are the UMGC Bachelor of Science in Homeland Security and the FSU MSN in Nurse Practitioner with a Concentration in Family Nurse Practitioner and Psychiatric and Mental Health Nurse Practitioner.

Also, the projected enrollments have been adjusted by UMB School of Law for the MS in Cybersecurity Law and MS in Homeland Security, and the UMBC BS in Translational Life Science Technology was delayed in beginning the program until Fall 2019. The programs in Table 2 will be reviewed until Fall 2021.

**Table 2**

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SU	020600	URBAN AND REGIONAL PLANNING	BS	9/20/16	17	7	18	15	24	20	25	20	25	
UMB	149900	CYBERSECURITY LAW <sup>[1]</sup>	MS	9/20/16	28	20	68	34	113	29	142	30	167	
UMB	149901	HOMELAND SECURITY [2]	MS	9/20/16	28	13	68	23	113	20	142	32	167	
UMCP	170300	QUANTITATIVE FINANCE	MS	1/17/17	100	148	100	142	100	130	100	90	100	
UMCP	121404	ENVIRONMENTAL HEALTH SCIENCES <sup>[3]</sup>	MS/PHD	1/17/17	15	0	15	4	15	11	15	14	15	
UMGC	050610	HOMELAND SECURITY [4]	BS	11/15/16	125	204	325	508	500	667	675	756	850	
UMGC	050629	TRANSFORMATIONAL LEADERSHIP <sup>[5]</sup>	MS	1/17/17	25	0	53	0	63	37	73	53	83	
UMBC	049901	TRANSLATIONAL LIFE SCIENCE TECHNOLOGY	BS	11/15/16	16	0	36	0	54	16	71	34	87	
FSU	120300	NURSE PRACTITIONER WITH CONCENTRATIONS IN FAMILY NURSE PRACTITIONER AND PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER	MSN	3/28/17	10	23	20	35	35	56	45	77	60	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UM School of Law overestimated projected enrollment for Cybersecurity Law and anticipates Fall Class sizes to be approximately 30 students beginning Fall 2020.

[2] The UM School of Law overestimated projected enrollment for Homeland Security and Crisis Management Law and anticipates Fall Class sizes to be approximately 25 beginning Fall 2020

[3] UMCP MS/PhD in Environmental Health Sciences: Students are transitioning from Toxicology to this program. Combined enrollment was 14 in Fall 2019. The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

[4] UMG Actual enrollments for Homeland Security have exceeded the projected enrollments each term.

[5] UMG Transformational Leadership continues to exceed projected enrollment by 50%.

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### ***New Program Enrollment Review Fall 2018 – Fall 2022***

With regard to Fall 2018 to Fall 2022 seventy (70) percent of the programs in Table 3 attained in Fall 2020, during the pandemic, enrollments greater than 50 percent of the projection. And, of the programs attaining these enrollments, twenty-nine (29) percent exceeded projections. While no projected enrollments were provided for the TU MS in Transformational Educational Leadership the actual enrollment for the program almost doubled from Fall 2019 to Fall 2020.

Additionally, UMB reported the MS in Health and Social Innovation launched in 2019 with a late start. Moreover, UMG will launch the MS in Acquisition and Contract Management in Fall 2021.

**Table 3**

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120101	PHYSICIAN ASSISTANT STUDIES <sup>[1]</sup>	MMS	6/22/18	0	0	25	25	25	50	25		25	
TU	120802	ENTRY LEVEL OCCUPATIONAL THERAPY <sup>[2]</sup>	PHD	2/9/18	0	0	40	19	40	36	40		40	
TU	120803	(POST-PROFESSIONAL) OCCUPATIONAL THERAPY <sup>[3]</sup>	PHD	2/9/18	25	4	25	20	25	18	25		25	
TU	179900	ACTUARIAL SCIENCE & PREDICTIVE ANALYTICS <sup>[4]</sup>	MS	6/22/18	5	0	10	5	15	8	15		25	
TU	082700	TRANSFORMATIONAL EDUCATIONAL LEADERSHIP <sup>[5]</sup>	MS	6/22/18	n/a	0	n/a	82	n/a	160	n/a		n/a	
UMB	121411	HEALTH AND SOCIAL INNOVATION <sup>[6]</sup>	MS	12/15/17	14	0	20	6	24	8	24		24	
UMGC	050101	BUSINESS ADMINISTRATION <sup>[7]</sup>	PHD	6/22/18	0	0	55	110	112	102	168		179	
UMGC	050631	ACQUISITION AND CONTRACT MANAGEMENT <sup>[8]</sup>	MS	10/20/17	50	0	103	0	113	0	123		133	
UMGC	079901	CYBER OPERATIONS	MS	10/20/17	50	0	103	0	113	58	123		133	
UMGC	050630	STRATEGIC COMMUNICATIONS	MS	10/20/17	25	0	53	0	63	73	73		83	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The implementation date for the FSU Physician Assistant Studies program was Summer 2019.

[2] The TU Ph.D. in Entry Level Occupational Therapy delivery of its final courses prompted a delay to launching the program and offered time for faculty resources distribution for desired program approach.

[3] The title of the proposed program, as submitted to MHEC, was Post Professional Occupational Therapy Doctorate. MHEC's title of the program is Occupational Therapy Doctorate.

[4] The TU M.S. in Actuarial Science and Predictive Analytics requires the GRE and the pandemic challenged GRE testing for students that affected admissions, including two deferrals.

[5] No projected enrollment numbers were provided for TU's Transformational Educational Leadership program. The program is a new instructional program within existing resources.

[6] The M.S. in Health and Social Innovation launched in Fall 2019 and had a late start in marketing and recruitment.

[7] The UMG C DBA in Business Administration actual enrollments continue to exceed the projected enrollments by 50%.

[8] UMG C Acquisition and Contract Management, Cyber Operations, and Strategic Communications will launch Fall 2021.

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### ***New Program Enrollment Review Fall 2019 - Fall 2023***

As illustrated in Table 4, the Fall 2019 to Fall 2023 enrollment review comprises nineteen (19) programs, the single largest review period of programs included in the Fall 2016 to Fall 2020 New Program 5-Year Enrollment Review Report. Additionally, Table 4 reflects that thirteen (13) programs enrolled students in fall 2020. As reported, the six (6) remaining programs will enroll students in fall 2021. The programs in this review period expect to meet enrollments through a series of admissions initiatives.

Furthermore, the following programs in this review cohort exceeded their project enrollments by the second year:

1. FSU M.S. in Athletic Training
2. UMB M.S. in Medical Cannabis Science and Therapeutics
3. UMCP B.A. in Philosophy, Politics and Economics
4. UMCP M.S. in Applied Economics
5. UMCP MS in Geospatial Information Sciences

And finally, the institutions reported the following on program enrollment performance:

1. UB launched the MS in Cybersecurity Management program later than expected and has adjusted the projected enrollments to 30;
2. UMB began the B.S./M.S. in Accelerated Health Science/Area of Concentration in Physician Assistant (PA) transfer program with Anne Arundel Community College in Fall 2020 and the current enrollment in the PA program in 2019 was 78; and
3. UMCP is transitioning the enrollment from the M.P.S. to the M.S. in Geospatial Intelligence program.

**Table 4**

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	190500	Chemistry [1]	BS	6/21/19	13	0	25	6	38		50		63	
FSU	083505	Exercise and Sports Science / Athletic Training	BS / MS	2/22/19	10	41	10	12	10		10		10	
FSU	083506	Athletic Training [2]	MS	2/22/19	2	0	23	0	35		38		41	
TU	100801	Dance Education [3]	MA	6/21/19	10	0	20	0	20		20		10	
TU	100402	Music Pedagogy [4]	MM	6/21/19	3	0	3	2	4		4		5	
TU	081100	Gifted and Creative Education [5]	Med	2/22/19	10	0	20	17	30		30		30	
UB	079900	Cybersecurity Management [6]	MS	12/14/18	10	0	30	2	40		45		55	
UMB		Accelerated Health Science / Health Science with AOC in Physician Assistant [7]	BS / MS	12/14/18	73		111		76		76		76	
UMB		Clinical Dental Hygiene Leader [8]	BS / MS	12/14/18	4		10		12		12		12	
UMB	019900	Medical Cannabis Science and Therapeutics [9]	MS	6/21/19	26	148	37	384	42		21		53	
UMB	129903	Health Professions Education [10]	PhD	2/22/19	6	0	12	11	18		18		18	
UMBC	080400	Middle Grades STEM Education	BS	2/22/19	15	0	34	0	49		60		65	
UMCP	150902	Philosophy, Politics, and Economics [11]	BA	2/22/19	25	3	50	56	90		110		110	
UMCP	079900	Embedded Systems and Internet of Things [12]	BS	2/22/19	25	0	50	6	100		125		150	
UMCP	209900	Human Development [13]	BS	2/22/19	40	0	80	0	125		125		125	
UMCP	042500	Neuroscience [14]	BS	2/22/19	155	0	360	94	520		520		520	
UMCP	220401	Applied Economics [15]	MS	4/19/19	15	2	15	122	15		15		15	
UMCP	220601	Geospatial Information Sciences [16]	MS	4/19/19	40	46	40	73	40		40		40	
UMCP	220602	Geospatial Intelligence [17]	MS	4/19/19	20	10	26	24	37		45		45	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU B.S. in Chemistry began in spring 2020 and is expected to meet projected enrollment.

[2] The FSU M.S. in Athletic Training first cohort will begin June 2021.

[3] The TU M.A. in Dance Education was approved by MHEC in June 2019, secured accreditor approval in Sept. 2020, and opened for admissions in November 2020 to commence in spring 2021.

[4] The TU M.M. in Music Pedagogy opened for admissions in February 2020 to commence fall 2020.

[5] The TU M.Ed. in Gifted and Creative Education opened for admissions in spring 2019 to commence in spring 2020.

[6] The UB M.S. in Cybersecurity Management launched later than anticipated because of initial program director turnover and further program developments resulting in new out-year projections of 30.

[7] UMB the BS/MS Accelerated Health Science/AOC in Physician Assistant begins in Fall of 2020 at AACC. Current enrollment in the PA program was 78 students in Fall 2019. (Without the MHEC generated

[8] UMB the BS/MS Clinical Dental Hygiene Leader program begins in Fall 2020 and is expected to meet projected enrollment.

[9] UMB the MS Medical Cannabis Science and Therapeutics program has substantially exceeded projected enrollments and will continue to do so into the foreseeable future.

[10] UMB the PhD Health Professions Education begins in Fall 2020 and is expected to meet projected enrollment.

UMCP BA in Philosophy, Politics, and Economics: The Fall 2019 primary major count was 3, Count of all majors is 6 (includes double majors). The enrollment count reported in the table was based only on the count of students included in the

[11] campus's MHEC EIS with the MHEC approved HEGIS Code.

[12] The UMCP B.S. in Embedded Systems started fall 2020 at Shady Grove with challenging start due to COVID.

[13] The UMCP B.S. in Human Development started fall 2020 with a primary major count of 22 and overall count of 27 majors.

[14] The UMCP B.S. in Neuroscience started fall 2020 and is experiencing the continued student transition to this new program from the oversubscribed Neurobiology track and Psychology in two colleges.

[15] UMCP MS in Applied Economics: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 89 (54 at the DC location and 35 on campus). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

[16] UMCP MS in Geospatial Information Sciences: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 46 as noted. The enrollment count reported

UMCP MS in Geospatial Intelligence: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 18. The enrollment count

[17] reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

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### *New Program Enrollment Review Fall 2020 - Fall 2024*

Most recently approved are the sixteen (16) programs illustrated in Table 5. The program comprising this enrollment review period were approved in AY 2019 – 2020. The majority of the programs for the Fall 2020 – Fall 2024 review period plan to enroll students in fall 2021. Two (2) programs enrolled students in year one (fall 2020). Those programs are the University of Baltimore BS in Legal Studies that exceeded its projected enrollment and Salisbury University BA in Outdoor Education Leadership with an actual enrollment greater than 50 percent of the projected.

**Table 5**

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	089900	Culturally Responsive Teacher Leadership [1]	M.Ed	6/19/20	7	0	12		20		25		30	
FSU	490400	Life-Cycle Facilities Management [2]	B.S.	6/19/20	10	0	15		20		25		30	
SU	490200	Integrated Science [3]	B.S.	6/19/20	17	0	21		26		30		36	
SU	170101	Data Science	B.S.	9/20/19	17	9	21		26		30		36	
SU	082800	Outdoor Education Leadership	B.A.	9/20/19	17	13	18		24		25		30	
UB	210510	Cyber Forensics [4]	B.S.	6/19/20	21	0	25		33		37		39	
UB	149903	Legal Studies [5]	B.A.	11/22/19	9	16	16		20		25		32	
TU	083505	Athletic Training [6]	M.S.	6/19/20	10	0	25		35		40		40	
UMB		Global Health	M.S.	6/19/20	10		24		33		37		40	
UMB		Vulnerability and Violence Reduction	M.S.	6/19/20	12		15		18		21		21	
UMCP	070400	Immersive Media Design [7]	B.A./B.S.	11/22/19	55	0	110		270		320		320	
UMCP	151000	Religions of the Ancient Middle East [8]	B.A.	11/22/19	6	0	16		21		31		41	
UMCP	051100	Real Estate and the Built Environment [9]	B.A.	2/21/20	55	0	110		270		270		270	
UMCP	090500	Biocomputational Engineering [10]	B.S.	5/1/20	20	0	40		70		80		80	
UMCP	221000	International Relations [11]	M.A.	5/1/20	10	0	30		40		40		40	
UMCP	220701	Applied Political Analytics [12]	M.S.	5/1/20	10	0	25		35		45		50	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The BSU M.Ed. in Culturally Responsive Teacher Leadership will begin in fall 2021 and is expected to meet projected enrollment.
- [2] The FSU B.S. in Life-Cycle Facilities Management was approved by MHEC in summer 2020 with anticipated enrollment in fall 2021.
- [3] The SU B.S. in Integrated Science was approved July, 2020 during pandemic making it difficult to recruit for Fall 2020 and in spring 2021 four (4) students are enrolled in the program.
- [4] The UB B.S. in Cyber Forensics program was approved in summer 2020 and will launch in 2021.
- [5] The UB B.A. in Legal Studies program exceeded enrollment projections.
- [6] The TU M.S. in Athletic Training was approved in July 2020 and will begin accepting admission in summer 2021.
- [7] The UMCP B.A./B.S. in Immersive Media Design anticipates a fall 2021 start.
- [8] The UMCP B.A. in Religions of Ancient Middle East anticipates a fall 2021 start.
- [9] The UMCP B.A. in Real Estate Development program is not yet started and is securing funding.
- [10] The UMCP B.S. in Biocomputational Engineering anticipates a fall 2021 start at Shady Grove only.
- [11] The UMCP M.A. in International Relations: program is operating as a "4+1" BA/MA program only. Students admitted in Fall 2020 are in the 4th year of BA thus not counted yet in the MA program.
- [12] The UMCP M.S. in Applied Political Analytics anticipates fall 2021 start for 1st cohort of MS students. Program intended to be both stand-alone MS program and "4+1" BS/MS program.

## **SUMMARY**

The Fall 2016 to Fall 2020 New Program 5-Year Enrollment Review Report indicates that the majority of the programs are achieving actual enrollments greater than 50 percent of their projected enrollments. And, for some program the actual enrollments exceeded the projected. The programs in Table 1 representing review period Fall 2016 – Fall 2020 are concluding the new program 5-year enrollment review with solid enrollments to address the workforce demands in these fields.

In addition, the programs in Tables 2 and 3 have a range of enrollment achievements with the majority demonstrating greater than 50 percent of their projected enrollment. And, it is important to note that Tables 4 and 5 illustrate the most recently approved programs. Several of these programs achieved enrollments that exceeded projection or with actual enrollments greater than 50 percent of the first or second year projections. Finally, the other programs in Tables 4 and 5 will enroll students in fall 2021, especially the pipeline programs with demonstrated pathways for students from community college to graduates programs, i.e. UMB B.S./M.S. Accelerated Health Science / AOC in Physician Assistant – community college to B.S. to M.S., UMCP M.S. in Applied Political Analytics 4+1 B.S./M.S, UMCP M.A. in International Relations 4+1 B.S./M.S.; etc.



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

**TOPIC:** P-20 Update

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** The P–20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and universities—to collaborate on shared objectives of breaking down barriers and building seamless educational experiences for all students from kindergarten through college and career.

P-20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support our institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing all students for to be informed and engaged citizens who will sustain our democracy.

COVID-19 necessitated that the work of the P–20 Office adapt and “pivot,” and this report addresses how we adapted and what we have learned over the past year.

P–20 initiatives are reflected in the attached materials:

- Improving P-20 mathematics education
- Expanding access to computer science for all Maryland K–12 students: Maryland Center for Computing Education
- Meeting the Democracy Challenge of 2020 and beyond
- Teaching and learning in a time of COVID

In addition to the P-20 System-level work, this report includes two updates:

- Blueprint for Maryland’s Future: legislation implementing recommendations Commission on Innovation and Excellence in Education—Kirwan Commission
- B-Power: Transfer of B-Power to University of Baltimore

**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: March 5, 2021

BOARD ACTION:

DATE:

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

jboughman@usmd.edu



## **P–20 Annual Report**

### **Education Policy and Student Life Committee**

### **University System of Maryland Board of Regents**

**March 5, 2021**

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## Improving P–20 Mathematics Education

### Maryland Mathematics Reform Initiative: First in the World (MMRI–FITW)

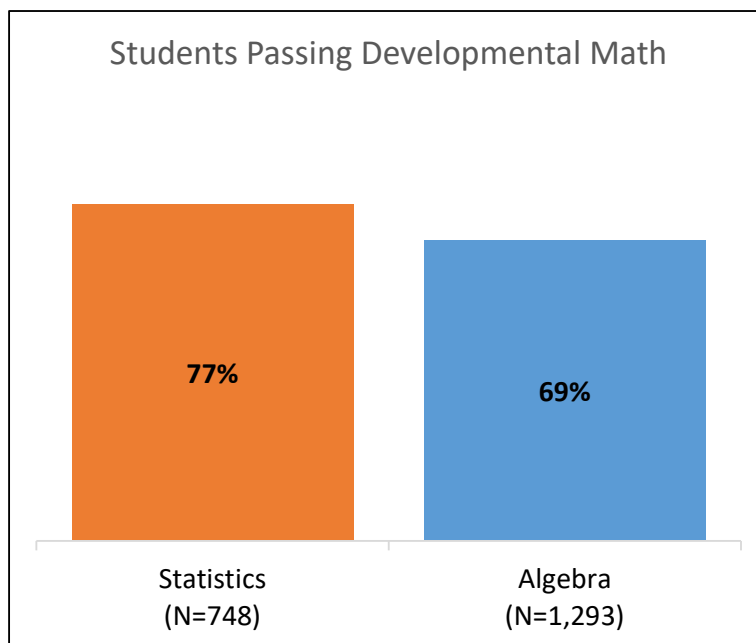
USM received a four-year, three-million-dollar grant from the U.S. Department of Education in 2015. The grant directly addressed the problem of too many undergraduate students placing into non-credit, developmental (also known as remedial) mathematics courses. In collaboration with seven community colleges and five USM institutions, USM supported the development of high-quality statistics pathways that accelerate students' progress through their general education required mathematics courses.

#### *Impact Evaluation*

The grant ended September 30, 2020 and we have received the final report from our evaluator, Westat. The evaluation compared students in the traditional algebra-based developmental course (comparison group) with students in the new, statistics-based developmental course (treatment group). Evaluators created a matched sample of students, according to baseline math ability and Pell eligibility, and standard demographics of race, sex, and age, resulting in a pool of 748 students in the treatment group and 1,293 in the comparison group. The results of the rigorous quasi-experimental study demonstrated the clear success of the our hypothesis that offering non-STEM students an alternative statistics pathway led to increased student success, retention and completion.

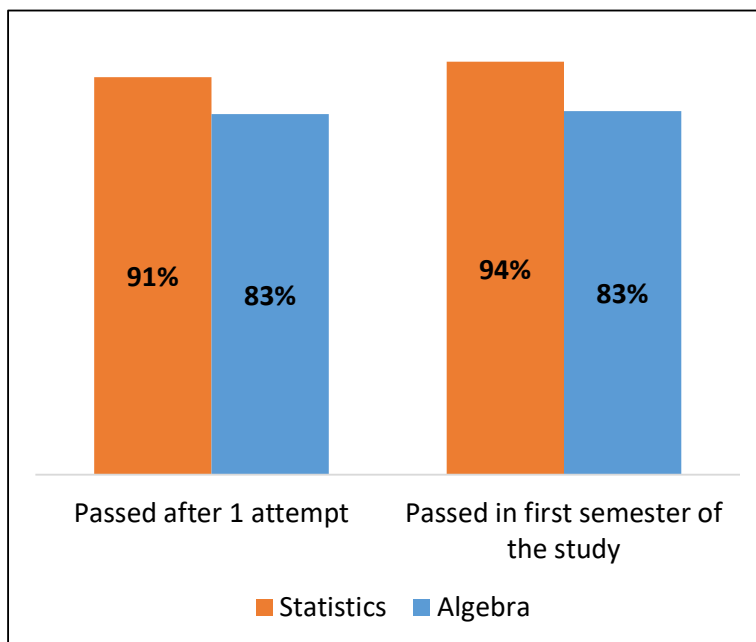
- (1) The evaluation found that a significantly larger proportion of students in the treatment group (statistics) than in the comparison group (algebra) passed developmental math.

*Figure 1. Students Passing Developmental Math*



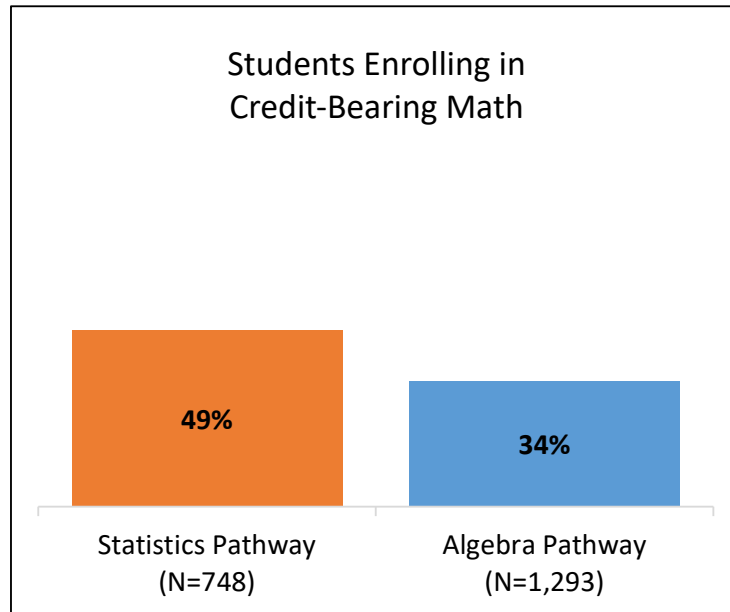
- (2) Students in statistics-based developmental courses required fewer attempts to pass than students in the algebra-based developmental course.

*Figure 2. Pass Rates After 1 Attempt and in First Semester of Study*



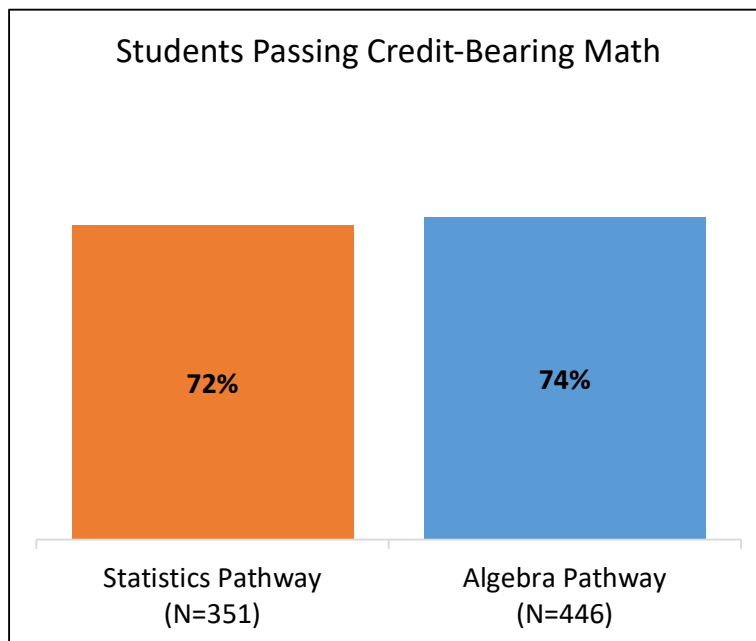
- (3) A significantly higher percentage of students from the statistics-based pathway enrolled in credit-bearing math.

*Figure 3. Students Enrolling in Credit-Bearing Math*



- (4) Once they passed their developmental course and enrolled in credit-bearing math, students from the statistics pathway and the algebra pathway performed equally well. There were no significant differences in passing rates between the groups of students. This demonstrates that students were equally well-prepared for college-level math, regardless of the developmental math course they had taken.

*Figure 4. Students Passing Credit-Bearing Math*



Importantly, success rates in the new pathways courses were *not* significantly different for different demographic groups:

- Female-identified and male-identified students were both more likely to pass the statistics pathways course than the traditional, algebra-based course.

Nationwide, white students have higher pass rates in developmental courses than students of color. That trend did not hold true in the new, statistics pathways developmental courses:

- Students of color were as likely to be successful in the new statistics course as white students.
- Pell grant-eligible students were as likely to be successful in the new courses as non-eligible students.

Attachment: “[Effectiveness of a System-Level Initiative to Create Developmental Math Pathways That Help Students Succeed](#)” (Feldman et al., 2020)

#### *Cost-Effectiveness Study*

Additional research analyzed the cost-effectiveness of the new pathways courses, looking at both the cost to students and the cost to institutions. The researcher found that

- (1) participating in the MMRI–FITW reduced costs for students by approximately 7%.
- (2) the statistics pathway was approximately 36% more cost-effective than the traditional, algebra-based pathway at the institution level. That is, the statistics option moved students from developmental to credit-bearing math at two-thirds the cost of the algebra-based pathway.

Attachment: “[The Cost-Effectiveness of an Alternative Approach to Developmental Education](#)” (Finster & Feldman, 2020)

#### [MMRI website](#)

USM created a [website](#), to serve as living archive of presentations, publications, and other resources related to the federal grant, MMRI–FITW.

#### COVID-19 Pivot: Maryland Placement Policies Community of Practice (MPPCP)

Because COVID pandemic restrictions prohibited USM from hosting conferences, workshops and in-person faculty development activities beginning in March 2020, we redirected the federal grant-funding from FITW to issues that had arisen as challenges during the four-year implementation of grant priorities.

Placement topped the list of challenges for both two-year and four-year institutions. Students enrolling in college for the first time are often placed into math (and English) courses according to scores on standardized tests. However, after examination of the data, we found such tests were not always accurate. Some students were placed several levels below credit-bearing coursework

even though they could be successful in a more challenging course. In addition, the current algebra-focused placement tests are not appropriate for placing students into statistics pathways, so students were being disadvantaged.

In July of 2020 USM organized a virtual workshop to bring together administrators and faculty members across Maryland two-year and four-year institutions, including seven USM institutions. The workshop featured researchers and other leaders involved in placement reform initiatives presenting the latest research on effective placement policies and practices. Although MMRI-FITW focused on mathematics reform, the Placement Community included institutional representatives focused on reading placement, as well.

Participating faculty created action plans designed to explore the use of other placement policies and practices, such as using multiple measures (rather than relying on a single test score) tailored to their specific institutional context. USM invited institutions to apply for seed funding from FITW to support campus-level workgroups to address multiple measures for placement. Seven USM institutions participate in this community: BSU CSU, FSU, TU, UB, UMBC, UMES, along with five community colleges.

*Maryland Mathematics Alignment Project (MMAP) and [Maryland High School Graduation Requirements](#)*

Last year the Maryland State Department of Education (MSDE) invited USM to co-lead an effort to build a more seamless alignment between high school mathematics requirements for a Maryland diploma and college mathematics requirements for an AA or bachelor's degree (attachment). This work builds on the work of the FITW/MMRI (Maryland Mathematics Reform Initiative) to expand the high school mathematics options to include statistics and data science.

This year the Maryland State Board of Education passed new graduation requirements that include requiring a fourth year of mathematics. USM participated in the task force that developed the recommendations for the new mathematics requirements. The four-year math requirement, together with the work on expanding math options in high school are intended to build seamless P-20 alignment, reduce remediation, and increase student success in college.

## **Expanding access to computer science for all Maryland K–12 students:**

### **The Maryland Center for Computing Education**

The Maryland Center for Computing Education ([MCCE](#)) was formally established in statute and funded with the enactment of *Securing the Future: Computer Science Education for All* on July 1, 2018. MCCE obtained a total of seven million dollars in state funds to assist each of the Maryland Public Local School Systems (LSS) and the Institutions of Higher Education to strengthen the computing knowledge and skills of the teaching workforce in Maryland. The MCCE has 15-year goals to increase computing education in all the Maryland K-12 public schools. (See page 10 of the [MCCE's 2018-2019 Annual Report](#)). Since 2018, each LSS began the process of creating an equitable computing education vision across K-12 and set short and long-term goals to provide computer science for all students.

#### *Professional Development*

MCCE continuously provides resources, support, grant funding, and professional development to support LSS plans. As computing and technological advances occur, MCCE adapts support by providing new topics, such as cybersecurity and artificial intelligence, across the state including best practices and tools for teaching online.

- There have been over 1,052 Maryland K-12 teachers who attended MCCE-funded professional development through over 100 workshops and webinars.

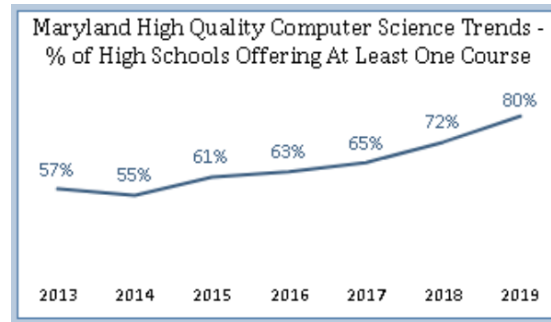
To ensure sustainable and scalable computing programs, MCCE supported 41 teachers who earned CS certification. Teachers across the state have also become mentors and local computing education experts, enabling them to teach more underserved populations. In fact, MCCE has also provided professional development for teachers from the Schools for the Deaf and Blind and the Juvenile Services Education System.

In addition to K-12 support, MCCE provided funds to 14 public and private Maryland universities and colleges to infuse computing education into pre-service teacher education programs. As shown in the [MCCE's 2019-2020 Annual Report](#), these projects provide long-term solutions to ensure that our pre-service teachers graduate with meaningful computing education learning experiences, including how to create computing infused lessons.

#### *High Quality CS Courses for Public High School Students*

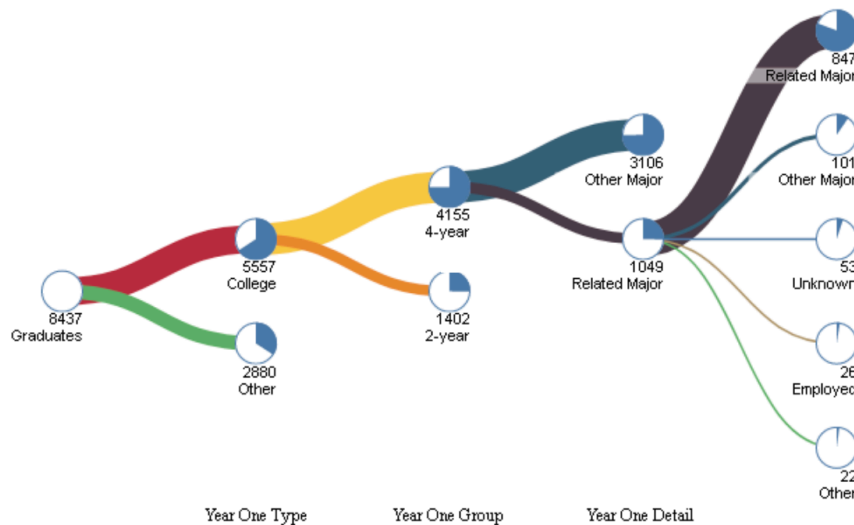
The grassroots efforts to increase the number of high-quality CS courses began prior to MCCE and has continued to increase. Recently, MCCE and the Maryland Longitudinal Data System Center (MLDS) collaborated on a research project to create public dashboards to monitor computing education progress in Maryland. By the 2018-2019 school year, 80% of the diploma granting public high schools had at least one high quality CS course with student enrollment. (See figure 5.) There were 22 different types of CS courses and 10% (26,760) of the students were enrolled in a high-quality CS course during the 2018-2019 school year.

**Figure 5. The Maryland state trend (2013-2019) in the percentage of high schools offering at least one high quality CS course**



Students have a variety of pathways to consider when graduating high school. Of the 2018 Maryland public high school graduates who took at least one high quality CS course in high school, there were 66% (5,557) who opted to attend college, and of these graduates, 75% (4,155) attended a four-year university or college. (See figure 6). There were 25% (1,049) of students attending the 4-year institutions who majored in a CS related major. MCCE will continue to monitor the data and update the dashboards annually.

**Figure 6. The 2018 Maryland public high school graduates who took at least one high quality CS course post-graduation outcomes**



### COVID-19 Pivot: Just-in-time workshops for Maryland teachers on using online platforms

During the shift to remote learning, MCCE provided professional development for over 340 educators across the state including best practices and tools for teaching online. Those who participated in the workshops are teacher-leaders in school districts across the state and serve as resources for their buildings and their districts.



- MCCE offered 11 different types of online webinars during a total of 23 sessions to prepare and support teachers.
- Webinars, such as Fool Proof Strategies for Distance Learning, were designed to increase teachers' confidence about teaching remotely. Teachers obtained fully differentiated lesson plans to implement in their virtual classrooms.
- Just-in-Time webinars for 4 courses focused on setting up the virtual classroom, gaining access to all the online materials, and reviewing the first unit of each course.

## **Civic Education and Civic Engagement**

### **Meeting the Democracy Challenge of 2020 and Beyond**

USM has had a proactive Civic Education and Civic Engagement Initiative since 2017, when the EPSL charged a task force to make recommendations on civic education, civic engagement, and civic responsibility. EPSL receives regular reports on Civic Engagement initiatives (last report was November 2020). USM Regents identified Carnegie Community Engagement Classification as a priority for USM institutions. The application process is lengthy (5-year window) and rigorous. To date, three USM institutions have earned that recognition: Salisbury University, Towson University and UMBC.

#### COVID-19 Pivot: 2020 Election Activity

In Fall 2020 Chancellor Perman received urgent notification from Governor Hogan and Maryland Secretary of Higher Education James Fielder that the state had an emerging crisis due to COVID-19 quarantine requirements and needed to recruit college students to replace seniors as election judges and non-partisan poll workers, we already had a networked foundation across all our institutions.

A call went out to Presidents and Vice Presidents of all the USM institutions (including the regional centers) for a single point of contact for communication to the campus, and a request for nominations of students to become part of an active “Student Civic Leadership Committee, and we started a weekly news update and central webpage to disseminate up-to-the minute information on voter registration and election judge and poll worker information.

USM recruited 29 students from all USM institutions and our regional centers, including two student regents to serve as a System-level Student Civic Leadership coordinating committee, and coordinated with the USM Student Council, which represents 172,000 students across the USM. The President and Vice President of the Student Council serve on the Civic Leadership coordinating committee.

USM Presidents named senior leaders as “points of contact” for recruiting election judges, and which met regularly during fall 2020. Throughout the fall we encouraged friendly competition to spread good ideas about how to engage the most students and faculty. USM Communications Office sent out a weekly e-newsletters which had links to registration and election-judge information, reaching hundreds of students, faculty, regents, with an average of a 50% “open” rate. In September 2020 USM launched a [USM Votes Webpage](#) which included essential election information and links to every campus and regional center voter/election webpage.

USM hosted a student-targeted webinar for *Maryland State Board of Elections* addressing important COVID-related changes to the electoral process, including registration and voting requirements for students.

USM participates in the [National Study of Learning, Voting, and Engagement](#) and expects a final report on the 2020 election participation in September 2021.

COVID-19 Pivot: Civic Engagement Statistics Modules

Because the COVID pandemic prevented USM from hosting the end-of-grant convenings and workshops during the summer of 2020, USM directed last dollars from the *U. S. Department of Education First in the World* (FITW) grant to a competitive grant opportunity for mathematics faculty from public two-year and four-year colleges and universities. The grant provided summer stipends to mathematics faculty to collaborate with faculty from different disciplines to create statistics instruction lessons in the form of online modules that would integrate public policy and social science topics into statistics courses. USM funded 12 collaborative projects, including (5) USM institutions: CSU, FSU, UB, UMES, UMGC.

Institution	Title / Topic
Coppin State University	Using public health related datasets to understand disproportionate impacts in Baltimore and across Maryland
Frostburg State University	<i>Build-a-Bag: Bringing the Food Insecurity Crisis into the Statistics Classroom Through Information Literacy and Civic Engagement</i>
University of Baltimore	<i>Stats Literacy is Information Literacy: Becoming a Critical Media Consumer and Engaged Citizen</i>
University of Maryland Eastern Shore	Teaming students with local organizations to apply statistical concepts to real-world issues
University of Maryland Global Campus	Teaching data literacy and statistical content with real-world datasets

## **Teacher Preparation**

USM's VCASA P-20 Office hosts two state-wide affinity groups: the Maryland Education Deans Council and the Associate of Arts of Teaching Oversight Council.

Maryland continues to face a teacher shortage that crosses all counties and subject areas. USM is the state's largest producer of teachers (+70% annually), but Maryland is still a net-importer of teachers. The quantity and quality of the Maryland teacher pipeline is a key predictor of student success in college and career. COVID-19 has only exacerbated the challenges of supplying all Maryland schools with highly qualified teachers. Challenges include

- recruiting diverse candidates into teaching,
- preparing candidates to be effective educators, particularly in shortage areas like STEM and special education,
- distributing teachers equitably across all schools,
- providing new teachers with induction support and ongoing professional development, and
- retaining them in the profession over time.

While the [Blueprint for Maryland's Future](#) addresses some of these thorny issues, a great deal of collaboration and commitment will be needed to make measurable progress.

### COVID-19 Pivot: Education Deans Council

The Education Deans Council includes all Education Deans from the University System of Maryland, the Maryland Independent College and University Association (MICUA), Morgan State University and St. Mary's College of Maryland. This year, The Ed Deans Council has been consumed with responding to the COVID-19 pandemic-related disruptions.

### *Internships*

The closing of schools in March 2020 upended the USM colleges of education by creating an emergency for the teacher candidates who were in the process of completing their student teaching internships. In Spring 2020 USM colleges of education negotiated with local school districts to find ways their students could complete the required internship hours when schools abruptly closed their buildings. Fall 2020 was more organized, as all schools and universities were virtual. Spring 2021 is currently under negotiation, since not all school districts are opening under the same guidelines. USM institutions will need to provide case-by-case advising to students about in-person internships. As a result, USM teacher preparation programs are planning extended support for students.

### *Background Checks and fingerprinting*

COVID made it difficult for students to physically travel to each jurisdiction for required criminal background checks and fingerprinting. USM led the Ed Deans Council in negotiations to streamline that process.

### *Recruitment and Enrollment*

All teacher education programs are experiencing challenges in recruiting teacher candidates. USM contributed a number of recommendations through a JCR request, Report on Postsecondary Strategies on the Blueprint for Maryland's Future (R75T0001). These recommendations included:

- Fully fund paid clinical internships for qualified teacher candidate(s) to increase diversity, create a state-wide background check/fingerprint database accessible to all local school systems, and the development and expansion of programs and models to increase the number of Maryland trained teachers.
- Provide financial support for students to pay for the portfolio-based performance assessment required for licensure, and licensure exams (TRE, Content Tests, etc.), fingerprinting, and other costs related to licensure. Estimating 2000 candidates to need approximately \$1000 each for supplemental expenses, for a total of \$2,000,000 per year.
- Continue to support masters' and other graduate degrees as part of teacher compensation on the career ladder and to support the continued professionalism of teaching.
- Establish three-year comprehensive induction programs that reduce teacher class time during the first and second years and ensure new teachers have trained compensated mentors during their induction.
- Institutions of Higher Education (IHEs) have a responsibility to be engaged in the induction years for their graduates and should be funded to do so including the ability to collect data on their performance, including for accreditation purposes. Funding at the level of one professional staff person per institution would be appropriate, approximately \$100,000 (salary and benefits) for 23 teacher preparation institutions for a total of \$2,300,000 base budget.
- Involve higher education in training mentors through funded mentor academies. Funding for a mentor academy director and programming per institution would be appropriate, approximately \$75,000 (salary and benefits) and programming costs at \$25,000 annually for a total of \$2,300,000 per year base budget.
- Incorporate innovative teacher leadership programs, such as the Ed.D. at University of Maryland College Park, that are supported by school districts.
- Support development of a statewide professional network to ensure retention of diverse teachers. This network should provide mentorship, professional development, and collaborative opportunities. Network platform design, content development, custom branding, training and support (\$345,000 one-time cost). Annual maintenance fee of \$25 per user for approximately 20,000 teachers for a total of \$500,000 per year.
- Expand the Maryland Teaching Fellows program to include all students enrolled in undergraduate and graduate educator preparation programs. The Maryland Teaching

Fellows provided 100% tuition, mandatory fees, and room and board for a resident undergraduate student or graduate student. Estimating teacher candidates at 2000 per year, we recommend increasing the MHEC Teaching Fellows fund to \$20,000,000 per year.

- State scholarships and loan repayment funds for teacher candidates need to be publicized and made more transparent to both students and institutions. Application review and distribution of awards needs to have a seamless process and consider the tuition billing cycles of higher education.
- Increase and sustain the innovation grants (Teacher Collaboratives). Currently these grants are funded at \$2,500,000 for two years. We recommend the grants be increased to \$5,000,000 and be extended for a total of 10 years, through 2030.
- Carefully monitor the Teacher Quality and Diversity Program to ensure the funds are used to recruit and support teacher candidates from under-represented groups and build dual enrollment programs with diverse high schools that provide a direct pipeline of teacher candidates.

#### COVID-19 Pivot: AAT Oversight Council and Transfers to Colleges of Education

With the closing of the public schools in March, all USM institutions agreed to accept any AAT student whose program completion was verified by their institution, and not require any additional evidence that students had completed the required licensure tests. MHEC published this agreement on their website: [COVID-19 AAT Statewide Agreement](#)

The teacher education departments and programs at the 4-year colleges and universities identified below have agreed to defer the requirement for AAT students to pass Praxis I, if the students have met all the other requirements for admission, and all requirements for an AAT degree, as established by the State Superintendent of Schools and the State Board of Education. Students who have been admitted to a teacher education program at a four-year university or college should follow the guidance below. ([Covid AAT Agreement](#)).

#### COVID Pivot: Responding to challenges

USM's teacher education programs (in collaboration with state, local school district, and community college partners) are continually redesigning and innovating teacher preparation programs. While the COVID 19 pandemic presented many challenges, our institutions responded with various solutions:

- Professional development for Maryland teachers to be able access and teach on different virtual platforms,
- Redesigned clinical experiences for teacher candidates,
- Provided training and support to help faculty transform existing in-person university courses into virtual platforms.

## Ongoing P-20 Teaching and Learning Priorities

### *Financial Literacy*

This year, USM is collaborating with the Maryland Council on Economic Education (MCEE) to ensure that Maryland's teachers are prepared to teach the financial literacy standards in the K-12 schools. Financial literacy learning outcomes are important across the P-20 continuum and include the economic knowledge, decision-making skills students need to make informed, rational decisions as consumers, workers, citizens, savers, investors and participants in the global economy. MCEE designs workshops and curriculum modules aimed at meeting the needs of teacher candidates in our nine USM teacher preparation programs. In addition, the COVID-19 pandemic has created the opportunity for the collaborative to create innovative approaches to virtual workshops. For more information on the resources and experiences, visit the [MCEE resources](https://www.econed.org) (<https://www.econed.org>) .

### *Teaching Mathematics*

The Maryland AAT Oversight Council charged a committee to review the outcomes associated with the Early Childhood and Elementary AAT degree programs and make recommendations for changes or updates to those programs. Significant updates have been made to the mathematics required for elementary teachers to ensure alignment of courses with common core standards and the integration of computational thinking into revised course frameworks. For more information about the Mathematics Community of Practice, visit the website: <https://sites.google.com/view/developingelementarymathematic/home>

### **Updates on P-20 Topics**

#### **Commission on Excellence and Education in Education (Kirwan Commission)/Blueprint for Maryland's Future**

During the 2020 Session, the General Assembly passed the [Blueprint for Maryland's Future](#) (SB1000/HB1300) which encompassed the recommendations of the Commission on Innovation and Excellence in Education (Kirwan Commission). Governor Hogan vetoed the bill after the Session concluded in May of 2020. The General Assembly voted to override the veto in February 2021. The bill goes into effect 30 days after the override, but the Governor is not mandated to begin funding Kirwan until fiscal year 2023 which begins July 1, 2022. There is supposed to be a companion bill introduced during this Session to make additional tweaks because of the one-year delay, but that bill is still in the works.

#### **B-Power**

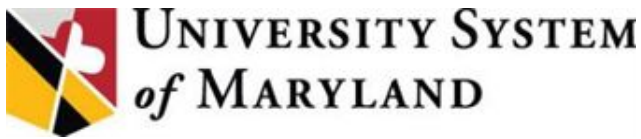
B-Power is a dual enrollment program in Baltimore City that began as a USM initiative in 2016. Over the past three years, the program has expanded to include almost every eligible public high school in Baltimore. John Brenner, Director of Early College Initiatives at UB, has led this work from the beginning.

This year, base-budget funding for the B-Power program was transferred to University of Baltimore. In response to the COVID-19 pandemic more schools requested dual enrollment for Spring 2020 than ever before. B-Power, in collaboration with MCCE, ensured that all students enrolled in the dual enrollment courses had access to computers and internet.

Student headcount grew from 245 in 2018-2019 to 295 in 2019-2020; these students were in 24 cohorts from 23 different high schools.

The current Academic Year (Fall 2020-Spring 2021) has seen another 10% growth in headcount to 320 students, along with an increase in the number of dual enrollment cohorts to 29 from 25 different schools. UB began offering Introduction to Psychology more widely, along with Calculus at select schools. UB plans to begin offering a Dual Enrollment Computer Science course in Fall 2021





The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

March 25, 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 March 25, 2021 virtually. Regent Leggett called the meeting to order at 12:30 pm.

Regents present were I. Leggett (chair), N. Sansom, E. Fish, K. Schulz, B. Gossett, L. Gooden. USM personnel present were J. Perman, T. Sadowski, L. Ryan, E. Herbst, T. McDonough, D. Wilkerson, and E. Langrill. Others present were P. Ferrari, A. McCoy, M. Morris, H. Chopra, and P. Kulczakowicz. Presenters were J. Cable, J. Lenzer, and M. Bishop.

**Featured Startup: InventWood (Information Item)**

Vice Chancellor Sadowski introduced colleague Julie Lenzer, Chief Innovation Officer at the University of Maryland, College Park, who then introduced InventWood CEO Josh Cable. He explained that the company channels the power of wood to create materials that are, for example, strong as steel or as clear as glass. He reviewed environmental challenges that could be addressed by their technology, which uses natural wood while addressing its shortcomings. He reviewed MettleWood, which is 80% lighter and 50% cheaper than steel and has zero emissions. Numerous applications are available in different industries, and they have several partnerships and paid validation projects underway. He described how the intellectual property is owned by UMD and the faculty founder, Dr. Hu, is a prolific inventor.

Regent Leggett asked about other approaches and competitors to the same technology and outcomes. Mr. Cable responded that they have relatively few direct competitors, with incumbent materials representing the biggest competition. There are other related green materials companies, many of which they are friendly with. It is an emerging industry. He explained that a lot of publicity in the media is through UMD for materials that have been licensed by Dr. Hu. Regent Leggett asked about challenges to commercialization. Mr. Cable explained that some applications are commercial-ready, but there are scale-up manufacturing challenges. They want to work with contract partners in terms of manufacturing, instead of bringing it in-house for now. They are also focusing on applications that are not commoditized in the short term. Chancellor Perman asked how students can learn from this example. Mr. Cable responded that he has presented to the business school a few times for a case study on InventWood. They would love to bring in students more for internships, presentations, more in-class visits, etc. Regent Schulz suggested that the Maryland Manufacturing Advisory Board at the Department of Commerce could be helpful. Mr. Cable said they have connected with a few folks from their team and would love to continue that discussion. They are also in touch with the Maryland Manufacturing Extension Partnership. Mr. Sadowski mentioned the Maryland Technology Internship Program as well. Regent Gooden said it's a great time for this type of a product because ESG is such a big priority for

manufacturers. Mr. Cable said when he started in this role, he said InventWood wouldn't go to market just based on sustainability. He has been pleasantly surprised how many household name companies have reached out with sustainability as a main driver.

**Activating Fearless Ideas for Transformational Impact Supporting Companies Like Inventwood (Information Item)**

Vice Chancellor Sadowski re-introduced Julie Lenzer, Chief Innovation Officer at the University of Maryland, College Park. Ms. Lenzer reviewed the UMD innovation ecosystem, which includes over 60 programs across the campus. She explained that since the pandemic, they have gone virtual with workshops and opened those up across the USM. She explained that for intellectual property-based startups, it is a marathon, not a sprint. They work with startups to help finance the intellectual property costs as opposed to agreements with larger companies, for which the companies are able to finance costs. They share in the risk with the startup and spend many people-hours on the intellectual property and the affiliated companies as well. She reviewed the timeline for IonQ, which has had a similar timeline and will be going public soon. They had investment very early on and so took on more intellectual property financing. Ion Storage Systems had a similar timeline. She explained that UMD was there to help InventWood's faculty founder and help find business-minded teammates so that he can stay at the university inventing. She explained that MII and the Momentum Fund have been great resources, but more and earlier capital is needed.

Regent Leggett asked how involved UMD is with other partners in the System. Ms. Lenzer said they process intellectual property from UMES and Salisbury, which are not big enough for their own tech transfer offices. They have been helping Bowie State University as they set up some of their own tech transfer capacity. However, resources can be limiting sometimes. Chancellor Perman explained that the Center for Maryland Advanced Ventures funding encourages UMCP and UMB to provide assistance to others in the System. Chancellor Perman asked about the evaluative process, since the process is very resource-intensive. Ms. Lenzer said of 200 disclosures each year, they only file full applications for about 30, especially due to budget constraints that they're working through. They evaluate with in-house talent and external advice. In some areas such as quantum, they work with partners like NIST and can turn intellectual property over to them so that it can be patented. Regent Fish asked about the SBDCs. Ms. Lenzer said the SBDCs are very active in helping all types of startups and small business and assisted 256 startups last. Mr. Sansom asked how the sharing structure was navigated. Ms. Lenzer explained that by default, the university owns the patent. The license agreement is where they negotiate terms with the startup. As revenue is received, money comes back to the university and is distributed according to the IP policy. Chancellor Perman would love to see Ms. Lenzer come back with her colleagues and speak about TechPort.

**Corporate Training and Development (Information Item)**

Vice Chancellor Sadowski introduced Dr. Bishop, Associate Vice Chancellor and Director, William E. Kirwan Center for Academic Innovation at the University System of Maryland. Regent Gooden asked which institutions are using badges. Ms. Bishop said 7 institutions are involved in Badging Essential Skills for Transitions. Ms. Gooden asked if the problem of getting the information on the transcript has been solved, and Ms. Bishop said the comprehensive learner record project is addressing that. Ms. Fish asked if they should more than strongly recommend this to all institutions, and the Chancellor and Dr. Bishop agreed yes. Dr. Bishop then reviewed the USM's partnership with the Greater Washington Partnership

and USMx. Both have provided USM opportunity to develop and deploy market desired credentials regionally and nationally. To date, USMx has supported the development of 95 courses with cumulative 1 million enrollments. She explained the UMGC and UMBC Training Centers also work with corporate and federal partners.

Regent Leggett asked about connecting with the state, and Dr. Bishop said they do some of this. Regent Gooden said that one challenge has been working at the speed of industry and asked how that was going. Dr. Bishop said they are beginning to help them see it's not as easy as offering a badge. Specifically, with the specialist credentials, the KSAs for cyber basically equate to a whole cyber degree, but they aren't having trouble with cyber graduates obtaining jobs. They're working to divide those up into smaller pieces so they can be more responsive and attract more students into these fields. Ms. Gooden said UMGC has an advantage in this area and asked if they work with them. Dr. Bishop said they are. Regent Gossett commented that UMGC is interested in moving quickly, and we don't want to hold them back.

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

Vice Chancellor Sadowski reviewed the recent COVID Research & Innovation Task Force efforts, including collaborative initiatives underway, the Public Health Communication Challenge and industry partnerships. He reviewed the relevant legislative bills, including those that have crossed over into the opposite chamber. He also reviewed the Momentum Fund investment in Dynamhex, which is the first University of Baltimore-affiliated company to receive investment. He emphasized that the MMF portfolio has almost doubled in the last year.

Regent Leggett asked how much Momentum Fund funding remained. Vice Chancellor Sadowski said there is some dry powder, and there are strategic conversations about follow-on funding. Regent Leggett asked about companies that aren't ready yet. Vice Chancellor Sadowski said USM has been speaking with institutional partners and TEDCO. Chancellor Perman said they always marvel at what emanates from research faculty in these meetings, but more focus is needed on them. Regent Leggett said rewarding and retaining faculty with this type of activity is important. Vice Chancellor Sadowski said superstar faculty are looking for this type of work and places where it can be prioritized.

The meeting ended at 1:59 pm.

Respectfully submitted,

Isiah Leggett, Chair  
Committee on Economic Development  
and Technology Commercialization



**BOARD OF REGENTS  
COMMITTEE ON AUDIT**  
[DRAFT] Minutes from Open Session  
March 26, 2021

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

Regents in attendance included: Ms. Fish (Chair), Ms. Edwards (student regent), Ms. Gooden, Mr. Gossett, Mr. Pope, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Dr. Bishop, Dr. Boughman, Mr. Brown, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone), Ms. Herbst, Mr. Lurie, Mr. McDonough, Mr. Mosca, Mr. Page, Ms. White, and Ms. Wilkerson; USM Foundation – Mr. Raley; University of Maryland, College Park – Mr. Poterala; Office of the Attorney General - Ms. Langrill; CliftonLarsonAllen LLP (USM’s Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. Information & Discussion – USM’s Half Year (12/31/2020) Financial Statements & Financial Comparison Analysis to Peer Institutions

USM’s Comptroller presented the unaudited University System of Maryland interim financial statements for the six-month period ended December 31, 2020, the year ended June 30, 2020 and the six-month period ended December 31, 2019. She also presented a comparison of key financial ratios for peer universities and university systems with Aa1 rating from Moody’s Investor Services.

2. Information & Discussion – Annual Affiliated Foundation Compliance Report

USM’s Comptroller presented an update on the policy compliance status of affiliated foundations.

3. Information & Discussion – Affiliated Foundation Policy Update

USM’s Vice Chancellor of Administration and Finance presented a status update of progress made to revise the Board of Regents’ policy on affiliated foundations.

4. Information – Office of Legislative Audit Activity – Published Audit Reports

Since the December 14, 2020 audit committee meeting, the Office of Legislative Audits has not published any reports of USM institutions.

5. Information & Discussion – Follow Up of Action Items from Prior Meetings

USM Director of Internal Audit provided a status update of action items from prior audit committee meetings.

6. Convene to Closed Session

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

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

The closed session convened at approximately 11:37 a.m.



**BOARD OF REGENTS  
COMMITTEE ON AUDIT**  
[DRAFT] Minutes from Closed Session  
March 26, 2021

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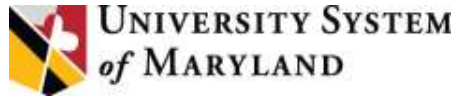
Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Pope, seconded by Ms. Gooden; unanimously approved.] The closed session commenced at approximately 11:37 a.m. This meeting was conducted via teleconference.

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

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 provided a status update of reported criminal allegations received by Internal Audit. (§3-305(b)(12)).
3. USM’s Director of Internal Audit presented an update of the Office of Legislative Audits’ activity currently in process. (§3-305(b)(13)).
4. USM’s Director of Internal Audit provided an update of the Office of Internal Audit’s Plan of Activity for Calendar Year 2021. (§3-103(a)(1)(i)).
5. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 12:18 p.m.



USM Board of Regents  
Committee on Governance and Compensation  
Minutes from Public Session  
April 1, 2021  
Zoom

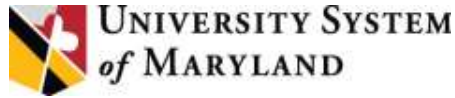
**Minutes of the Public Session**

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 8:30 a.m. on Thursday, April 1, 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. **Review of Board Assessment Tools.** The Committee reviewed the Board self-assessment tools for the full Board, each committee, and the Board Chair. Proposed revisions to the Board assessment tool clarify certain questions. The Committee voted to accept the Board assessment tools. (Moved by Regent Neall, seconded by Regent Wood; unanimously approved).
2. **Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare Committee Charge and Bylaws Revisions.** Regent Gossett presented information about the new Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare Committee, including the history of this topic in the USM. The Committee voted to accept the charge of the new Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. (Moved by Regent Gooden, seconded by Regent Attman; unanimously approved).  
  
The Committee also accepted revisions to the Board of Regents Bylaws to include the new Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare (Moved by Regent Gooden, seconded by Regent Attman; unanimously approved).
3. **Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Wood, seconded by Regent Gourdine; unanimously approved).

The public session meeting adjourned at 8:45 a.m.



USM Board of Regents  
Committee on Governance and Compensation  
Minutes from Closed Session  
April 1, 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 8:46 a.m. on Thursday April 1, 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; Ms. Wilkerson and Ms. Beckett. President Goodwin, Vice Chancellor Hogan, and Associate Vice Chancellor Skolnik were present for part of the meeting.

1. **Review of President's Board Membership.** The Regents supported a USM President's invitation to join the Board of a nonprofit. (Moved by Regent Wood, seconded by Regent Gossett; unanimously approved). (§3-305(b)(1)).
2. **Ratification of the Salisbury University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers.** The Regents voted to recommend ratification of the Salisbury University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers (Moved by Regent Gossett, seconded by Regent Gourdine; unanimously approved). (§3-305(b)(9)).
3. **Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)).
4. **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)).
5. **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 9:54 a.m.





## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Board Self-Assessment

**COMMITTEE:** Governance and Compensation

**DATE OF MEETING:** April 1, 2021

**SUMMARY:** The attached self-assessment surveys were developed and approved in 2018 to solicit feedback from the Regents on BOR and committee operations, staffing and support, and their understanding and perspective on the BOR's roles in decision-making, leadership and accountability of the USM and its institutions.

The surveys have not yet been administered, but will be soon. They are being brought to the Committee on Governance and Compensation for final discussion before administration.

**ALTERNATIVE(S):** The Committee could choose not to discuss the topic.

**FISCAL IMPACT:** Fiscal impact is minimal.

**CHANCELLOR'S RECOMMENDATION:** The Chancellor recommends that the Regents review and discuss the attached BOR and committee surveys.

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COMMITTEE ACTION: Recommend approval

DATE: April 1, 2021

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BOARD ACTION:

DATE:

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

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USM BOR Survey

Board Chair

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The Board Chair effectively establishes the Board's priorities.
2. The Board Chair maintains an effective relationship with
  - a. other Regents
  - b. the Chancellor
  - c. the Presidents
  - d. the Maryland General Assembly
3. The Board Chair effectively balances the Board's fiduciary and strategic roles.
4. The Board Chair encourages an environment of
  - a. accountability
  - b. collegiality
  - c. diversity and inclusion
  - d. good governance
  - e. information sharing
  - f. innovation
  - g. mutual trust
5. Overall, the Board Chair is an effective leader.
6. Please provide additional feedback on the Board Chair's performance.

USM BOR Survey  
Full BOR

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The BOR has a clear understanding of the USM's mission and vision and the priorities in its strategic plan.
  2. The decision-making responsibilities of the BOR, Chancellor and presidents are well defined and the BOR's role in decision-making on important issues and priorities of the USM is appropriate.
  3. The BOR understands the key indicators to track progress of the system and institutions across all aspects of their work (academic affairs, student affairs, finance and administration including campus infrastructure).
  4. The current BOR committees are appropriate to address major USM issues.
  5. Meeting formats and materials are appropriately focused on the needs of the BOR.
  6. The BOR is adequately staffed and supported by
    - a. USM staff
    - b. The Office of the Attorney General
  7. The BOR has adequate opportunities to interact with the presidents and institutions, both formally and informally.
  8. The BOR employs appropriate measures to ensure accountability of
    - a. Chancellor
    - b. presidents
    - c. senior staff
  9. Regents have
    - a. adequate opportunity to express their opinions on matters that come before the BOR
    - b. a clear understanding about who speaks on behalf of the BOR
  10. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.
-

**USM BOR Committee Survey**  
**Advancement Committee**

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The committee members have a good understanding of the committee's charge and role.
2. The committee receives sufficient support to address important issues that come before the committee. The committee:
  - Meetings are well structured, productive and well-run
  - Receives high quality information,
  - Is supported by a responsive staff, and
  - is provided with sufficient time at meetings
3. The committee has appropriate discussions to plan the work of the committee for each year.
4. The committee focuses on relevant and important matters that should be reviewed by the BOR.

**Questions:**

5. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.

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6. Do you have any recommendations to improve the work of the committee?

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**USM BOR Committee Survey**  
**Audit Committee**

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The committee members have a good understanding of the committee's charge and role.
2. The committee receives sufficient support to address important issues that come before the committee. The committee:
  - Meetings are well structured, productive and well-run
  - Receives high quality information,
  - Is supported by a responsive staff, and
  - Is provided with sufficient time at meetings
3. The committee focuses on relevant and important matters that should be reviewed by the BOR.
4. The committee as a whole has sufficient expertise to fulfill its responsibilities to oversee the adequacy of financial, internal controls, compliance and risk management practices.
5. The independent and internal audit functions provide adequate support to assist the committee in fulfilling its fiduciary responsibilities.
6. The committee is aware of all the services performed by the independent auditor for USM and its institutions.
7. The committee receives sufficient legal counsel.

Questions:

8. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.

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9. Do you have any recommendations to improve the work of the committee?

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**USM BOR Committee Survey**  
**Economic Development and Technology Commercialization Committee**

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The committee members have a good understanding of the committee's charge and role.
2. The committee receives sufficient support to address important issues that come before the committee. The committee:
  - Meetings are well structured, productive and well-run
  - Receives high quality information,
  - Is supported by a responsive staff, and
  - Is provided with sufficient time at meetings
3. The committee has appropriate discussions to plan the work of the committee for each year.
4. The committee focuses on relevant and important matters that should be reviewed by the BOR.
5. The committee has adequate opportunity to ask questions and provide input during meetings and /or throughout the year?

**Questions:**

6. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.

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7. Do you have any recommendations to improve the work of the committee?

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**USM BOR Committee Survey**  
**Education Policy and Student Life Committee**

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The committee members have a good understanding of the committee's charge and role.
2. The committee receives sufficient support to address important issues that come before the committee. The committee:
  - Meetings are well structured, productive and well-run
  - Receives high quality information,
  - Is supported by a responsive staff, and
  - Is provided with sufficient time at meetings
3. The committee has appropriate discussions to plan the work of the committee for each year.
4. The committee focuses on relevant and important matters that should be reviewed by the BOR.
5. The EPSL is provided with sufficient opportunity to engage with appropriate constituencies (AAAC, VPSA, faculty and students) on important issues.
6. The Committee is provided sufficient information on the national and campus contexts for critical issues of the time (e.g., diversification of faculty, inclusion, free speech/hate speech)

**Questions:**

7. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.

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8. Do you have any recommendations to improve the work of the committee?

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USM BOR Committee Survey  
Finance Committee

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The committee members have a good understanding of the committee's charge and role.
2. The committee receives sufficient support to address important issues that come before the committee. The committee:
  - Meetings are well structured, productive and well-run
  - Receives high quality information,
  - Is supported by a responsive staff, and
  - Is provided with sufficient time at meetings
3. The committee has appropriate discussions to plan the work of the committee for each year.
4. The committee focuses on relevant and important matters that should be reviewed by the BOR.
5. The committee receives sufficient information in an agenda/action item to avoid potential conflicts of interest.
6. The committee receives sufficient information to make recommendations to the full board regarding the acquisition of real estate and awarding of procurement contracts.
7. The committee receives sufficient information to make recommendations to the full board regarding the Capital Budget.

Questions:

8. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.

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9. Do you have any recommendations to improve the work of the committee?

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**USM BOR Committee Survey Governance  
and Compensation Committee**

Ranking Scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree

1. The committee members have a good understanding of the committee's charge and role.
2. The committee receives sufficient support to address important issues that come before the committee. The committee:
  - Meetings are well structured, productive and well-run
  - Receives high quality information,
  - Is supported by a responsive staff, and
  - Is provided with sufficient time at meetings
3. The committee has appropriate discussions to plan the work of the committee for each year.
4. The committee focuses on relevant and important matters that should be reviewed by the BOR.
5. The committee receives sufficient support and information to perform evaluations of the Chancellor and presidents and make recommendations to the full board regarding performance and compensation.
6. The committee receives sufficient support and information to evaluate and make recommendations concerning collective bargaining MOUs.
7. The Board/CEO relationship is built on respect and confidence and a climate of mutual trust exists between the Board and the Chancellor.
8. The method of holding the Chancellor, senior staff and presidents accountable is effective.

Questions:

1. Please provide any additional feedback or explanation/clarification of your responses above, particularly those you disagree with.

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2. Do you have any recommendations to improve the work of the committee?

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UNIVERSITY SYSTEM  
*of* MARYLAND

BOARD OF REGENTS  
COMMITTEE ON FINANCE

April 1, 2021

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

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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, Mr. Gonella, Ms. Gooden, 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, Mr. Hogan, Mr. McDonough, Dr. Breaux, Ms. Aughenbaugh, Mr. Colella, Mr. Danik, Mr. Lockett, Mr. Lowenthal, Mr. Primus, Ms. Rehn, Ms. Rhodes, Mr. Savia, Ms. Schaefer, Mr. Sergi, Dr. Wormack, Mr. Wyden, Mr. Pasquariello, Mr. Cohen, Mr. Williford, Mr. Gagnon, Mr. Donegan, Ms. Watson, Mr. Reuning, Mr. Ramia, Ms. Skinner, Mr. Beck, Mr. Eismeier, Mr. Hickey, Ms. Decker Mann, Mr. Muntz, Ms. Norris, Mr. Page, Ms. Skolnik, Mr. Hoffacker, Ms. West, Ms. Yeh, Mr. Lurie, 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, offering his appreciation of the Governor, Senate President, and Speaker of the House. He then turned to Vice Chancellor Herbst. She indicated that since the previous budget update at the February meeting of the Committee, the Chancellor led an effort across the System to identify areas where if appropriation funding were to be restored, the USM could increase its impact in the State in the field of health care and public health. As a result of this effort and the USM's proposal, the Governor submitted a supplemental budget that included over \$23 million in funding restoration—a promising first step in the restoration of the July funding reduction. Vice Chancellor Herbst noted that there were also several capital budget project items that were shifted from General Obligation Bond funding to PAYGO funding via the operating budget. This action frees up the state's debt capacity and allows it to fund more capital projects statewide. Vice Chancellor Herbst also mentioned an item in the Department of Commerce that would add \$12.45 million the Maryland E-Innovation Initiative Fund, which provides a state match to private funds raised in support of endowed chairs at the state's higher education institutions. This funding will help institutions recruit and retain faculty.

**The Finance Committee received the item for information purposes.**

2. University System of Maryland: Refresher on Project Approvals

Regent Attman explained that in a continuing effort to educate on topics of interest relevant to the Committee, he requested that Vice Chancellor Herbst and her team prepare and present an information item regarding how capital projects are approved by the Board of Regents and how that process works. Further, he thought it would also be helpful to provide a description of the process for the approval of capital construction procurement contracts that fall within the purview of the Board of Public Works. He noted that the regents want these processes to run optimally. Regent Attman reminded all that as a part of a recent E&E 2.0 initiative, the USM Procurement Policies and Procedures were modernized and updated. A workgroup consisting of USM institution vice presidents for administration and finance along with procurement experts with decades of experience worked on this project. Nonetheless, the regents believed it is time for a process refresher and a review.

Regent Attman pointed out that when the Board encounters policies or practices that may need refining or retooling, it addresses them head on and with urgency. To that end, Regent Attman announced the formation of an ad hoc sub-group of regents to examine the existing process for approving these certain requests and recommend any changes as needed. Regent Attman reported that he would be joined by Regents Leggett, Neall, and Rauch. The sub-group plans to review current practices, policies and procedures related to construction project delivery and related procurements and reporting to the BPW; develop recommendations for improvements to those processes; and, oversee the implementation of those recommendations across all USM institutions. Regent Gooden added that consultation with Regent Leggett, a former county executive, would be important, and added that a completely independent group also be engaged as part of the assessment.

Regent Attman then turned to Vice Chancellor Herbst to review the existing requirements. Vice Chancellor Herbst began by acknowledging that she was joined by Tom Hickey, Director of Procurement and Real Property Initiatives, and Mark Beck, Director, Office of Capital Planning. Vice Chancellor Herbst reviewed and summarized the current practices and requirements, highlighting the unique roles of the Board of Regents and the Board of Public Works. She stated that the BOR approves a project budget authorization along with any changes, whereas the BPW approves the design and construction contracts with those firms hired to do the work. Sometimes these two roles overlap, for example when a cost increase prompts both Regents' and BPW action. Vice Chancellor Herbst began by reviewing the BOR's role in approving projects and budgets, which is outlined in policy VIII-10.20. For the Capital Improvement Program, the Board must approve all requests for State funding. These are always made as part of the annual capital budget process. For the System Funded Construction Program, the required actions depend on the intended fund sources and the size of the project. For these typically auxiliary projects, the Board must approve any SFCP project that exceeds \$5 million in cost, or any request for use of USM auxiliary bonds—no matter how much is needed. She added that the BOR also approves any public/private partnerships. Vice Chancellor Herbst explained that the State previously commissioned a report to review the System's abilities and effectiveness in managing capital construction projects; DBM revisited that report in 2015. She pointed out that the results were very positive. In both cases, it was determined that the USM's Service Centers perform well and effectively utilize State resources. The 2015 report cited adequate policies and procedures, effective management of project schedules, and a history of effectively minimizing disputes and delays. As it had been six years since that assessment, Vice Chancellor Herbst noted it was likely time for another look. Turning to the Board of Public Works—a body comprised of the Governor, Treasurer and Comptroller—she referenced the meeting schedule indicating that the BPW convenes every two weeks and can react in real-time and take quick action. The USM has a standing agenda for these meetings in order to have certain contracts and real property items considered for approval. She explained that the System Office is responsible for coordinating this agenda and working with the institutions to ensure all agenda items are accurate and

meet all necessary requirements of the BPW. In some cases, special briefings are held with staff to the BPW to make sure that an item is understood or to address any questions. The System Office also fields questions from staff to the Governor, Treasurer, and Comptroller to make sure all items are understood thoroughly in advance of the actual BPW meeting. Vice Chancellor Herbst described the type of items that are required to be presented to the BPW for prior approval. As presented in the agenda item, the list includes all service contracts and capital improvement contracts exceeding \$1 million; any change order to a capital improvement contract, or service contract, that exceeds \$1 million; any option renewal that exceeds \$1 million; all real property acquisitions and dispositions require BPW approval, except for real property acquisitions by gift; and, any contract funded with General Obligation Bond funds regardless of dollar amount. Vice Chancellor Herbst informed the Committee that she and her team had already started the re-education process with the appropriate campus leadership and groups.

**The Finance Committee received the item for information purposes.**

**3. Bowie State University: Facilities Master Plan Update**

Regent Attman welcomed President Breaux, Mr. Savia, and Mr. Williford from Bowie State University, who were invited to present their facilities master plan (FMP) update for the Committee. Chair Attman reminded everyone that in accordance with the two-step process for approving master plans, they would hear the presentation for information at this time, and subsequently the item would be placed on the Committee's agenda at its next meeting for consideration and a recommendation to the Board. Dr. Breaux explained that, since the approval of their 2016 Facilities Master Plan, the University had undertaken several capital projects, including the completion of the Center for Natural Science, Nursing and Mathematics. A replacement for the Martin Luther King, Jr Communication Arts and Humanities building is currently in design and has been funded by the State for construction.

The master plan update addressed the accomplishments, needs, and aspirations of Bowie State University, the projected enrollment growth, growing facility needs, the physical growth and spatial constraints of the campus, and the current realities of the budget. The plan was developed through a collaborative effort on the campus that involved faculty, staff, student representatives, Prince George's County, and the City of Bowie. The plan acknowledges the University's commitment to environmental sustainability and incorporates LEED standards for new and major renovation projects, greening of the campus and continual improvements to energy efficiency. Finally, the FMP acknowledges the current pandemic and its effect on operations of the University. Mr. Savia reviewed a Post-Pandemic Scenario Planning Study included in the FMP which develops scenarios examining how the University may emerge through and out of the pandemic. Regent Wood asked if the institution was consideration collaborating with UMGC. President Breaux responded affirmatively. The institution was already collaborating with UMGC and had in fact started conversations well before the pandemic, on her first day, and will continue to expand those conversations. She complimented former UMGC President Miyares and the UMGC team for being very supportive of Bowie State University. In response to a question regarding the future need for space on campus, particularly given the pivot to remote learning, President Breaux observed that students actually desire to be on the campus, and in fact, she believes that the institution will need more spaces on the campus.

At the conclusion of the presentation, Regent Attman praised President Breaux and her colleagues for a very well thought out plan. He invited the Committee members to provide any feedback or concerns from the discussion to him and he would ask the institution, as well as Vice Chancellor Herbst and her team to respond. He also reminded the Committee that their approval of the FMP would not imply approval of capital projects or funding, as these items would be reviewed through the normal procedures of the capital and operating budget processes.

**The Finance Committee received the facilities master plan update for information.**

4. USM Enrollment Projections: FY 2022-2031

Regent Attman introduced the item, pointing out that while the Committee typically takes action on the enrollment projections in the spring, there had been several fall enrollment items before the Committee due to the COVID-19 pandemic and a resulting shift in the reporting timeline. In addition, he noted that the Board has in place an Enrollment Workgroup, chaired by Regent Fish. Regent Attman stated that Board Policy requires annual enrollment plans for each university that reflect the near-term realities and long-term planning to provide access to quality higher education for Marylanders. As required by the policy, institutions submitted plans that provided the targets and strategies required to achieve the enrollment plan for the next decade. These plans also factored historical success, future demographic trends, and the competitive marketplace. He then introduced Mr. Muntz, head of the System's Institutional Research Office, who presented the FY 2022 - FY 2031 enrollment projections.

Mr. Muntz provided an overview of the annual USM Enrollment projections. The short-term projections submitted were mixed. The general theme of the Fall 2021 projections was conservative. He explained that while some institutions projected flat enrollment and others saw further enrollment losses, some institutions projected enrollment gains. In the aggregate, the fall 2021 USM enrollment of 169,312 was projected to be slightly lower than the fall of 2020. Last year's short-term projections were more conservative, and if the USM exceeds the fall 2021 projected enrollment, as it did in fall of 2020, then the USM will be about the same size. Mr. Muntz then focused on the middle-term of the ten-year window, where the enrollment projections were affected by the COVID-19 pandemic as the smaller new student cohorts at some of the institutions in FY 2020 were expected to decrease the numbers of students matriculating during the next few years. USM aggregate enrollment was projected to increase in small amounts as larger cohort sizes are added through FY 2023. Moving into the longer-term, Mr. Muntz explained the projections represented the expected demographic changes but continued to project a similar rate of growth as the projections submitted in recent years. He noted the key difference was the total projected enrollment of 181,878 for 2030 is about 10,000 less than projections submitted in prior years. This is because the fall 2021 starting point was lower than anticipated just a few years ago. In closing, Mr. Muntz remarked that both the short-term and long-term enrollment projections seemed achievable. The projections were based on manageable plans, backed by shared best practices, an increasingly sophisticated use of data analytics, and the application of customer relationship management software. He added that USM staff analyzed these numbers and met with some of the institutions to review enrollment plans. Chancellor Perman added that the institutions are also going to be expanding offerings in the future to include badges, certificates, and other offerings which could impact the projections in the out years.

**The Finance Committee recommended that the Board of Regents approve the enrollment projections, as submitted.**

(Regent Gooden moved recommendation, seconded by Regent Fish; unanimously approved)

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

5. University System of Maryland: Self-Support Charges and Fees for FY 2022

Regent Attman reviewed the item. He explained that the process for approving student-related tuition and fees, and charges is a two-part process. This item involves the approval of room, board, and student parking rates. The FY 2022 typical annual room charge percentage increases range from no increase to 5% at Coppin. Regent Attman indicated that UMCP's increase is necessary to meet increased mandatory costs—such as salary and wage adjustments, insurance, and utilities—as well as providing

funding for the residence hall renovations and new construction projects described in the University's Student Housing Strategic Plan. The fee increase was presented to and supported by three student groups: Residence Hall Association, Resident Life Advisory Team, and Residential Facilities Advisory Board. Regent Attman described that the Coppin State room charge increase is needed because the rates were not increased in the prior years and there were significant deferred maintenance projects that are currently in process and are on the upcoming project lists that are very costly which include new elevators and an upgrade to the residence hall bathrooms. Regent Attman emphasized that student affordability is a priority consideration when increasing fees and rates. As costs increase, every effort is made to increase financial aid, with a particular focus on need-based aid, in order to address some of the concerns surrounding student affordability. Also, in accordance with USM Board Policy and in an effort to be transparent, a brief summary of the student engagement process by each institution is included in the item, beginning on page 8. Regents Attman mentioned that the vice presidents and/or other representatives from each campus were participating in the meeting and available for any institution-specific questions. Regent Gooden, noting that many families were still facing the financial impact of the pandemic, asked about the timing and other available options. Vice Chancellor Herbst responded that these auxiliary functions are self-supporting, not subject to state funding and therefore have to be in a position to support their operations with associated revenue. With regard to timing, Vice Chancellor Herbst explained that the student bills would be prepared soon and it is important for families to know their costs. In response to a question about rate increases at peer institutions, Vice Chancellor Herbst indicated that while her office had been tracking, there had not been many public announcements at this point. Following a brief discussion and a request for follow-up data on what peer institutions are doing, the item was tabled and will be considered at the April 16 Board meeting.

**No action taken. The item will be considered at the April 16 meeting of the Board of Regents.**

6. University of Maryland Eastern Shore: Proposal to Increase Tuition for Physician Assistant Program

Regent Attman introduced the item. The University of Maryland Eastern Shore is proposing to increase the tuition rates for its Physician Assistant Program over a three-year period. The University is seeking authorization to implement a 15% increase in resident tuition rates and a 10% increase in non-resident tuition rates, starting in each of the academic terms of Fall 2021, Fall 2022 and Fall 2023. He then introduced Mr. Primus, UMES Vice President of Administrative Affairs. Mr. Primus explained that a review of available data shows that the current Fall 2020 resident tuition rate is the lowest in the country, and the non-resident rate is the second lowest. He stated that there would be no impact on current students and that the proposed rates would not price UMES out of the market. Regent Neall advised that directing 10% of the new revenue to financial aid might not be enough, and that the institution should be mindful of not deterring worthy students due to the cost. Regent Gooden proposed that the institution report back to the Committee. Vice Chancellor Herbst confirmed that institutional reporting was part of the recommendation.

**The Finance Committee recommended that the Board of Regents approve for the University of Eastern Shore the three-year tuition rate increase proposal for the Physician Assistant Program, as described in the item. Furthermore, the University shall provide an annual report to the Board of Regents that reflects the benefits and challenges of implementing this tuition proposal.**

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

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

7. Biennial Nonexempt Market Salary Survey Report - Nonexempt Salary Structure Adjustment for FY 2022-2023

Regent Attman summarized the item. Every other year, the compensation and classification committee of the Systemwide Human Resources Committee conducts a market study and recommends whether the Nonexempt Salary Structure should be adjusted, in order to maintain salary competitiveness in the market. Ms. Skolnik, Associate Vice Chancellor of Human Resources, explained that the recommendation is based on labor market trends that indicate annual salary structure increases of approximately 1.9% in 2020 and Maryland's minimum wage law, which will require pay increases for certain employees in future years. The two-part recommendation would provide a 1.9% overall salary structure adjustment on the first pay period following June 30, 2021; and a second adjustment of 3.6% on January 1, 2023 to meet the requirements of Maryland's minimum wage law. She stated that the implementation cost across the USM is estimated at \$960,000, not including the cost of benefits. Ms. Skolnik added that the recommendation has the support of both the USM institution vice presidents for administration and finance, as well as the presidents.

**The Finance Committee recommended that the Board of Regents approve the proposed Nonexempt Salary Structure Adjustments, effective for FY 2022 and FY 2023.**

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

Vote Count = YEAS: 7 NAYS: 0 Abstentions: 0

8. Salisbury University: Retroactive Approval of Bridge Loan to Ward Foundation and Forgiveness of Remaining Unpaid Balance

Regent Attman reminded the group that the University's request had come before the Committee about two years earlier. Salisbury University is seeking approval for two separate, yet related actions. First, the University is seeking retroactive approval of a loan from Salisbury University to the Ward Foundation; and second, approval to forgive the amount of the loan that is outstanding and unpaid. At the previous Committee meeting, the Regents directed the USM Office to work with Salisbury University to explore what options existed for recovering the outstanding loan. Regent Attman asked Vice Chancellor Herbst to review the request. Vice Chancellor Herbst indicated that the issue of the retroactive loan was flagged by the State's legislative auditors a few years ago as a part of the review of Salisbury University. While the University did share a right of entry agreement and the basic plan with the System Office, they did not get the required Attorney General's Office review, or the required Board of Regents approval to make the loan. The legislative auditors have asked that Salisbury seek the formality of the approval.

Vice Chancellor Herbst stated there have been several discussions with Salisbury over the past couple of years, encompassing both the ongoing financial circumstances for the Ward Museum/Foundation and the arrangements Salisbury agreed to when the Ward Museum was taken over by Salisbury University. When asked about support provided by the University, Dr. Wormack, Vice President for Administration and Finance, responded that there is a legislative appropriation of \$200,000 that is a pass-through for the museum and that the University provides \$130,000 annually. Regent Fish questioned, *what is the plan to become self-sustaining*. Dr. Wormack indicated that the Ward had recently adopted a new financial strategic plan and that the forgiveness of the loan would support their financial position. Chancellor Perman emphasized that the Ward Museum is an important asset to the community.

**The Finance Committee recommended that the Board of Regents approve the loan given to the Ward Foundation and the termination of that loan and forgiveness of the outstanding balance of \$379,043. Furthermore, Salisbury University shall return to the Committee in the fall with a financial model/plan for a financially sustainable Ward Museum.**

(Regent Attman moved recommendation #1 (retroactive loan approval), seconded by Regent Fish; unanimously approved)

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

(Regent Attman moved recommendation #2 (loan forgiveness), seconded by Regent Pope; unanimously approved)

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

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

Regent Attman summarized the item. The University of Maryland, Baltimore is requesting approval to exercise the fifth of five one-year renewal options with U.M. FDSP Associates (FDSP) for the operation of the Student Dental Clinics at the Dental School at UMB. This is the final renewal option and UMB will bring a new agreement to the Board next year. Regent Attman provided some background on FDSP. FDSP receives no compensation other than reimbursement for personnel expenses and reasonable out-of-pocket expenses. Chancellor Perman reminded all that the Board had previously asked the University to look around at other potential service providers. In doing so, UMB confirmed that this is the right contract. A review of the market and providers found that there were not any who could or would be willing to provide the services essentially "at cost." Regent Attman acknowledged that there were UMB representatives participating in the meeting and available for any questions.

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

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

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

10. University of Maryland, College Park: NextGen Energy Program P3 Solicitation—Request for a Waiver of Board Policy VIII-17.00—Policy on Public-Private Partnerships, Section IV, State-Supported Public-Private Partnerships, Subsection D

Regent Attman introduced the item and welcomed Mr. Colella, Ms. Watson, and Mr. Reuning representing the University. Regent Attman thanked the team for keeping the regents informed on the project—an enormous undertaking and Public Private Partnership opportunity at the institution. As indicated in the item, the University announced that it short-listed five firms that were identified through a request for qualifications. After a review of the proposals, the University will select finalists based on Best and Final Offers (BAFO) evaluations. These short-listed firms will be asked to submit two proposals. Because of the substantial costs associated with putting together proposals of this complexity, the University is seeking a waiver of the USM Policy on P3s in order to provide the unsuccessful proposers with limited compensation for the costs associated with this extra work. Mr. Colella explained that the USM Policy limits the reimbursement of costs and in doing so the Board policy is more stringent than the State's P3 statute and correlating State Regulations. The waiver requested by



the University will allow for certain reimbursements with a limit of \$1.4 million in total which is part of the project budget. The University feels that this reimbursement is critical to getting the best proposals that will meet the energy needs and project goals well into the future. Mr. Colella added that there is great value in being able to draw upon all of the proposers' expertise. In response to a question regarding the expected scope and cost of the project, Mr. Colella anticipates a sizable powerplant/chilled water project with an expense in the neighborhood of one-half a billion dollars.

**The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park a waiver from the Board Policy VIII–17.00 Section IV.D., as described in the agenda item.**

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

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 1 – Regent Gooden

11. Convening Closed Session

Regent Attman read the Convene to Close Statement.

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

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

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

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

Regent Attman thanked everyone for joining the meeting. The public meeting was adjourned at 12:43 p.m.

Respectfully submitted,

Gary L. Attman  
Chair, Committee on Finance



UNIVERSITY SYSTEM  
*of* MARYLAND

**BOARD OF REGENTS  
COMMITTEE ON FINANCE**

April 1, 2020  
Meeting via Video Conference

**DRAFT**

Minutes of the Closed Session

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Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 12:44 p.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Fish, Ms. Gooden, Mr. Gossett, Mr. Neall, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Mr. McDonough, Assistant Attorney General Bainbridge, Mr. Hickey, Mr. Colella, Mr. Ramia, Ms. Skinner, and Ms. McMann.

1. The committee discussed the acquisition of real property in Queen Anne's County (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)  
Vote Count = YEAs: 7                      NAYs: 0                      Abstentions: 0
2. The committee discussed the acquisition of real property in Queen Anne's County (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Gossett; unanimously approved)  
Vote Count = YEAs: 6                      NAYs: 0                      Abstentions: 0

The session was adjourned at 12:53 p.m.

Respectfully submitted,

Gary L. Attman  
Chair, Committee on Finance



UNIVERSITY SYSTEM  
of MARYLAND

BOARD OF REGENTS

REVISED

SUMMARY OF ITEM FOR ACTION,  
INFORMATION OR DISCUSSION

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**TOPIC:** University System of Maryland: Refresher on Project Approvals

**COMMITTEE:** Finance

**DATE OF COMMITTEE MEETING:** April 1, 2021

**SUMMARY:** The purpose of this information item is to review and highlight the unique roles of the Board of Regents (Regents) and the Board of Public Works (BPW). The former approves a project budget authorization along with changes thereto, whereas the latter approves the design and construction contracts with those firms hired to do the work.

Recently, the overlap between these two roles has become evident as cost increases have prompted both Regents' actions and, as a consequence, BPW action as well. The Regents have asked that we look carefully at reinforcing the sequence of events that should occur as these changes to projects are considered and addressed by both groups.

Furthermore, the Chancellor is putting in place the following mitigation steps:

- Enhanced training to recommunicate approval requirements to Presidents, Vice Presidents of Administration and Finance, Procurement Officers, and Capital Project Managers. This includes:
  - Review of the BPW, System and Board policies associated with procurement to remove any confusion or overlap.
  - Capturing lessons learned from two recent incidences of BPW “retroactive approval” requests.
  - Requesting the institutional vice presidents for administration and finance improve the oversight of contract spending and project spending.
  - Encouraging university staff to reach out to the USM Office staff early with questions about approvals.
  - Asking for suggestions regarding USM Office support for additional educational materials and sessions for staff.
- Starting with this meeting, project approval requests that come before the Board shall contain explicit information about contract or contract modification included in the request that requires BPW approval along with the dollar amount and timing of BPW request.
- USM Office staff will provide Board members a regular report of items that are coming before the BPW.
- USM Office staff will increase its frequency of interaction with Construction Service Centers at UMB and UMCP for increased oversight.
- Lastly, several Regents have been assigned to an ad hoc subgroup to review and oversee implementation of the process recommendations.
- The Regents overseeing the effort will determine what additional steps, such as an outside review of processes or other actions, they deem appropriate.

Current process and approval requirements are summarized in the attached document.

**ALTERNATIVES:** 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.

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COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION

DATE: 4/1/21

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BOARD ACTION:

DATE:

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SUBMITTED BY: Ellen Herbst (301) 445-1923

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Board of Regents. The Regents' role is outlined in USM Policy VIII-10.20—Policy on the Capital Budget of the USM. Depending on the program, projects initially require the following approval:

- For the **State Capital Improvement Program (CIP)**, all projects, regardless of fund source and total cost, must be pre-approved by the USM Board of Regents prior to submission to the State via CBIS in June of each calendar year.
- For the **System Funded Construction Program (SFCP)**, projects funded in whole or in part with bonds, SFCP loan, or via public-private partnership—regardless of total cost—as well as projects greater than \$5 million in total cost regardless of fund source, require Regents' approval.

For those projects previously approved, the requirements for a subsequent approval of a change in authorization depends on:

- (1) size of the project and the change;
  - (2) type of funding involved; and
  - (3) individual or body that previously approved the project.
- All changes to projects previously approved as a request for State funding must be approved by the Board of Regents. Unless this is done as part of the annual capital budget process, DBM must be consulted as well.
  - For those projects in the SFCP, the Board must approve changes to projects previously approved by the Board of Regents (either separately or as part of the SFCP capital budget process), or changes to projects previously approved by the Vice Chancellor for Administration and Finance (VCAF) that bump the total cost of the project above the \$5 million VCAF authorization limit.
  - Any changes that require approval of additional debt (e.g., auxiliary bonds) must be approved by the Regents.

A comprehensive set of Capital Budget and Planning resources are readily accessible online at: <https://www.usmd.edu/usm/adminfinance/capitalplanning>

The State previously commissioned a report by the Alpha Corporation to review the State's abilities and effectiveness in managing capital construction projects. Alpha determined that, while DGS and USM utilize different processes and procedures for managing projects, both perform well and effectively utilize State resources. In 2015, the General Assembly asked the Department of Budget and Management (DBM) to revisit the findings of the report. *After an eight-month study, DBM determined that both DGS and USM had adequate policies and procedures in place, were effectively managing project schedules, and effectively minimized disputes and delays.* During the 2016 Session, the Department of Legislative Services reviewed

the report and concluded: "Overall, the data demonstrate that most projects undertaken are completed at or below budget and that cost overruns are generally isolated and have unique and isolated circumstances and there does not appear to be any trend indicative of poor performance that would suggest specific changes in procedures are necessary."

Board of Public Works. The BPW is comprised of the Governor, the Treasurer and the Comptroller who are responsible for approving most procurement contracts as well as acquisitions and dispositions of real property, General Obligation Bond funds for projects, tidal wetlands licenses, and procurement policies. The BPW also has the authority to make budget reductions up to 25%.

The BPW meets every two weeks. The USM Agenda for these meetings is prepared based on a schedule that includes deadlines to USM and also deadlines for the submission to BPW (see attached schedule).

The following types of items must be presented to the BPW for its consideration and approval:

- All service contracts and capital improvement contracts exceeding \$1 million require prior BPW approval.
- Any change order to a capital improvement contract, or service contract, that exceeds \$1 million requires prior BPW approval.
- Any option renewal that exceeds \$1 million requires prior BPW approval.
- Any contract funded with General Obligation Bond (G.O.) funds regardless of dollar amount requires BPW approval. These are typically capital equipment items for new facilities but could also include projects considered maintenance items.
- All real property acquisitions and dispositions require BPW approval, except for real property acquisitions by gift. (<https://www.usmd.edu/regents/bylaws/SectionVIII/VIII-4.01.pdf>)

The USM's Procurement Policies and Procedures are available online at:

<https://www.usmd.edu/regents/bylaws/SectionVIII/VIII300.pdf>

As part of a recent E&E initiative to review, modernize, and update the USM's Procurement Policies and Procedures, training modules were developed for all procurement staff after the revised policies were finalized and approved by the Board of Regents. The videotaped training sessions along with all of the training materials are posted online and available in a secure USM staff portal accessible via <https://www.usmd.edu/usm/procurement/>.

The workgroup that was created to update the USM Procurement Policies and Procedures included senior leadership from institutions and procurement experts with decades of experience. The group was charged with ensuring that the policies and procedures met the needs of the institutions, *"while providing for a procurement process of quality and integrity, broad based competition, fair and equal treatment of the business community, increased economy in the procurement process, and uniform procurement procedures. These values promote the purposes of State procurement law, strike a balance between needed institution self-management and the Board of Regents' responsibility to govern the System."*

In addition to the review and approval by the Board of Regents, the Maryland General Assembly's Administrative, Executive and Legislative Review Committee also examined the revised policies.

Board of Public Works Schedule  
Meeting Dates and Item Deadlines  
Calendar Year 2021

BPW Meeting	Items Due BPW	Items Due USM
January 6, 2021	December 17, 2020	December 10, 2020
January 27, 2021	January 11, 2021	January 4, 2021
February 10, 2021	January 25, 2021	January 15, 2021
February 24, 2021	February 8, 2021	February 1, 2021
890	February 22, 2021	February 15, 2021
March 24, 2021	March 8, 2021	March 1, 2021
April 7, 2021	March 22, 2021	March 11, 2021
April 21, 2021	April 5, 2021	March 29, 2021
May 5, 2021	April 19, 2021	April 12, 2021
May 19, 2021	May 3, 2021	April 26, 2021
June 2, 2021	May 17, 2021	May 10, 2021
June 16, 2021	May 28, 2021	May 21, 2021
July 7, 2021	June 21, 2021	June 14, 2021
July 28, 2021	July 12, 2021	July 2, 2021
August 11, 2021	July 26, 2021	July 19, 2021
September 1, 2021	August 16, 2021	August 9, 2021
September 22, 2021	September 3, 2021	August 27, 2021
October 6, 2021	September 20, 2021	September 13, 2021
October 20, 2021	October 4, 2021	September 27, 2021
November 3, 2021	October 18, 2021	October 11, 2021
November 17, 2021	November 1, 2021	October 25, 2021
December 1, 2021	November 15, 2021	November 8, 2021
December 15, 2021	November 29, 2021	November 22, 2021
January 5, 2022	December 16, 2021	December 9, 2021

BPW items are due to USM by Close of Business on the date specified in the schedule.

NOTE: Time of the meetings remains at 10:00 a.m. All BPW meetings will be held in the State House unless there is a Bond Sale scheduled in which case the meeting will be held in the Assembly Room of the Treasury Building (these have not been scheduled to date).



**BOARD OF REGENTS**

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

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**TOPIC:** Bowie State University: Facilities Master Plan Update

**COMMITTEE:** Finance

**DATE OF COMMITTEE MEETING:** April 1, 2021 (presentation and information)

**SUMMARY:** Bowie State University (BSU) requests Board of Regents approval of this 2020 update to its Facilities Master Plan (FMP).

Bowie State University is in a rural setting centrally located on a scenic and serene wooded tract next to the City of Bowie, between the metropolitan areas of Baltimore (25 miles), Washington D.C. (17 miles), and Annapolis (15 miles). Established in 1865, BSU is the oldest of the four Historically Black Institutions of higher learning in the State of Maryland and the fifth oldest in the nation. Offering 23 undergraduate majors, 20 master's degree programs, 14 specialty certificates and two doctoral programs in a variety of high-demand fields, BSU is one of 11 degree-granting institutions and one research center in the University System of Maryland (USM). The campus is comprised of 342 acres, with over 1.5 million gross square feet of academic and auxiliary space.

The University has followed the 2016 FMP. Since the previous Facilities Master Plan, dated July 2016, the University has undertaken several capital projects. Those include resurfacing parking lots, solar panel installations, roof replacements, Thurgood Marshall Library HVAC refurbishment, the LEED Platinum certified Center for Natural Sciences, Mathematics, and Nursing, and the Entrepreneurship Living Learning Community (ELLC) which is currently under construction. The Martin Luther King, Jr. Communication Arts and Humanities building is currently in design.

Bowie State University's Facilities Master Plan update is based on the University's mission and Strategic Plan, "Racing to Excellence." The update addresses the accomplishments, needs and aspirations of Bowie State University, the projected enrollment growth, growing facility needs, and the constraints on budgets. The Plan acknowledges the fiscal realities of 2021 capital planning while keeping the needs of the institution as paramount, within the long-range vision. This FMP should be viewed as a fluid document that is a conceptual tool and guide for making decisions regarding Bowie State University's physical resources.

The plan was developed through a collaborative effort on the campus that involved faculty, staff, student representatives, Prince George's County, and the City of Bowie. It builds upon the University's commitment to evolve into a more sustainable campus including incorporation of LEED standards for new and major renovation projects, greening of the campus and continual improvements to energy efficiency.

The Master Plan addresses the physical infrastructure to accommodate the growth in the changing character of the University and the deficit in quality academic facilities resulting from twenty years of no capital improvements between 1979 and 2000. The Plan gives particular attention to functional efficiency and aesthetics as it envisions a campus with continuing increasing needs for on campus housing. The needs of a rich and textured campus environment to also support student life are evident from the success of the Student Center, the Center for Natural Sciences, Mathematics and Nursing, the upcoming ELLC and MLK Communication Arts and Humanities Building, the proposed Wellness Center,

BSU FMP



Residence Halls, Thurgood Marshall Library Renovation, Public Safety and Communications Complex, and Facilities & Maintenance Building. With the future expansion of high-quality academic programs and an environment that welcomes all people, Bowie State University will fulfill the promise it holds for Maryland.

The FMP also acknowledges the current pandemic and its effect on operations of the University. The FMP includes a Post-Pandemic Scenario Planning Study which develops planning scenarios examining how the University may emerge through and out of the pandemic. The study is included as an appendix to the FMP.

#### Executive Summary

<https://bowiestate.edu/about/administration-and-governance/division-of-administration-and-finance/office-of-facilities-management/draft--executive-summary.pdf>

#### Full FMP Draft for Review

<https://bowiestate.edu/about/administration-and-governance/division-of-administration-and-finance/office-of-facilities-management/draft-facilities-report.pdf>

**ALTERNATIVE(S):** The FMP update documents BSU's institutional long-term planning objectives and is consistent with the 2016 FMP, the University's mission, strategic plan, academic plan, and current enrollment growth projections.

**FISCAL IMPACT:** The FMP Update will present a challenge to the capital and operating budgets to implement. Approval of the Plan Update does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

**CHANCELLOR'S RECOMMENDATION:** That the Finance Committee consider the Bowie State University Facilities Master Plan Update and materials as presented today for formal action at the Committee's next meeting; subsequently recommending approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan Update does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

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COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION

DATE: 4/1/20

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BOARD ACTION:

DATE:

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SUBMITTED BY: Ellen Herbst (301) 445-1923

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**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,  
INFORMATION OR DISCUSSION**TOPIC:** USM Enrollment Projections: FY 2022-2031**COMMITTEE:** Finance**DATE OF COMMITTEE MEETING** April 1, 2021

**SUMMARY:** Board Policy III-4.10—Policy on Enrollment requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy based on the short-term realities that support the operating budget request and the long-term campus plan that supports the long-term capital needs. The USM Office works in collaboration with the institutions to provide accurate enrollment projections. The enrollment projections for approval this year follow the anniversary of the global COVID-19 pandemic. These projections were submitted with a belief that enrollment demand will return and campus operations will facilitate the appropriate mix of in-person and remote activity in line with adopted health and safety protocols for in-person interaction.

Highlights of this year's institutional projections include:

- USM's aggregate institutional enrollment is projected to decrease 868 students in Fall 2021. (see Table 1 and Table 2).
- USM is projecting a small decrease in FTE (-537) in FY 2022. In most instances, institutional changes in FTE reflect institutional changes in headcount enrollment.
- Over the long term, headcount enrollment for the ten-year period is projected to increase 11,698 students (6.9%) from 170,180 students in Fall 2020 to 181,878 students in Fall 2030. If UMGC is excluded, the projected growth over this period will be 6,848 students (6.1%), which will increase student enrollment from 111,654 in Fall 2020 to 118,502 in Fall 2030.
- Almost all the institutions reported retention increases and new student yield improvements using data modeling, analytics, financial aid optimization, and customer relationship management systems (CRM).

**ALTERNATIVE(S):** The Committee may discuss and request changes in the projections.

**FISCAL IMPACT:** The fiscal impact will depend on many factors including the availability of facilities to accommodate students, the programs of study of future students, the availability of faculty, in/out-of-state statuses, and adopted health and safety protocols for in-person interaction. The projected enrollment and enrollment plan support the operating budget request in the near-term and capital budget decisions in the long-term.

**CHANCELLOR'S RECOMMENDATION:** That the Finance Committee recommend that the Board of Regents approve the enrollment projections, as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 4/1/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**USM Enrollment Projections  
FY 2022 (Fall 2021) through FY 2031 (Fall 2030)**



**UNIVERSITY SYSTEM  
*of* MARYLAND**

**Submitted to the Board of Regents' Committee on Finance  
April 1, 2021**

**Office of the Vice Chancellor of Administration and Finance**

## **Enrollment Projections: FY 2022 (Fall 2021) – FY 2031 (Fall 2030)**

### **Overview**

The purpose of this annual report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections, as required in the *Board of Regents III-4.10 - Policy on Enrollment*. The aggregate and institutional enrollment projections in this report are informed by internal campus strategies for managing enrollment to meet the access mission of the institutions, to increase enrollment in key workforce development areas, and to enhance higher education quality in Maryland. Each USM institution is expected to have a well-coordinated enrollment management function that reflects near-term and long-term operational realities, considering state and national demographic and economic trends, mission-related needs, capital requirements, and a set of annual enrollment targets that are appropriate to achieve the campus' long-term enrollment goal.

An important caveat within this report is that the campuses submitted enrollment projections assuming that in-person activity will be permitted in a way to meet enrollment goals. Without much detail about managing a post-pandemic in-person environment, some of the assumptions are that campuses will have adequate testing, sufficient vaccinations, and effective health practices in place. Another assumption is that the demand for in-person enrollment and residential life is expected to return, and the campuses' variety of strategies for synchronous, asynchronous, remote learning, and distance education options will be deployed in a way to support the campuses' enrollment plans. Total enrollment and full-time equivalent (FTE) in the short term have been adjusted appropriately at the campuses and regional centers (e.g., regional center FTE). Finally, the short-term daytime (e.g., full-time day equivalent or FTDE) or nighttime (full-time night equivalent or FTNE) are not included given unknown in-person density restrictions that may affect when courses are scheduled.

In summary, based on the most recent campus enrollment projections covering the period FY 2022-FY2031, the University System of Maryland projects that the total enrollment for USM will be slightly lower (-868) for Fall 2021 than it was for Fall 2020. This lower enrollment total for USM includes a projected undergraduate decrease (-1,017), being slightly offset by a graduate enrollment increase (+149). Beginning in Fall 2022, however, USM projects that enrollment will begin to rebound incrementally, increasing by an average of 1,400 students per year thereafter through Fall 2030. Overall, the USM's enrollment growth over the next ten years is projected to be 11,698 students and increase total enrollment to 181,878 by Fall 2030.

### **Highlighted Findings**

Tables 1 through 13 summarize the ten-year projections from FY 2022 (Fall 2021) to FY 2030 (Fall 2031) by institution, by student level, and by overall enrollment demand. The tables also provide detailed projections for each institution and for the entire System over this period.

- USM's aggregate institutional enrollment is projected to decrease 868 students in Fall 2021. (see Table 1 and Table 2).
- USM is projecting a small decrease in FTE (-537) in FY 2022. In most instances, campus changes in FTE reflect campus changes in headcount enrollment.
- Over the long term, headcount enrollment for the ten-year period is projected to increase 11,698 students (6.9%) from 170,180 students in Fall 2020 to 181,878 students in Fall 2030. If UMGC is excluded, the projected growth over this period will be 6,848 students (6.1%), which will increase student enrollment from 111,654 in Fall 2020 to 118,502 in Fall 2030.
- Almost all the campuses reported retention increases and new student yield improvements using data modeling, analytics, financial aid optimization, and customer relationship management systems (CRM).

### **Summary of Fall 2020 Enrollment and Implications for Fall 2021-Fall 2030 Projections**

The COVID-19 pandemic required all campuses to pivot quickly to remote instruction in Spring 2020. The Fall 2020 and Spring 2021 semesters were a mixture of in-person and remote instruction. The net result was USM enrollment decreased by more than 2,000 students with an enrollment mix change that included more part-time students. Only three campuses experienced enrollment increases (e.g., UMGC, Bowie, and UMB) and the other campuses saw enrollment decreases. For those institutions with fewer new students than expected in Fall 2020, enrollment will need to recover first before enrollment increases. Enrollment changes and enrollment plans are noted in the institutional summary (below) and the specific campus projections can be found in the appended tables 3-13.

### **Institutional Summaries**

#### *Enrollment Recovery then Long-term Growth*

- The **University of Baltimore** has been transparent with its enrollment challenges over the past few years. Recently, with fewer new students, enrollment is projected to continue to decline during the short term. Currently, UB is strategically changing the enrollment mix to improve financial viability, as well as launching new recruitment analytics and marketing initiatives to improve enrollment in workforce and niche programs. While the new student enrollment numbers are expected to improve immediately, it will take a few years for the total enrollment to recover and for the enrollment mix to change. By 2030, UB projects a 1% total enrollment increase supported by the planned enrollment mix changes that emphasize enrollment growth in graduate professional programs (+20.5%).

- **Salisbury University** was set to exceed enrollment expectations when planning for FY 2021. However, with the pandemic and in-person restrictions, SU experienced a drop in new first-time and transfer students in Fall 2020. Because a significant proportion of SU enrollment is comprised of retained students from the first-time cohorts, the smaller cohort in Fall 2020 will continue to be seen in the enrollment numbers for the next few years, as the Fall 2020 cohort matriculates. The longer-term growth plan moving forward includes continued growth in the graduate population and a return to customary first-time cohort size. In addition, SU is planning for enrollment growth from new transfers on campus and at all three regional centers. By Fall 2030, SU projects a 6.1% increase in enrollment.
- **Towson University** also enrolled a smaller-than-usual first-time cohort in Fall 2020. Many students opted to begin at Maryland community colleges. High retention rates and increased enrollment in high-demand programs bolsters Towson's enrollment plan. A return to the typical or increased new freshmen cohort sizes, with increases to new transfer and new graduate students will increase Towson's enrollment over the long term. In total, Towson projects a 3.4% increase in enrollment that includes growth at both undergraduate and graduate levels.

*Enrollment Stability then Long-term Growth*

- **Bowie State University** exceeded plans for the Fall 2020 semester, with a 19.5% increase in first-time students. However, concerns about Spring 2021 enrollment and the outlook for the new freshmen cohort for Fall 2021 are less optimistic. Because of this, Bowie is projecting a similar new freshmen cohort size and undergraduate enrollment more consistent with Fall 2019's numbers than Fall of 2020. Looking long term, with new housing facilities, new programs, and expected retention increases, Bowie is projecting enrollment growth of nearly 550 undergraduates (+10.3%). Financial challenges associated with the pandemic as well as stricter immigration policies impacted graduate student enrollment. Bowie expects some foreign student enrollment recovery and graduate enrollment growth of more to meet the projected long-term graduate enrollment increase (+35%) by Fall 2030.
- **Frostburg State University** is also projecting stable enrollment in the near-term following four years of decreasing enrollment. These recent decreases were attributed to increased competition regionally with competitive pricing for Maryland students to study out-of-state at nearby regional campuses such as Shippensburg University in Pennsylvania and West Virginia's Shepherd University and their flagship, West Virginia University. To adjust, Frostburg has implemented data-driven decision making through advanced analytics that calibrate yield with admissions financial aid offers to improve new-student input efficiently. Frostburg also changed athletic conferences to compete with the neighboring regional universities, which has increased new students and expanded athletics rosters. Citing competitive advantages, new programs, retention improvements, and new partnerships, Frostburg projects its enrollment will increase 3%, for both the undergraduate and graduate enrollment, by Fall 2030.

- **University of Maryland Eastern Shore** turned to new recruiting strategies and implemented new analytics in recent years to better recruit and yield new students. UMES also expanded its applicant pool and increased exposure in key high schools through data-driven efforts and improved brand recognition. UMES' success has been evident with larger first-time cohorts and better retention in the recent years leading up to Fall 2020. Like many campuses, the pandemic hurt UMES' undergraduate student enrollment, and, although the campus enrolled almost the same cohort size, hundreds of committed students opted out at the last minute and stalled the planned enrollment recovery. Moving forward, the campus is committed to using data to improve the yield of applicants by optimizing financial aid offers and responding to applicants with aid packages within two weeks. UMES is also planning to grow its transfer student population by improving the campus culture and infrastructure to support transfer students on campus and at the regional centers. The initial focus for this initiative will be seen through increased information distribution, specific to transfer students, and expanded articulation agreements with more community colleges. Finally, Fall 2020 graduate enrollment increased 4% and UMES plans to build on this increase. In total, the enrollment is projected to increase 18.6% by Fall 2030 through new program enrollment, expansion of high-demand programs, retention, and data-influenced initiatives.
- The **University of Maryland Global Campus** experienced unexpected growth in 2020 due to the pandemic and resulting increase in demand for online undergraduate programs. As cited last year, the increased competition in the online space, as well as the recent increase in remote education opportunities at traditional institutions during the pandemic have decreased enrollment especially at the graduate level. The volatility and new competition are the main reasons why UMGC is focused on enrollment stability in the short term. UMGC expects resolutions to factors that limit new academic program expansion as well as plans to create more learning opportunities to meet workforce needs of working adults (e.g., military tuition expansions in non-credit instruction, corporate partnerships, and other alternative-learning needs). Over the long term, UMGC projects 8.3% total enrollment growth for both undergraduate and graduate enrollment, with new academic programs in high-demand areas, increases in retention, and increases from national enrollment expansion.

*Enrollment Stability with Long-term Enrollment Mix Change*

- The **University of Maryland, College Park** has committed to an approximate 40,500 enrollment size plus or minus a few hundred students. UMCP enrollment demand continues to increase, and the campus is confident it will meet the enrollment goals in the short term and long term. Although the campus retention is very predictable, the campus cited a lack of modeling precision that would better refine the expected yield-rate outcomes with the increased demand and size of the first-time applicant pools. Therefore, UMCP does not commit to an enrollment plan but meets the expected undergraduate size with a variable ratio mix of first-time students and transfers students. While the campus will be managed according to the same undergraduate size, the campus enrollment projections include a long-term enrollment mix change with at least 500 more part-time

undergraduate students (+27.1% compared to Fall 2019) each year through Fall 2030. Immigration policies affected graduate enrollment and it is expected to rebound. However, UMCP is projecting a longer-term recovery but with 400 fewer full-time graduate students (-5.1% compared to Fall 2019) each year through Fall 2030.

### *Enrollment Growth*

- **Coppin State University** projects increased enrollment in the near term and long term. The planned growth strategy includes data-driven efforts and implementation of CRM modules for enrolling new students and offering new pathways. These pathways include dual enrollment in high school and options for working adults. The campus recently added more degree and certificate programs and expanded partnerships with community colleges to increase enrollment. Coppin also projects enrollment increases for current health-related, high-demand graduate programs by meeting workforce demands with recent curricular credit-hour increases including enhancements to their counseling programs. Coppin is also focused on expanding on-campus housing to provide the support and academic environment needed by its students. In total, Coppin's long-term projections of 35% growth by 2030 will come from increasing new-student enrollment in the short term and increasing total enrollment with the retention of the larger cohorts over the long term.
- **University of Maryland, Baltimore** projects a couple dozen more students in the Fall 2021 enrollment projection compared to Fall 2020. Over the long term, most of the change is at the undergraduate level (+12.7%), with a plan to increase new transfers. Included in the enrollment projections is planned growth and enrollment shifts for academic programs located at USG. Each year, UMB has projected small, incremental growth over the next ten years, with a total increase of 1.1% by Fall 2030.
- **University of Maryland, Baltimore County** is the third institution with plans to grow every year beginning in Fall 2021. Fall 2020 was supposed to be the first year of the growth plan, and UMBC met the new student enrollment goals. However, as UMBC improves its institutional profile, not only do the retention and graduation rates improve, but this success tends to decrease time-to-degree, which means students leave the institution with a degree earlier than previous cohorts. Like attrition, this improvement in the time-to-degree calculation means the institution must set higher new student enrollment goals to maintain the size or grow. To be successful, UMBC procured CRM and deployed evidence-based analytics to improve yield precision and intervene with prospective students to decrease cancellations. In addition, the institution is utilizing analytics and developing processes for managing enrollment in course sections, expanding enrollment in high-demand programs, providing academic advising, and increasing transfer enrollment. While UMBC is still limited by its program mix, the institution has found ways to increase enrollment efficiently in high-demand programs on campus and at USG. The graduate enrollment is a strategic area of focus for meeting workforce needs and leveraging their tech center and high-demand programs. UMBC projects its graduate enrollment will



double by Fall 2030. In total, UMBC projects 24.6% enrollment increase over the next 10 years.

### **Summary**

The aggregate annual enrollment is projected to decrease in Fall 2021 by 862 students (-0.5%). These plans reflect the short-term enrollment challenges of the COVID-19 pandemic. Additional challenges include enrollment shifts of new, first-time students, opting to begin at greater rates in Maryland community colleges, delayed enrollment, as well as increased enrollment in online programs. At the graduate level, some institutions cited the national policy impacts of foreign student enrollment. In the short term, fewer new students in Fall 2020 will negatively impact enrollment in subsequent years, until the new student cohort sizes are restored.

The ten-year enrollment plans for the USM are increasingly flat with lower long-term enrollment growth than previous enrollment projections. Most institutions are committed to data-driven efforts to improve recruitment, new student yield, marketing, and retention. Some institutions have new high-demand programs to meet workforce needs as well as plans to offer alternative instruction through non-degree pathways and partnerships with businesses.

In summary, the aggregate enrollment plan for the University System of Maryland reflects the commitments of the institutions to their missions and the shared goal of fulfilling Maryland's workforce. The plans also seek to enhance the quality of higher education within Maryland and respond to an environment of increased enrollment competition. Finally, these plans were created with a short-term future expected to increasing return to normal with the ability to offer more in-person instruction and accommodate more students in residential housing.

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**Table 1**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**USM Sytemwide Projections**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	170,180	169,312	170,737	172,538	174,225	175,526	176,780	178,038	179,308	180,587	181,878	11,698	6.9%
<b>Undergraduate Total</b>	131,214	130,197	130,873	131,988	133,332	134,210	135,133	136,057	136,944	137,886	138,840	7,626	5.8%
<b>Full-time</b>	83,537	82,506	83,076	83,734	84,527	84,965	85,443	85,921	86,360	86,847	87,339	3,802	4.6%
<b>Part-time</b>	47,677	47,691	47,797	48,254	48,805	49,245	49,690	50,136	50,584	51,039	51,500	3,823	8.0%
<b>Grad./First Prof. Total</b>	38,966	39,115	39,863	40,551	40,893	41,316	41,647	41,981	42,364	42,702	43,038	4,072	10.4%
<b>Full-time</b>	16,936	17,112	17,364	17,589	17,727	17,835	17,866	17,902	17,964	17,999	18,031	1,095	6.5%
<b>Part-time</b>	22,030	22,003	22,500	22,961	23,165	23,481	23,781	24,079	24,400	24,703	25,007	2,977	13.5%
<b>FTDE or FTNE Students</b>	N/A	N/A	49,218	51,203	51,959	52,464	52,891	53,320	53,746	54,192	54,641	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

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**FISCAL YEAR Full-Time Equivalent (FTE)**


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	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	130,363	129,825	130,940	132,288	133,590	134,459	135,347	136,225	137,137	138,065	138,979	8,617	6.6%

**Table 2**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**USM Sytemwide Projections without UMGC**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	111,654	110,786	112,211	113,427	114,522	115,227	115,878	116,526	117,181	117,840	118,502	6,848	6.1%
<b>Undergraduate Total</b>	84,134	83,117	83,793	84,437	85,306	85,704	86,141	86,575	86,968	87,409	87,859	3,725	4.4%
<b>Full-time</b>	73,112	72,081	72,651	73,204	73,893	74,224	74,595	74,964	75,293	75,670	76,051	2,939	4.0%
<b>Part-time</b>	11,022	11,036	11,142	11,233	11,413	11,480	11,546	11,611	11,674	11,740	11,808	786	7.1%
<b>Grad./First Prof. Total</b>	27,520	27,669	28,417	28,990	29,217	29,523	29,736	29,951	30,214	30,430	30,644	3,124	11.4%
<b>Full-time</b>	16,800	16,976	17,228	17,452	17,589	17,695	17,725	17,759	17,820	17,853	17,884	1,084	6.5%
<b>Part-time</b>	10,720	10,693	11,190	11,538	11,628	11,828	12,012	12,192	12,394	12,577	12,760	2,040	19.0%
<b>FTDE or FTNE Students</b>	N/A	N/A	49,218	51,203	51,959	52,464	52,891	53,320	53,746	54,192	54,641	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

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**FISCAL YEAR Full-Time Equivalent (FTE)**


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	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	92,985	92,447	93,562	94,536	95,460	95,948	96,452	96,941	97,459	97,991	98,504	5,520	5.9%

**Table 3**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**Bowie State University**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2020 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	6,250	6,171	6,325	6,499	6,587	6,676	6,765	6,854	6,943	7,032	7,115	865	13.8%
<b>Undergraduate Total</b>	5,354	5,227	5,375	5,451	5,515	5,580	5,645	5,710	5,775	5,840	5,905	551	10.3%
<b>Full-time</b>	4,429	4,329	4,461	4,524	4,577	4,631	4,685	4,739	4,793	4,847	4,901	472	10.7%
<b>Part-time</b>	925	898	914	927	938	949	960	971	982	993	1,004	79	8.5%
<b>Grad./First Prof. Total</b>	896	944	950	1,048	1,072	1,096	1,120	1,144	1,168	1,192	1,210	314	35.0%
<b>Full-time</b>	444	476	480	482	493	504	515	526	537	548	557	113	25.5%
<b>Part-time</b>	452	468	470	566	579	592	605	618	631	644	653	201	44.5%
<b>FTDE or FTNE Students</b>	N/A	N/A	4,593	4,707	4,770	4,833	4,895	4,958	5,020	5,083	5,142	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From FY 2021 - FY 2031</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	4,900	5,084	5,216	5,349	5,420	5,492	5,563	5,634	5,705	5,776	5,843	943	19.2%

**Table 4**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**Coppin State University**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	2,348	2,531	2,581	2,633	3,003	3,033	3,064	3,097	3,128	3,160	3,192	844	35.9%
<b>Undergraduate Total</b>	2,108	2,266	2,310	2,356	2,687	2,713	2,740	2,767	2,794	2,822	2,849	741	35.2%
<b>Full-time</b>	1,606	1,595	1,627	1,659	1,892	1,911	1,930	1,949	1,968	1,988	2,007	401	25.0%
<b>Part-time</b>	502	671	683	697	795	802	810	818	826	834	842	340	67.7%
<b>Grad./First Prof. Total</b>	240	265	271	277	316	320	324	330	334	338	343	103	42.9%
<b>Full-time</b>	74	88	90	92	105	107	109	112	114	116	118	44	59.5%
<b>Part-time</b>	166	177	181	185	211	213	215	218	220	222	225	59	35.5%
<b>FTDE or FTNE Students</b>	N/A	N/A	1,534	1,611	1,836	1,854	1,873	1,892	1,911	1,930	1,949	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	1,918	2,067	2,108	2,151	2,453	2,478	2,503	2,530	2,555	2,581	2,607	689	35.9%

**Table 5**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**Frostburg State University**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2020 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	4,857	4,872	4,886	4,901	4,916	4,930	4,945	4,960	4,975	4,990	5,005	148	3.0%
<b>Undergraduate Total</b>	4,119	4,131	4,144	4,156	4,169	4,181	4,194	4,206	4,219	4,232	4,244	125	3.0%
<b>Full-time</b>	3,221	3,231	3,240	3,250	3,260	3,270	3,279	3,289	3,299	3,309	3,319	98	3.0%
<b>Part-time</b>	898	901	903	906	909	912	914	917	920	923	925	27	3.0%
<b>Grad./First Prof. Total</b>	738	740	742	745	747	749	751	754	756	758	760	22	3.0%
<b>Full-time</b>	245	246	246	247	248	249	249	250	251	252	252	7	3.0%
<b>Part-time</b>	493	494	496	497	499	500	502	503	505	506	508	15	3.0%
<b>FTDE or FTNE Students</b>	N/A	N/A	3,434	3,441	3,448	3,455	3,461	3,468	3,475	3,482	3,489	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From FY 2021 - FY 2031</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	3,977	3,985	3,993	4,001	4,009	4,017	4,025	4,033	4,041	4,049	4,057	80	2.0%

**Table 6**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**Salisbury University**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2020 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	8,124	7,880	7,959	8,039	8,119	8,200	8,282	8,365	8,449	8,533	8,619	495	6.1%
<b>Undergraduate Total</b>	7,150	6,905	6,969	7,034	7,099	7,165	7,232	7,295	7,359	7,423	7,489	339	4.7%
<b>Full-time</b>	6,621	6,380	6,439	6,499	6,559	6,621	6,682	6,740	6,799	6,859	6,919	298	4.5%
<b>Part-time</b>	529	525	530	535	540	544	550	555	560	564	570	41	7.7%
<b>Grad./First Prof. Total</b>	974	975	990	1,005	1,020	1,035	1,050	1,070	1,090	1,110	1,130	156	16.0%
<b>Full-time</b>	533	549	558	566	575	583	591	603	614	625	637	104	19.4%
<b>Part-time</b>	441	426	432	439	445	452	459	467	476	485	493	52	11.9%
<b>FTDE or FTNE Students</b>	N/A	N/A	6,384	6,447	6,512	6,577	6,643	6,709	6,776	6,844	6,913	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From FY 2021 - FY 2031</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	7,198	7,047	7,117	7,189	7,261	7,333	7,406	7,481	7,555	7,631	7,707	510	7.1%

**Table 7**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**Towson University**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2020 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	21,917	21,265	21,585	21,917	22,021	22,126	22,231	22,337	22,443	22,549	22,657	740	3.4%
<b>Undergraduate Total</b>	18,730	18,075	18,350	18,640	18,733	18,827	18,921	19,016	19,111	19,206	19,302	572	3.1%
<b>Full-time</b>	16,238	15,700	15,925	16,190	16,271	16,352	16,434	16,516	16,599	16,682	16,765	527	3.2%
<b>Part-time</b>	2,492	2,375	2,425	2,450	2,462	2,475	2,487	2,499	2,512	2,524	2,537	45	1.8%
<b>Grad./First Prof. Total</b>	3,187	3,190	3,235	3,277	3,288	3,299	3,310	3,321	3,332	3,343	3,354	167	5.3%
<b>Full-time</b>	1,058	1,060	1,075	1,090	1,092	1,094	1,097	1,099	1,101	1,103	1,105	47	4.5%
<b>Part-time</b>	2,129	2,130	2,160	2,187	2,196	2,205	2,213	2,222	2,231	2,240	2,249	120	5.6%
<b>FTDE or FTNE Students</b>	N/A	N/A	13,536	13,762	13,830	13,899	13,969	14,039	14,109	14,180	14,250	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From FY 2021 - FY 2031</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	17,885	17,297	17,551	17,831	17,917	18,003	18,090	18,176	18,264	18,352	18,439	554	3.1%



**Table 8**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**University of Baltimore**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2020 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	4,169	4,079	4,029	4,003	4,035	4,070	4,105	4,130	4,170	4,185	4,200	31	0.7%
<b>Undergraduate Total</b>	1,899	1,825	1,815	1,808	1,810	1,815	1,820	1,825	1,835	1,840	1,850	-49	-2.6%
<b>Full-time</b>	1,050	1,009	1,004	1,000	1,001	1,004	1,006	1,009	1,015	1,017	1,023	-27	-2.6%
<b>Part-time</b>	849	816	811	808	809	811	814	816	820	823	827	-22	-2.6%
<b>Grad. Total</b>	1,523	1,485	1,377	1,339	1,355	1,375	1,400	1,410	1,435	1,445	1,450	-73	-4.8%
<b>Full-time</b>	347	338	314	305	309	313	319	321	327	329	330	-17	-4.8%
<b>Part-time</b>	1,176	1,147	1,063	1,034	1,046	1,062	1,081	1,089	1,108	1,116	1,120	-56	-4.8%
<b>First Prof. Total</b>	747	769	837	856	870	880	885	895	900	900	900	153	20.5%
<b>Full-time</b>	702	723	787	804	818	827	832	841	846	846	846	144	20.5%
<b>Part-time</b>	45	46	50	52	52	53	53	54	54	54	54	9	20.5%
<b>FTDE or FTNE Students</b>	N/A	N/A	N/A	1,041	1,049	1,058	1,067	1,074	1,084	1,088	1,092	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Actual</b>	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>									<b>Change From FY 2021 - FY 2031</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students [AY]</b>	2,931	2,695	2,708	2,726	2,748	2,763	2,782	2,782	2,815	2,835	2,835	140	5.2%

Table 9  
UNIVERSITY SYSTEM OF MARYLAND  
ENROLLMENT PROJECTIONS  
University of Maryland, Baltimore

FALL SEMESTER													
Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2020 to Fall 2030	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
Headcount Total	7,137	7,154	7,390	7,373	7,266	7,256	7,250	7,242	7,219	7,215	7,213	76	1.1%
Undergraduate Total	898	906	960	996	1,010	1,010	1,012	1,012	1,012	1,012	1,012	114	12.7%
Full-time	707	738	789	825	838	838	839	839	839	839	839	132	18.7%
Part-time	191	168	171	171	172	172	173	173	173	173	173	-18	-9.4%
Grad./First Prof. Total	6,239	6,248	6,430	6,377	6,256	6,246	6,238	6,230	6,207	6,203	6,201	-38	-0.6%
Full-time	4,372	4,352	4,372	4,397	4,395	4,378	4,363	4,348	4,323	4,318	4,313	-59	-1.3%
Part-time	1,867	1,896	2,058	1,980	1,861	1,868	1,875	1,882	1,884	1,885	1,888	21	1.1%
FTDE or FTNE Students	N/A	N/A	7,162	7,178	7,125	7,106	7,093	7,078	7,053	7,048	7,044	N/A	N/A
N/A - Not Applicable Due to COVID Restrictions													
FISCAL YEAR													
Fiscal Year Full-Time Equivalent Data	Est.	Projections										Change From FY 2021 to FY 2026	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Total University FTE Students	7,130	7,079	7,239	7,257	7,204	7,185	7,172	7,157	7,132	7,127	7,123	-7	-0.1%

**Table 10**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
University of Maryland, Baltimore County

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Fall 2020 to Fall 2030</b>	
<b>Headcount Total</b>	13,497	13,586	14,125	14,729	15,187	15,541	15,784	16,033	16,287	16,546	16,812	3,315	24.6%
<b>Undergraduate Total</b>	10,932	10,912	11,130	11,464	11,808	12,044	12,164	12,286	12,409	12,533	12,658	1,726	15.8%
<b>Full-time</b>	9,220	9,216	9,401	9,683	9,973	10,172	10,274	10,377	10,481	10,586	10,691	1,471	16.0%
<b>Part-time</b>	1,712	1,695	1,729	1,781	1,835	1,871	1,890	1,909	1,928	1,947	1,967	255	14.9%
<b>Grad./First Prof. Total</b>	2,565	2,675	2,995	3,265	3,379	3,498	3,620	3,747	3,878	4,014	4,154	1,589	62.0%
<b>Full-time</b>	1,216	1,318	1,321	1,324	1,327	1,329	1,331	1,333	1,335	1,336	1,337	121	10.0%
<b>Part-time</b>	1,349	1,356	1,674	1,941	2,052	2,168	2,289	2,414	2,543	2,677	2,817	1,468	108.8%
<b>FTDE or FTNE Students</b>	N/A	N/A	10,019	10,409	10,730	10,969	11,123	11,279	11,439	11,601	11,767	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

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**FISCAL YEAR Full-Time Equivalent (FTE)**


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	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>FY 2021 to FY 2031</b>	
<b>Total University FTE Students</b>	10,875	10,972	11,358	11,810	12,174	12,449	12,628	12,810	12,996	13,186	13,380	2,477	22.7%

**Table 11**  
**INTERNAL DRAFT OF**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
 University of Maryland, College Park

<b>FALL SEMESTER</b>													
Fall Student Data	Actual	Fall Headcount Projections										Change From	
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Number	Percent
<b>Headcount Total</b>	40,709	40,600	40,650	40,600	40,600	40,550	40,550	40,550	40,550	40,550	40,550	-159	-0.4%
<b>Undergraduate Total</b>	30,875	30,800	30,650	30,400	30,300	30,150	30,150	30,150	30,100	30,100	30,100	-775	-2.5%
<b>Full-time</b>	28,160	28,028	27,892	27,664	27,573	27,437	27,437	27,437	27,391	27,391	27,391	-769	-2.7%
<b>Part-time</b>	2,715	2,772	2,758	2,736	2,727	2,713	2,713	2,713	2,709	2,709	2,709	-6	-0.2%
<b>Grad./First Prof. Total</b>	9,834	9,800	10,000	10,200	10,300	10,400	10,400	10,400	10,450	10,450	10,450	616	6.3%
<b>Full-time</b>	7,334	7,357	7,509	7,661	7,737	7,813	7,813	7,813	7,851	7,851	7,851	517	7.0%
<b>Part-time</b>	2,374	2,323	2,371	2,419	2,443	2,467	2,467	2,467	2,479	2,479	2,479	105	4.4%
<b>Vet Med</b>	126	120	120	120	120	120	120	120	120	120	120	-6	-4.8%
<b>FTDE or FTNE Students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions & Not Projected by UMCP

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	Est.	Fiscal Year FTE Projections										Change From	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
<b>Total University FTE Students</b>	33,700	33,700	33,700	33,600	33,600	33,500	33,500	33,500	33,500	33,500	33,500	-200	-0.6%

**Table 12**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**University of Maryland Eastern Shore**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2021 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	2,647	2,648	2,681	2,733	2,788	2,844	2,901	2,959	3,018	3,078	3,140	493	18.6%
<b>Undergraduate Total</b>	2,069	2,070	2,091	2,132	2,175	2,218	2,262	2,308	2,354	2,401	2,449	380	18.4%
<b>Full-time</b>	1,860	1,855	1,874	1,911	1,949	1,988	2,028	2,069	2,110	2,152	2,195	335	18.0%
<b>Part-time</b>	209	215	217	221	226	230	235	240	245	249	254	45	21.7%
<b>Grad./First Prof. Total</b>	578	578	590	601	613	626	638	651	664	677	691	113	19.5%
<b>Full-time</b>	349	349	356	363	370	378	385	393	401	409	417	68	19.5%
<b>Part-time</b>	228	229	234	238	243	248	253	258	263	268	274	46	20.0%
<b>FTDE or FTNE Students</b>	NA	NA	2,556	2,607	2,659	2,712	2,767	2,822	2,878	2,936	2,995	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From FY 2021 - FY 2031</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	2,471	2,520	2,571	2,622	2,675	2,728	2,783	2,838	2,895	2,953	3,012	541	21.9%

**Table 13**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**ENROLLMENT PROJECTIONS**  
**University of Maryland Global Campus**

<b>FALL SEMESTER</b>													
<b>Fall Student Data</b>	<b>Actual</b>	<b>Fall Headcount Projections</b>										<b>Change From Fall 2020 - Fall 2030</b>	
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>Number</b>	<b>Percent</b>
<b>Headcount Total</b>	58,526	58,526	58,526	59,111	59,702	60,299	60,902	61,511	62,127	62,748	63,375	4,849	8.3%
<b>Undergraduate Total</b>	47,080	47,080	47,080	47,551	48,026	48,507	48,992	49,482	49,976	50,476	50,981	3,901	8.3%
<b>Full-time</b>	10,425	10,425	10,425	10,529	10,635	10,741	10,848	10,957	11,066	11,177	11,289	864	8.3%
<b>Part-time</b>	36,655	36,655	36,655	37,022	37,392	37,766	38,143	38,525	38,910	39,299	39,692	3,037	8.3%
<b>Grad./First Prof. Total</b>	11,446	11,446	11,446	11,560	11,676	11,793	11,911	12,030	12,150	12,272	12,394	948	8.3%
<b>Full-time</b>	136	136	136	137	139	140	142	143	144	146	147	11	8.3%
<b>Part-time</b>	11,310	11,310	11,310	11,423	11,537	11,653	11,769	11,887	12,006	12,126	12,247	937	8.3%
<b>FTDE or FTNE Students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A - Not Applicable Due to COVID Restrictions & Not Projected by UMGC because of Distance Education Mission

<b>FISCAL YEAR Full-Time Equivalent (FTE)</b>													
	<b>Est.</b>	<b>Fiscal Year FTE Projections</b>										<b>Change From FY 2021 - FY 2031</b>	
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>Number</b>	<b>Percent</b>
<b>Total University FTE Students</b>	37,378	37,378	37,378	37,752	38,129	38,511	38,896	39,285	39,678	40,074	40,475	3,097	8.3%



**BOARD OF REGENTS**

SUMMARY OF ITEM FOR ACTION,  
INFORMATION OR DISCUSSION

**TOPIC:** University of Maryland Eastern Shore: Proposal to Increase Tuition for Physician Assistant Program

**COMMITTEE:** Finance Committee

**DATE OF COMMITTEE MEETING:** April 1, 2021

**SUMMARY:** The University of Maryland Eastern Shore (UMES) is proposing to increase the tuition rates over a three-year period for its Physician Assistant (PA) Program. UMES is seeking authorization to implement a 15% increase in resident tuition rates and a 10% increase in non-resident tuition rates, starting in each of the academic terms of Fall 2021, Fall 2022 and Fall 2023. **The current PA cohort (Fall 2020) will not be impacted by the proposed tuition increases.**

UMES PA Program accepted its inaugural cohort in Fall 2020, with 17 students. PAs are highly trained healthcare professionals licensed to provide medical care services with the supervision of a Doctor of Medicine (MD) or Doctor of Osteopathic Medicine (DO). PAs are educated to provide services in primary health care and specialty medicine. PAs are trained to provide comprehensive care in various specialties including pediatrics, emergency medicine, surgery and more. This health profession program is expected to confer 102 degrees by 2025, which will increase the number of health professionals and improve access to quality health care in the State of Maryland.

The current Fall 2020 resident tuition rate is the lowest in the country and the non-resident rate is the second lowest. Based on the market, UMES will still be well below the PA current market averages once the final rate increases are implemented in Fall 2023.

Approving the proposed rate increases for multiple years—together at this point—allows for financial planning for potential UMES students and their families. Knowing that their tuition will not increase beyond the published rates at the start of their first semester and combined with the knowledge that the proposed tuition rates are still well below other regional and national programs, should not limit or deter student enrollment in the UMES program.

It is anticipated that once fully implemented in Fall 2023, the rate increases will yield an additional \$314,345 in tuition revenue per cohort. For UMES, this new revenue will:

- Permit the program to maintain adequate full-time faculty and staff. Ensure the program will have adjunct faculty with expertise in specialty areas that are required to meet the needs of the curriculum. Confirm that the students have access to clinical resources to help with clinical rotation preparedness and future job placement for students in the local area.
- Allow ten percent of the funds generated from the increase in tuition to be allocated for PA Program Scholarships. UMES will reserve half of the funds for students with socio-economic hardships and the remaining half of the funds will be reserved for students with outstanding academic achievement.
- Secure clinical rotation sites for students. In particular, the program will focus on women's health and emergency medicine rotations which are the most difficult to obtain.
- Provide housing and travel stipends to students who are completing rotations beyond the Eastern Shore.

UMES PA PRGM

The primary objectives of the tuition increase are to ensure the PA Program, its operations, and facilities continue to operate and are maintained at the standards established at the onset of the program and above all, continue educating and graduating students to be medical professionals for the State of Maryland.

**ALTERNATIVE(S)**: The Committee may elect to adjust the recommended tuition proposal.

**FISCAL IMPACT**: It is anticipated that once fully implemented in Fall 2023, the rate increases will yield an additional \$314,345 in tuition revenue per cohort. This reflects a 60% resident and a 40% non-resident cohort demographic.

**CHANCELLOR'S RECOMMENDATION**: That the Finance Committee recommend that the Board of Regents approve for the University of Eastern Shore the three-year tuition rate increase proposal for the Physician Assistant Program, as described above.

Furthermore, the University shall provide an annual report to the Board of Regents that reflects the benefits and challenges of implementing this tuition proposal.

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COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL, WITH REQUIRED REPORTING DATE: 4/1/21

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BOARD ACTION:

DATE:

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SUBMITTED BY: Ellen Herbst (301) 445-1923

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## University of Maryland Eastern Shore

### Proposal to Increase Tuition for: Physician Assistant Program

#### Overview

The University of Maryland Eastern Shore (UMES) Physician Assistant (PA) Program accepted its inaugural cohort in fall 2020. Physician Assistants (PAs) are highly trained healthcare professionals licensed to provide medical care services with the supervision of a doctor of medicine (MD) or doctor of osteopathic medicine (DO). PAs are educated to provide services in primary health care and specialty medicine. PAs are trained to provide comprehensive care in various specialties including pediatrics, emergency medicine, surgery and more.

UMES began planning in November 2018 for the accreditation of a new PA program. The program development, implementation and its current operations have been very successful. Provisional accreditation was received in March 2019 and the program accepted 17 students in fall 2020. This health profession program is expected to confer 102 degrees by 2025, which will increase the number of health professionals and improve access to quality health care in the State of Maryland.

The most important aspect of the planning and development of the program, included a careful review of the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) standards. The standards are divided into three categories to include administration, curriculum and instruction, and evaluation. The program's faculty reviews all related standards at the end of each semester to ensure compliance with ARC-PA.

Program instruction and planning are done in a proactive manner. It is important that there are sufficient resources to prevent the delay or deferment of budgeted operational expenditures that will improve the PA student experience and ensure upholding of the accreditation standards.

#### Request

To proactively improve the program's fiscal viability and maintain the commitment to a constant assessment of the curriculum, based on the program accreditation standards, UMES is requesting that the USM Board of Regents approve 15% increases in resident tuition rates and 10% increases in non-resident tuition rates, starting in each of the academic terms of Fall 2021, Fall 2022 and Fall 2023.

The "FIRST YEAR PA Student" table represents the successive 15% and 10% increases and the total dollar amount of tuition for the respective academic years, by residency status.

UMES First Year PA Student	Fall 20 FY 2021	% Incr	Fall 21 FY 2022	% Incr	Fall 22 FY 2023	% Incr	Fall 23 FY 2024
In-State Tuition	22,506	15%	25,882	15%	29,764	15%	34,229
Eastern Shore - Regional	31,086	10%	34,195	10%	37,614	10%	41,375
Out-of-State Tuition	41,844	10%	46,028	10%	50,631	10%	55,694

Approving rate increases for multiple years, all together, allows for the providing of full program costs, for prospective cohorts to do program comparisons and financial planning.

The “Credit Hour Cohort” table, details resident student per credit hour rate for each incoming cohort, during the specific rate increase period. A cohort completion term is two years or 9 semesters (which includes winter and summer intersessions). Under the proposed request, the current PA cohort (Fall 20) is not impacted by the tuition increases. Future cohorts will have gradual increases until Fall 23, the last term of the 15% and 10% respective rate increases.

Credit Hour Cohort	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24	Fall 25	PCT Increase
Cohort Fall 20	341	341	341	-	-	-	0%
Cohort Fall 21	-	392	451	519	-	-	32%
Cohort Fall 22	-	-	451	519	519	-	15%
Cohort Fall 23	-	-	-	519	519	519	0%

The impact of the increase rates to current and future cohorts is none to minimal. The Cohort Fall 21, in which a 32% increase will occur during their matriculation, would have the full fixed program tuition cost for their financial planning, before their admittance. The understanding of knowing their tuition will not increase beyond the published rates at the start of their first semester and knowledge that the proposed tuition rates are still far below other regional and national programs, should not restrict or prevent enrollment in the UMES program.

### Rationale

UMES Fall 20 resident tuition rate is the lowest in the country and the non-resident rate is the second lowest.

UMES in-state first year rate is \$22,506 (for the first 66 credits). The average for public programs is \$50,289 and the average for private programs is \$88,677. UMES out of state first year rate is \$41,844, the average for non-resident programs is \$91,639. There is significant capacity for UMES to increase the rates due to the market. In fact, UMES will still be far below the PA current market averages when the final rate increases are implemented in Fall 23. This compares the Fall 23 UMES tuition rate with Fall 20 averages, which are not likely to remain at the current rates through Fall 23. The gold highlighted amounts are UMES Fall 20 rates. The green highlighted amounts are UMES Fall 23 rates with the respective 15% and 10% three-year increases. The blue highlighted amounts are the nationwide averages.

Data from <https://www.thepalife.com/>

Lowest tuition rates - nationwide Academic Year 2020/2021		Lowest tuition rates nationwide - Academic Year 2020/2021	
UNIVERSITY	Resident	UNIVERSITY	Non-Resident
University of Maryland Eastern Shore	\$ 22,506	University of North Dakota	\$ 38,095
University of Texas Rio Grande Valley	\$ 25,500	University of Maryland Eastern Shore	\$ 41,844
Towson University CCBC - Essex	\$ 31,325	Miami-Dade College	\$ 45,000
Miami-Dade College	\$ 32,000	Frostburg State University	\$ 49,500
University of Wisconsin - Madison	\$ 32,594	Towson University CCBC - Essex	\$ 52,026
Frostburg State University	\$ 34,056	University of Maryland Eastern Shore	\$ 55,694
University of Maryland Eastern Shore	\$ 34,229	Marywood University	\$ 57,275
University of Texas - HS Center at San Antonio	\$ 36,000	University of Texas Rio Grande Valley	\$ 60,500
University of Texas - Medical Branch at Galveston	\$ 36,000	CUNY Sophie Davis School of Biomedical Education	\$ 63,364
Wayne State University	\$ 36,000	UMB	\$ 64,020
University of Texas - SW School of Health Professions	\$ 36,882	Red Rocks Community College	\$ 65,256
University of North Dakota	\$ 38,095	Carroll University	\$ 66,469
Texas Tech University Health Sciences Center	\$ 38,710	Hardin-Simmons University	\$ 68,000
UMB	\$ 46,860	Des Moines University	\$ 68,840
Average Public Resident All	\$ 50,289	Average Private Non- Resident All	\$ 91,639
Average Private Resident All	\$ 88,677		

The PA program dynamics are as such that reactionary planning is a step toward jeopardizing program accreditation. Poor planning and funding concerns threatened and ultimately terminated the PA program some years ago. The program has had a successful beginning and this start includes constant review and assessment. It is important to minimize risks related to fiscal concerns. If there are University budget shortfalls, new mandated standards, personnel compensation market rate adjustments and inflationary program costs, such must be addressed timely to maintain the quality of the program and fulfill accrediting and authorizing body directives.

Factor	Grad Student	PA Student	%
Rate	\$332	\$341	3%
Cost	\$78,254	\$116,146	48%

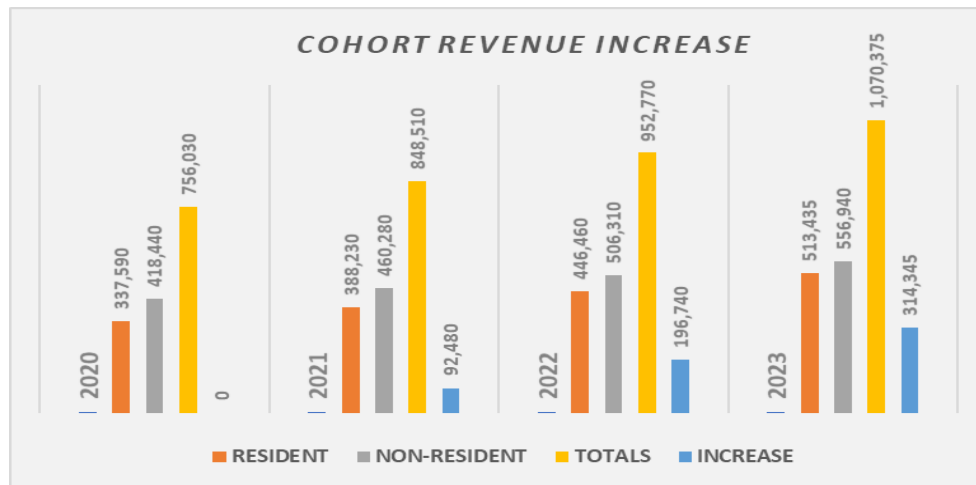
The table to the left, in the second column, displays the credit hour rate for a typical graduate student. In the same column, the cost row, shows the average cost of instructional personnel for graduate programs. The PA rate per credit hour is 3% higher than the graduate rate, however; the average cost for instructors is almost 50% more.



The PA program is an intense program with high academic standards. Recruiting instructional personnel in the PA program is extremely competitive and the compensation costs for PA faculty are higher. UMES must be slightly above the wage market rates, in order to employ and retain those faculty who have the knowledge, skill and ability to meet the ARC-PA standards.

## Financial Benefits

The UMES PA cohort, beginning Fall 21, is 25 students. The rate increases fully implemented in Fall 23 will yield an additional \$314,345 in tuition revenues per cohort. This reflects a 60% resident and a 40% non-resident cohort demographic.



The additional funding will allow the program to maintain adequate full-time faculty and staff. It will also ensure the program will have adjunct faculty with expertise in specialty areas that are required to meet the needs of the curriculum. Lastly, it will ensure that the students have access to clinical resources to help with clinical rotation preparedness and future job placement for students in the local area.

UMES will ensure direct support for students with tuition and fees. Students who demonstrate a financial need and meet the academic requirements will be eligible for funding. In rural communities such as the Eastern Shore, PA's continue to play a critical role in health care access and providing primary care to rural and underserved populations. There is evidence that providers who receive training in community-based, rural, and underserved settings are more likely to practice in similar settings<sup>i</sup>.

The University will allocate ten percent of the funds generated from the increase in tuition for UMES PA Program Scholarships. UMES will reserve half of the funds for students with socio-economic hardships and the remaining half of the funds will be reserved for students with outstanding academic achievement. To qualify for the funds, applicants must be a UMES PA student in good academic standing. Additional criteria will be developed in collaboration with the School of Graduate Studies and the Office of Student Financial Aid.

Also, due to the recent approval of NDMU's Physician Assistant program and regional competition, the funding will be used to secure clinical rotation sites for students. In particular, the program will focus on women's health and emergency medicine rotations which are the most difficult to obtain.

Housing and travel stipends will be provided to students who are completing rotations beyond the Eastern Shore.

### Conclusion

This formal request to increase UMES PA tuition rates, if approved, will bolster the revenue base, support and mitigate budgetary reductions and actively prevent or immediately address potential financial challenges to the program.

The PA program at UMES is in high demand. Since the program's inception over 500 applications were received in each of the two recruiting years. Applications come from all over the country and prospective candidate's submission material receive careful consideration for admittance in this UMES prestigious program.

The program's quality curriculum and low tuition is a major draw for application into the program. Increasing the tuition amount closer to the average PA tuition for public universities will not impact the recruitment pool due to the fact UMES rates will still be among the lowest, particularly in the mid-Atlantic area.

The program is a high cost academic discipline. This is primarily due to ensuring the highest quality of instruction in educating future professionals in the medical fields and continuously maintaining the strict accreditation standards for a PA program. UMES location does factor, in part, a premium within costs in recruiting qualified faculty, goods and services. It is important that budgetary concerns are moderated with this program operations. Pricing this program closer to the PA tuition market average will mitigate fiscal impacts that create budgetary shortfalls.

The additional revenues from the increases will provide supplemental scholarship dollars. The primary objectives of the tuition increase are to ensure the PA program, its operations and facilities continue to operate and are maintained at the standards established at the onset of the program and above all, continue educating and graduating students to be medical professionals for the State of Maryland.

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<sup>i</sup> HRSA. Projecting the supply and demand for primary care practitioners through 2020. HRSA. 2013. Available at: <https://bhwa.hrsa.gov/sites/default/files/bhwa/nchwa/projectingprimarycare.pdf> .



**BOARD OF REGENTS**

SUMMARY OF ITEM FOR ACTION,  
INFORMATION OR DISCUSSION

**TOPIC:** Biennial Nonexempt Market Salary Survey Report - Nonexempt Salary Structure Adjustment for FY 2022-2023

**COMMITTEE:** Finance

**DATE OF COMMITTEE MEETING:** April 1, 2021

**SUMMARY:** Pursuant to Board Policy VII-9.10, the USM is committed to conducting a Biennial Nonexempt Market Salary Survey to maintain salary competitiveness with the market. Attached is a summary of the FY 2020-21 market analysis prepared by compensation specialists from the USM Office and institutions. This report indicates that, with two adjustments to the nonexempt salary structure, the USM can achieve reasonable market competitiveness and meet the requirements of Maryland's new minimum wage laws.

Under Board policy, the guiding principle of the Nonexempt Pay Program is to "maintain the midpoint of salary ranges...equal to the current average salary paid for comparable job classes within the appropriate job market." This year's recommendation is based on labor market trends that indicate annual salary structure increases of approximately 1.9% in 2020.

This recommendation is also influenced by Maryland's minimum wage schedule. The lowest wage in the current nonexempt salary structure will remain above the State's minimum wage until January 1, 2023, but an adjustment will be required on or before that date to those employees whose pay is below the new minimum. Maryland law will require additional increases to the minimum wage during subsequent years, which will have significant impact on staff, particularly those at the lower end of the pay scale. The committee will study and address those changes during the coming years, as necessary.

The committee recommends a 1.9% overall salary structure adjustment on the first pay period following June 30, 2021, which would meet the market increases. A second adjustment of 3.6% is recommended on January 1, 2023 to meet the requirements of Maryland's minimum wage law. It would increase the minimum, midpoint, and maximum salaries listed in the USM nonexempt pay ranges by these percentages, and would require an increase to the salaries of approximately 2,131 staff members whose FY 20 salaries fall below the new minimum salary for each pay range. The cost to implement this option across the USM is estimated at \$959,685, not including the cost of benefits.

Upon review of the analysis, **it was the consensus of the USM vice presidents for administration and the institution presidents to recommend adoption of the proposed structure adjustments.**

**ALTERNATIVE(S):** The Board could modify the recommendation or retain the current Nonexempt Salary Structure.

**FISCAL IMPACT:** Implementation is estimated to cost \$959,685 for the FY22-FY23 fiscal period.

**CHANCELLOR'S RECOMMENDATION:** That the Finance Committee recommend that the Board of Regents approve the proposed Nonexempt Salary Structure Adjustments, effective for FY 2022 and FY 2023.

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COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 4/1/21

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BOARD ACTION:

DATE:

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SUBMITTED BY: Ellen Herbst (301) 445-1923

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NONEXEMPT SALARY STRUCTURE

## **Biennial Nonexempt Market Salary Survey Report**

**Nonexempt Salary Structure Adjustments  
for July 1, 2021 to June 30, 2023**



**Classification & Compensation Committee**



## Overview

Each year, the Compensation & Classification Committee (CCC), a subcommittee of the Systemwide Human Resources Committee (SHRC), conducts a biennial review of either the nonexempt or exempt staff salary structure, to review the relationship of the USM structure to the external job market. The commitment to review the nonexempt and exempt salary structures was made by the Board of Regents when the Staff Pay Program was established in 1996.

Pursuant to the requirements of USM Policy VII-9.10 "Policy on the Pay Program for Nonexempt Staff Employees," the CCC has conducted its biennial market review of the Nonexempt salary structure and reports the following findings and recommendation to the USM Board of Regents for consideration. The nonexempt salary structure is reviewed in odd years (such as 2021), the exempt structure in even. The salary structure recommended in this report would cover two fiscal years; in this case, the nonexempt salary structure will be effective on July 1, 2021 and expire two years later on June 30, 2023. (The exact dates may differ to accommodate the start of a pay period.)

## The Nonexempt Staff Pay Program

It is the goal of the USM to maintain the midpoint of the salary ranges within the applicable salary structure equal to the current average salary paid for comparable job classes within the appropriate job market. See BOR policy VII-9.10 "Policy on the Pay Program for Nonexempt Staff Employees." During the last few months, the CCC focused their work on adjusting the structure to fulfill this policy directive.

Below is a list of recent biennial structure adjustments:

- Exempt - No increase (FY21-22)

- Nonexempt - 4.0% (FY20-21)

- Exempt - No increase (FY19-20)\*

- Nonexempt - 5.6% (FY18-19)

- Exempt - 7.625% (FY17-18)

- Nonexempt - 4.0% (FY16-17)

- \* Structures were increased 2.0% and 0.5% for COLA's

The compensation philosophy adopted by the BOR for the nonexempt salary structure included a practice known as "lead/meet/lag." The structure should lead the market at the beginning of the cycle, meet the market in the middle, and lag the market by the end of the cycle (before new structure adjustments are made).

## USM Nonexempt Salary Structure Currently in Use

The 2019 Biennial Review of the nonexempt salary structure resulted in a 4.0% overall adjustment approved by the Board of Regents that was effective July 1, 2019 and will expire on June 30, 2021. It is shown below:

USM Nonexempt Salary Structure  
July 1, 2019 – June 30, 2021  
Annual and Hourly Rates

Pay Range	Minimum	Midpoint	Maximum
1	\$25,932 \$12.43	\$27,476 \$13.17	\$29,019 \$13.91
2	\$26,166 \$12.55	\$30,785 \$14.76	\$35,403 \$16.97
3	\$27,388 \$13.13	\$32,919 \$15.78	\$38,450 \$18.43
4	\$28,689 \$13.76	\$35,202 \$16.88	\$41,713 \$20.00
5	\$30,114 \$14.44	\$37,641 \$18.05	\$45,168 \$21.66
6	\$32,200 \$15.44	\$40,250 \$19.30	\$48,301 \$23.16
7	\$33,142 \$15.89	\$43,041 \$20.64	\$52,939 \$25.38
8	\$35,438 \$16.99	\$46,024 \$22.07	\$56,610 \$27.14
9	\$37,157 \$17.82	\$49,214 \$23.60	\$61,272 \$29.38
10	\$39,732 \$19.05	\$52,626 \$25.23	\$65,520 \$31.41
11	\$42,486 \$20.37	\$56,274 \$26.98	\$70,063 \$33.59
12	\$45,432 \$21.78	\$60,174 \$28.85	\$74,917 \$35.92
13	\$48,580 \$23.29	\$64,346 \$30.85	\$80,111 \$38.41
14	\$51,949 \$24.91	\$68,807 \$32.99	\$85,665 \$41.07
15	\$55,551 \$26.63	\$73,577 \$35.28	\$91,603 \$43.92
16	\$59,401 \$28.48	\$78,677 \$37.72	\$97,952 \$46.96
17	\$63,500 \$30.45	\$84,106 \$40.32	\$104,711 \$50.20

There are no USM nonexempt jobs graded at Pay Range 1. The lowest entry point on USM's Nonexempt Salary Structure is at the minimum of Pay Range 2.

The nonexempt structure was not automatically adjusted for the 1.0% COLA that occurred on January 1, 2020 and the 2.0% COLA on occurred on January 1, 2021.

## Major Issues Considered by the CCC

### Maryland's Minimum Wage

The minimum wage schedule from the [Annotated Code, Labor and Employment , Title 3, Subtitle 4](#) provides:

Eff Date	Min Wage	% Increase
1-1-2021	\$11.75	6.8%
1-1-2022	\$12.50	6.4%
1-1-2023	\$13.25	6.0%
1-1-2024	\$14.00	5.7%
1-1-2025	\$15.00	7.1%

The lowest active pay grade in the nonexempt salary structure is Pay Range 2, which has a minimum hourly pay of \$12.55. **An employee at this pay rate must receive a 5.6% pay increase to meet the \$13.25 minimum wage rate that will be effective on January 1, 2023.** Employees at the minimum of **Pay Range 3** (\$13.13) must receive a 0.9% increase to meet the new minimum wage rate.

Maryland's minimum wage law will also require relatively large adjustments to the pay of employees at the minimum of the lowest active pay grade (Pay Range 2) during the next nonexempt salary review cycle, with adjustments effective during the July 1, 2023 to June 30, 2025 period. (See chart above.) The CCC will research and determine a suitable recommendation to address these prospective increases during the next review cycle.

### Job Market Competitiveness

The CCC's approach to this biennial review, like past reviews, was to evaluate average salary structure adjustments for various nonexempt employee cohorts. The CCC agreed on four surveys that appeared to be best suited to this biennial review of the nonexempt salary structure. Their survey data are from organizations of all sizes and types, both public and private.

The survey titles and data are listed below.

Salary Source	Calendar Yr 2020 (Actual)	Calendar Yr 2021 (Estimated)
Economic Research Institute 2020 Salary Study - Salary Structure Increases	2.5	2.2
SHRM - Human Resources Association of the National Capital Area 2020 Salary Increase Survey - Salary Structure Movement	2.4	2.3
WorldatWork 2020 Salary Increase Survey - Salary Structure Movement (All Industries)	1.9	1.9
WorldatWork 2020 Salary Increase Survey - Salary Structure Movement (Education)	0.8	1.2
<b>Average</b>	<b>1.9</b>	<b>1.9</b>

These surveys reported an actual average salary structure adjustment of 1.9% in calendar year 2020, and a projected adjustment of 1.9% in calendar year 2021.

The Committee noted that the effects of the Covid-19 pandemic on the salary market may not appear yet in salary survey data. Survey data typically lags by months or years. Data collected for surveys prior to March 2020, which was the start of the Covid-19 pandemic, is now being reported and is shown above. Surveys conducted since March 2020 have generally not been reported yet. The effects of the pandemic on salaries are unknown and may be substantial.

## Recommendation

The CCC recommends that the nonexempt salary structure be adjusted twice in the next two years, as follows:

**First, adjust the structure by 1.9% at the beginning of the first full pay period after June 30, 2021.** A 1.9% structure adjustment is supported by the review of other salary structure increases in the external job market.

**Second, adjust the structure by 3.6% on January 1, 2023, to meet the effective date of the next Maryland minimum wage increase.** The minimum of Pay Range 2 (the lowest active pay grade) will be adjusted to \$13.25 hourly or \$27,623 annually, and all other grades will be adjusted by the same percentage amount (3.6%).

### Rationale

The 1.9% structure adjustment improves USM pay competitiveness and is in line with the data that is currently available. In most years, the CCC recommends a single structure increase that covers the two-year period. The CCC agreed that providing two separate increases from FY 2022 through FY 2023 is a conservative and reasonable approach. The members were not willing to recommend a more aggressive adjustment at the beginning of the two-year period, given the still unknown economic effect

of the COVID-19 pandemic and the legally required larger adjustment on January 1, 2023. Increasing the entire structure by the 3.6% necessary to meet the minimum wage at the lower pay ranges reduces the otherwise negative effect of structure compression.

The proposed structures are below:

**USM Nonexempt Salary Structure**  
**July 1, 2021 – December 31, 2022\***  
 Annual and Hourly Rates

Pay Range	Minimum	Midpoint	Maximum
2	\$26,663 \$12.79	\$31,370 \$15.04	\$36,076 \$17.29
3	\$27,908 \$13.38	\$33,544 \$16.08	\$39,181 \$18.78
4	\$29,234 \$14.02	\$35,870 \$17.20	\$42,506 \$20.38
5	\$30,686 \$14.71	\$38,356 \$18.39	\$46,026 \$22.07
6	\$32,812 \$15.73	\$41,016 \$19.67	\$49,219 \$23.60
7	\$33,772 \$16.19	\$43,859 \$21.03	\$53,945 \$25.86
8	\$36,111 \$17.31	\$46,898 \$22.49	\$57,686 \$27.66
9	\$37,863 \$18.16	\$50,150 \$24.05	\$62,436 \$29.94
10	\$40,487 \$19.41	\$53,626 \$25.71	\$66,765 \$32.01
11	\$43,293 \$20.76	\$57,344 \$27.49	\$71,394 \$34.23
12	\$46,295 \$22.19	\$61,318 \$29.40	\$76,340 \$36.60
13	\$49,503 \$23.73	\$65,569 \$31.44	\$81,633 \$39.14
14	\$52,936 \$25.38	\$70,114 \$33.62	\$87,293 \$41.85
15	\$56,606 \$27.14	\$74,975 \$35.95	\$93,343 \$44.75
16	\$60,530 \$29.02	\$80,172 \$38.44	\$99,813 \$47.85
17	\$64,707 \$31.03	\$85,704 \$41.09	\$106,701 \$51.15

**USM Nonexempt Salary Structure**  
**January 1, 2023 – June 30, 2023\***  
 Annual and Hourly Rates

Pay Range	Minimum	Midpoint	Maximum
2	\$27,623 \$13.25	\$32,499 \$15.58	\$37,374 \$17.91
3	\$28,913 \$13.86	\$34,752 \$16.66	\$40,591 \$19.46
4	\$30,287 \$14.53	\$37,161 \$17.82	\$44,036 \$21.11
5	\$31,791 \$15.24	\$39,737 \$19.06	\$47,683 \$22.87
6	\$33,993 \$16.30	\$42,492 \$20.37	\$50,991 \$24.45
7	\$34,987 \$16.77	\$45,438 \$21.79	\$55,887 \$26.79
8	\$37,411 \$17.94	\$48,587 \$23.30	\$59,762 \$28.65
9	\$39,226 \$18.81	\$51,955 \$24.91	\$64,684 \$31.02
10	\$41,944 \$20.11	\$55,556 \$26.63	\$69,168 \$33.16
11	\$44,852 \$21.50	\$59,409 \$28.48	\$73,964 \$35.46
12	\$47,962 \$22.99	\$63,526 \$30.46	\$79,089 \$37.92
13	\$51,285 \$24.59	\$67,929 \$32.57	\$84,572 \$40.55
14	\$54,842 \$26.30	\$72,638 \$34.83	\$90,435 \$43.36
15	\$58,644 \$28.11	\$77,674 \$37.24	\$96,704 \$46.37
16	\$62,709 \$30.07	\$83,058 \$39.82	\$103,406 \$49.57
17	\$67,036 \$32.15	\$88,789 \$42.57	\$110,542 \$53.00

\* Exact dates may differ slightly to accommodate the start of a pay period.

## Projected Costs of the Adjustments to the Nonexempt Salary Structure:

Institution		Regular		Contingent II		Contingent I		Total	
		# EE's	Cost	# EE's	Cost	# EE's	Cost	# EE's	Cost
BSU	FY22	0	\$0	0	\$0	7	\$13,329	7	\$13,329
	FY23	2	\$1,388	1	\$93	7	\$19,613	10	\$21,094
CSU	FY22	0	\$0	1	\$666	8	\$2,485	9	\$3,151
	FY23	11	\$3,616	10	\$3,677	15	\$8,480	36	\$15,773
FSU	FY22	0	\$0	0	\$0	11	\$2,751	11	\$2,751
	FY23	69	\$16,894	9	\$4,330	13	\$2,892	91	\$24,117
SU	FY22	0	\$0	2	\$876	41	\$14,691	43	\$15,567
	FY23	61	\$15,557	18	\$8,457	41	\$20,142	120	\$44,156
TU	FY22	0	\$0	1	\$62	17	\$6,707	18	\$6,769
	FY23	14	\$3,193	16	\$5,868	23	\$9,343	53	\$18,404
UB	FY22	0	\$0	0	\$0	8	\$3,454	8	\$3,454
	FY23	22	\$4,236	0	\$0	11	\$5,709	33	\$9,945
UMB	FY22	26	\$16,717	16	\$8,146	65	\$27,143	107	\$52,006
	FY23	153	\$125,094	40	\$44,489	110	\$63,553	303	\$233,136
UMBC	FY22	0	\$0	0	\$0	1	\$267	1	\$267
	FY23	44	\$19,829	1	\$1,153	29	\$16,046	74	\$37,029
UMCES	FY22	1	\$104	0	\$0	4	\$2,080	5	\$2,184
	FY23	3	\$1,965	0	\$0	15	\$3,422	18	\$5,387
UMES	FY22	0	\$0	13	\$3,990	3	\$1,010	16	\$5,000
	FY23	8	\$2,027	12	\$7,650	44	\$25,522	64	\$35,199
UMCP	FY22	2	\$2,127	7	\$3,609	345	\$78,163	354	\$83,899
	FY23	262	\$181,619	56	\$31,632	696	\$94,129	714	\$307,380
UMGC	FY22	2	\$1,461	1	\$706	0	\$0	3	\$2,167
	FY23	20	\$6,522	21	\$11,000	0	\$0	41	\$17,522
USMO	FY22	0	\$0	0	\$0	0	\$0	0	\$0
	FY23	0	\$0	0	\$0	0	\$0	0	\$0
<b>Total for 2 yrs</b>		<b>700</b>	<b>\$402,349</b>	<b>225</b>	<b>\$136,405</b>	<b>1,214</b>	<b>\$420,930</b>	<b>2,131</b>	<b>\$959,685</b>

Total Projected Implementation Cost: \$959,685

These are the costs of increasing the wages of only those nonexempt employees whose salaries are below the minimums of the adjusted ranges to the new range minimums. They exclude the cost of benefits.

The cost of the first structure increase of 1.9% on July 1, 2021 is mitigated by the 2.0% COLA granted on January 1, 2021.

## Alternatives

The CCC considered several options and determined that the 1.9% structure adjustment on July 1, 2021 and the 3.6% adjustment on January 1, 2023 was the best approach. A less expensive option was considered that did not rely on any salary survey data generated prior to the beginning of the COVID-19 pandemic. That option would have recommended adjusting the salary structure only once, by 5.6%, on January 1, 2023, to meet the new minimum wage effective on that date. The projected cost of this approach would be \$684,303 in FY 2023, not including benefits costs.

## Future Consideration

The most recent update to the nonexempt pay administration program was more than twenty years ago. The CCC recommends that the USM-wide nonexempt job class benchmarks be reviewed and validated in the external market, the job specifications be updated, the salary structure be revised, pay compression issues be addressed, and regional wage differentials be researched. Such an undertaking would require some dedicated effort of institutional Compensation and Classification staff, and dedicated funds for an external consultant, depending on the scope of the project.

The nonexempt benchmarks are particularly important since the Maryland General Assembly has passed the \$15.00 minimum wage legislation. Future years' adjustments required to bring the USM's lowest nonexempt earners to higher minimum wage thresholds will compound the already significant salary compression issues that exist at many USM institutions. This requires attention after the nonexempt job benchmarks are established and validated.

USM Compensation & Classification Committee  
February 12, 2021



**BOARD OF REGENTS**

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

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**TOPIC:** Salisbury University: Retroactive Approval of Bridge Loan to Ward Foundation and Forgiveness of Remaining Unpaid Balance

**COMMITTEE:** Finance

**DATE OF COMMITTEE MEETING:** April 1, 2021

**SUMMARY:** In accordance with Board Policy IX-2.00—Policy on Affiliated Foundations, paragraph 17, USM institutions are not to provide cash funds to affiliated foundations, except with the approval of the Board of Regents and the Office of the Attorney General. The Office of Legislative Audits (OLA), during the conduct of its routine and periodic review of Salisbury University (SU), noted that Salisbury University had not pursued Board of Regents approval for an arrangement where the University agreed to provide funding for a capital improvement to one of its affiliated foundations. As a recommended remediation step, OLA suggested that Salisbury University seek retroactive approval for the arrangement.

**Background:** In October 2014, with approval from the University System of Maryland, SU entered into a Donation and Right of Entry Agreement (“Agreement”) with The Ward Foundation, Inc. (“Foundation”). The Ward Foundation is an affiliated foundation of Salisbury University dedicated to promoting wildfowl art and preserving the legacy of Eastern Shore decoy carvers, and operates the Ward Museum. Salisbury University owns the Ward Museum of Wildfowl Art, a voluntary, not-for-profit organization dedicated to perpetuating and promoting wildfowl carving and art (“Museum”). The Museum is operated by the Foundation for the benefit of SU. The University is the owner of the land on which the Museum is located and is also the owner of the Museum buildings and the art collection. The Foundation planned a capital campaign to raise the funds needed to build an addition and make such other improvements to the Museum that, once completed, would become the property of SU. The addition is known as the Legacy Center. Pursuant to the Agreement, Salisbury University granted the Foundation a right of entry to construct the Legacy Center in exchange for which the completed Legacy Center would be donated to SU.

In August 2016, the Foundation requested temporary funding from SU in the form of a loan (“Loan Agreement”) to complete the construction in a timely manner. Although the Foundation had conducted fundraising for Legacy Center, much of the funding was to be received through multi-year pledges. The Loan Agreement was meant to provide more immediate funding to the Foundation. Salisbury University entered into the Loan Agreement with the Foundation in an amount not to exceed \$600,000 at any time, and to be reimbursed in full to SU by December 31, 2018. However, as of December 31, 2018, the Foundation had an outstanding balance owed to SU of \$379,043, which has not been repaid.

On December 20, 2017, the Foundation signed a Certificate of Final Completion and Acceptance of the Legacy Center and transferred the property to SU. The Legacy Center is valued at approximately \$1.7 million. Given the lack of resources and inability of the Ward Foundation to repay the loan, and the value of the asset received by Salisbury University, the University desires to forgive the \$379,043 due from the Foundation.



As of March 5, 2021, the loan balance remains at \$379,043. In the Foundation's recent financial statements for June 30, 2020, the audit firm included a going concern comment in the Notes to Financial Statements. Specifically, the auditor mentioned the current ratio, net assets, and cash flows. The Foundation has cut expenses and received grants to improve cash flows. Their first Personal Paycheck Protection loan has been forgiven which has improved the current ratio and net assets.

In accordance with the USM BOR Policy on Affiliated Foundations, the University is requesting that the Board of Regents approve the Loan Agreement as it was made in 2016 and approve the termination of the Loan Agreement and forgiveness of the outstanding balance of \$379,043. This item will not be presented to the BPW.

**ALTERNATIVE(S):** No credible alternative has been identified for the collection on the unpaid loan amount.

**FISCAL IMPACT:** There is no fiscal impact beyond the write-off of \$379,043 of the loan amount, as the funds have been transferred, disbursed, and work has been completed.

**CHANCELLOR'S RECOMMENDATION:** That the Finance Committee recommend that the Board of Regents approve the loan given to the Ward Foundation and the termination of that loan and forgiveness of the outstanding balance of \$379,043.

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COMMITTEE RECOMMENDATION:

RECOMMEND RETROACTIVE APPROVAL OF LOAN AND APPROVAL OF TERMINATION AND FORGIVENESS OF OUTSTANDING BALANCE. *FURTHERMORE, SALISBURY UNIVERSITY SHALL RETURN TO THE COMMITTEE IN THE FALL WITH A FINANCIAL MODEL/PLAN FOR A FINANCIALLY SUSTAINABLE WARD MUSEUM.*

DATE: 4/1/21

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BOARD ACTION:

DATE:

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SUBMITTED BY: Ellen Herbst (301) 445-1923

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**BOARD OF REGENTS**

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

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

**COMMITTEE:** Finance

**DATE OF COMMITTEE MEETING:** April 1, 2021

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

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

The term of the renewal is June 1, 2021 to May 31, 2022. The estimated value of the renewal is \$12,693,360. This renewal option will require the approval of the Board of Public Works and is expected to be presented in the spring of 2021.

**VENDOR(S):** U.M. FDSP Associates, P.A. (FDSP)  
FDSP is a non-profit affiliate of the University of Maryland School of Dentistry.

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

**FISCAL IMPACT:** The contract renewal provides a positive fiscal impact in that FDSP receives no compensation other than reimbursement for personnel expenses and reasonable out-of-pocket expenses that are documented in periodic statements of income and expense to the Dental School. The value of the renewal of this contract is \$12.7 million.

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

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 4/1/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



**BOARD OF REGENTS**

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

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**TOPIC:** University of Maryland, College Park: NextGen Energy Program P3 Solicitation—Request for a Waiver of Board Policy VIII-17.00—Policy on Public-Private Partnerships, Section IV, State-Supported Public-Private Partnerships, Subsection D

**COMMITTEE:** Finance

**DATE OF COMMITTEE MEETING:** April 1, 2021

**SUMMARY:** On November 3, 2020, the University of Maryland, College Park (UMCP) announced its shortlist of five potential partners for the NextGen Energy Program (NextGen), a public-private partnership (P3) to renew and operate the campus energy systems as approved by the Board of Regents December 20, 2019. UMCP expects these firms to submit initial proposals in late 2021 after which UMCP will select finalists to submit Best and Final Offers (BAFOs). UMCP will choose the NextGen awardee based on its BAFO evaluations.

Achieving substantial reductions in the Energy Systems' carbon emissions is a key NextGen objective. Consequently, NextGen's Request for Proposals (RFP) will invite proposers to submit two Initial Proposals, either of which could substantially reduce the Energy Systems' carbon footprint. In their Base Case Proposals, proposers will focus on designing and pricing a scope of work that UMCP's preliminary analysis shows would substantially enhance the reliability, efficiency, sustainability, and resiliency of its energy systems, advance the University toward its climate goals, and remain within its available funding. In their Alternate Proposals, proposers will be invited to start with the Base Case's scope of work and make the changes necessary to achieve the lowest possible carbon emissions and other sustainability targets at the earliest feasible date while maintaining service reliability, resilience, and affordability.

This is a substantially higher level of effort than would normally be required during a solicitation process. This effort, however, will confer a valuable benefit: the opportunity to draw on the expertise of global leaders in energy, sustainability, and finance to identify not just the most affordable approach to renewing UMCP's energy infrastructure, but the approach that best achieves its reliability, efficiency, sustainability, and resiliency objectives within its current financial resources, and sets UMCP on a path of continuous improvement in these areas over the long-term.

UMCP recognizes that preparing two proposals adds a significant amount to each proposer's development costs at the Initial Proposal stage. More costs will be added at the BAFO stage by requiring the finalists to design their BAFO Proposals to a higher-than-normal level so that UMCP fully understands the direction each finalist expects to take, the feasibility of its technical proposal, and reduces the risk of construction-related delays, disputes, and change orders. The increased certainty will permit more accurate, and potentially lower, pricing by reducing the number and extent of unknowns.

UMCP requests a waiver to broaden the scope of reimbursements under USM Board of Regents Policy VIII-17.00, Policy on Public-Private Partnerships, Section IV. State-supported public-private partnerships, subsection D, which limits proposer stipends in P3 procurements to payments for an unsuccessful proposer's intellectual property:

In situations where innovative and unique approaches to delivering a state-supported public-private partnership are identified by private entities responding to requests for proposals, and are subsequently used as a basis for engaging other private entities in their proposals, reimbursement of documented proposal costs, or agreed-upon fair-value compensation for proprietary knowledge of the proposers who originally provided the approach can be agreed-upon up to a limit of 3% of the total project cost, or \$500,000, whichever is lower.

The waiver would authorize UMCP to compensate unsuccessful proposers for costs associated with extra work required by the NextGen procurement. This waiver is within the scope of the State's P3 statute (Annotated Code of Maryland, State Finance and Procurement Article 10A-202(f)), which authorizes a reporting agency to "reimburse a private entity for the portion of the entity's costs incurred in response to the solicitation of a public-private partnership." It is also consistent with P3 regulations adopted by the Department of Transportation and the Department of General Services (COMAR 11.01.17.08 (D) and 04.01.05.08 (D), respectively).

The requested waiver will grant UMCP:

- The ability to reimburse each proposer who is not selected as a finalist up to \$200,000 for documented expenses directly incurred in the preparation and submission of their Alternate Proposal.
- The ability to reimburse each non-selected finalist up to \$500,000 for documented expenses directly incurred to design their Initial Proposals to the level defined in UMCP's NextGen BAFO design requirements.

Please see attachment for calculation scenarios.

The limits of the requested stipends are supported with data from recent major infrastructure projects in the U.S. and Canada ranging in value from \$120 million (for which each unsuccessful shortlisted proposer received up to \$200,000) to \$1.6 billion (for which each unsuccessful shortlisted proposer received up to \$2 million). With five shortlisted firms, the total potential cost for the proposed stipend ranges from \$1.1 million to \$1.4 million, depending on whether UMCP requests BAFO Proposals from two or three finalists.

The recently released RFP for Phase 1 of Maryland's I-495/I-270 P3 Program authorizes a reimbursement of up to \$500,000 to each unsuccessful shortlisted proposer that executes a stipend agreement under which all documents and intellectual property submitted by the proposer become the State's property. The agreement further requires the proposer to grant the State a royalty-free, perpetual, and irrevocable license to use any proprietary intellectual property contained in its submittals.

If this waiver is approved, UMCP will describe the specific terms, conditions, method, and timing for reimbursing the unsuccessful proposers in the RFP and will require each unsuccessful proposer to execute a stipend agreement and to transfer the rights to use the work product it developed during the NextGen procurement to UMCP as a condition to receiving reimbursement.

This request for a waiver from a USM Policy will not require the approval of the Board of Public Works; however, the contract award resulting from the competitive solicitation will require BPW approval. We expect the contract award to go to the BPW during the third quarter of calendar year 2022.

**ALTERNATIVE(S)**: UMCP has considered the alternative of not reimbursing proposers during the Initial Proposal and BAFO Proposal stages, thus treating the activity as a cost of doing business. However, UMCP believes this could result in a) one or more prospective proposers withdrawing from the procurement; b) more uncertainty in pricing, potentially leading to disputes, delays, and change orders; and c) a lower level of effort being put forth by proposers due to the financial burden imposed, which could result in adding risk to the decision-making process.

**FISCAL IMPACT**: The maximum fiscal impact associated with this request for a waiver is \$1.4 million, which UMCP has budgeted as part of the NextGen Program. The value of foregone opportunities and the risk of higher future costs associated by not obtaining a full range of Alternate Proposals at the Initial Proposal stage and not requiring extra design work at the BAFO Proposal stage are much greater than the total amount that may be reimbursed to proposers, though this impact may not be immediately evident.

**CHANCELLOR'S RECOMMENDATION**: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park a waiver from the Board Policy VIII–17.00 Section IV.D., as described above.

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COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 4/1/21

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BOARD ACTION:

DATE:

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SUBMITTED BY: Ellen Herbst (301) 445-1923

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## NextGen RFP Non-Selected Proposer Stipend Reimbursements

Description	Highest level of Reimbursement
<b>Two Finalist Scenario</b>	
<b>Initial RFP</b>	
Non-Selected Proposer #1	\$200,000
Non-Selected Proposer #2	\$200,000
Non-Selected Proposer #3	\$200,000
<b>Total for RFP Stage Reimbursements</b>	<b>\$600,000</b>
<b>BAFO Stage</b>	
Non-Selected Finalist	\$500,000
Selected Finalist	\$0
<b>TOTAL for BAFO Stage</b>	<b>\$500,000</b>
<b>Grand Total for All Reimbursements</b>	<b>\$1,100,000</b>

Description	Highest level of Reimbursement
<b>Three Finalist Scenario</b>	
<b>Initial RFP</b>	
Non-Selected Proposer #1	\$200,000
Non-Selected Proposer #2	\$200,000
<b>Total for RFP Stage Reimbursements</b>	<b>\$400,000</b>
<b>BAFO Stage</b>	
Non-Selected Finalist #1	\$500,000
Non-Selected Finalist #2	\$500,000
Selected Finalist	\$0
<b>TOTAL for BAFO Stage</b>	<b>\$1,000,000</b>
<b>Grand Total for All Reimbursements</b>	<b>\$1,400,000</b>

The requested waiver will grant UMCP:

- The ability to reimburse each proposer who is not selected as a finalist up to \$200,000 for documented expenses directly incurred in the preparation and submission of their Alternate Proposal.
- The ability to reimburse each non-selected finalist up to \$500,000 for documented expenses directly incurred to design their Initial Proposals to the level defined in UMCP's NextGen BAFO design requirements.



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

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**TOPIC:** William E. Kirwan Center for Academic Innovation Update

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, March 5, 2021

**SUMMARY:** The USM's William E. Kirwan Center for Academic Innovation was established in June 2013 to enhance and promote the System's position as a national leader in higher education academic innovation. The Center's charge is to capitalize on recent findings from the learning sciences and the capabilities of emerging technologies to increase access, affordability, and outcomes of higher education. We are bringing together academic change leaders from across the System to identify ways we might improve the success of students, evaluate the feasibility of these approaches, share our findings, and scale-up and sustain promising models.

Working at the System level has been vital to the impact that the Center has had to date. Our position allows us to leverage the collective strengths of our diverse institutions, which are working together to support innovation across the USM. From this vantage point we have been able to:

1. Create a collaborative environment to support innovation both among the USM institutions and across the State of Maryland;
2. Incubate initiatives aimed at catalyzing change;
3. Remove barriers that block progress; and
4. Lead the national conversation on academic transformation.

Dr. MJ Bishop, Director of the Kirwan Center and Associate Vice Chancellor, will share an update on the Center's progress since her last report.

**ALTERNATIVE(S):** This is an information item.

**FISCAL IMPACT:** This is an information item.

**CHANCELLOR'S RECOMMENDATION:** This is an information item.

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COMMITTEE ACTION: Information Only

DATE: March 5, 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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## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Proposed Charter and By-Laws for the New Standing Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

**COMMITTEE:** Committee of the Whole

**DATE OF MEETING:** April 16, 2021

**SUMMARY:** The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare is a new standing Committee of the USM Board of Regents. The Committee shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and the need for further or changed Board of Regents policy requirements.

The proposed charter for this Committee, as well as the revised BOR Bylaws are attached for review by the Board.

**ALTERNATIVE(S):** The Board could choose not to review the committee charter and bylaws.

**FISCAL IMPACT:** No fiscal impact.

**CHANCELLOR'S RECOMMENDATION:** The Chancellor recommends that the Board accept the charter of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare and the bylaws revisions.

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COMMITTEE ACTION:

DATE: April 16, 2021

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BOARD ACTION:

DATE:

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SUBMITTED BY: Denise Wilkerson; [dwilkerson@usmd.edu](mailto:dwilkerson@usmd.edu); 301-445-1906

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Committee on Intercollegiate Athletics and Student-athlete Health and Welfare  
April, 2021

BYLAWS Article X. Section 5.

Charge:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and the need for further or changed Board of Regents policy requirements.

Role and Responsibilities:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall consider and report or recommend to the Board of Regents on matters concerning expectations and requirements of institutions with intercollegiate athletics programs; minimum standards System-wide for institutions arrangements with student-athletes including scholarships, student support services, health insurance and Title IX practices and compliance, and new Board of Regents policy changes recommended for full Board of Regents approval. The Committee will also review presidential success in managing institutional intercollegiate athletics in accordance with policy requirements. The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare will also monitor developments in intercollegiate athletics nationally, whether with the NCAA, athletic conferences, or Federal legislation, rule-making or other forms of national accountability, and assess implications for USM institutions.

Members of the Committee on Intercollegiate Athletics and Student-athlete Health and Welfare are appointed annually by the Chairperson of the Board. The Committee shall meet as needed, but no fewer than three times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

- A. Information on health and academic support protocols provided to student-athletes.
- B. Information on Title IX compliance.
- C. Information on institution's student-athletes academic progress and graduation success.
- D. Institution submitted reports documenting athletic program status or performance relative to student-athlete health, safety, and well-being standards or expectations.
- E. Institution submitted reports documenting athletic program status or performance relative to academic, financial or other standards as required by the NCAA, athletic conferences or other organized bodies that may impose sanctions or influence the ICA program's resources or operations.
- F. Financial status, commitments and obligations, results of operations and financial projections for the coming five-year period.

## PROPOSED REVISIONS TO THE BOR BYLAWS TO INCLUDE THE COMMITTEE ON ICA and Student-Athlete HEALTH AND WELFARE

### ARTICLE X BOARD COMMITTEES

Section 1. Standing Committees of the Board. The Standing Committees of the Board are the Committee on Audit, the Committee on Education Policy and Student Life, the Committee on Finance, the Committee of the Whole, the Committee on Governance and Compensation, the Committee on Advancement, ~~and the Committee on Economic Development and Technology Commercialization~~ and the Committee on Intercollegiate Athletics and Student-athlete Health and Welfare.

#### Section 10. Committee on Intercollegiate Athletics and Student-athlete Health and Welfare.

A. The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns and the need for further or changed Board of Regents policy requirements. The Committee shall be responsible for regular communications to ensure that the Board is apprised of the Committee's work.

B. The Committee shall review presidential performance in managing institutional intercollegiate athletics in accordance with policy requirements and communicate the results to the Board on a regular basis. Concerns with presidential management of intercollegiate athletics will be brought to the attention of the full Board as soon as possible.

C. The Committee shall monitor developments in intercollegiate athletics nationally, including with the NCAA, athletic conferences, and Federal and State legislation, rule-making and other forms of national accountability, and assess implications for USM institutions, and shall keep the full Board apprised of developments and implications.

D. To perform its function, the Committee may request and may expect to receive information from the institutions including but not limited to:

1. Information on health and academic support protocols provided to student-athletes;
2. Information on Title IX compliance and complaints;
3. Information on institution's student-athletes academic progress and graduation success;
4. Institution submitted reports documenting athletic program status or performance relative to student-athlete health, safety, and well-being standards or expectations;
5. Institution submitted reports documenting athletic program status or performance relative to academic, financial or other standards as required by the NCAA, athletic conferences or other organized bodies that may impose sanctions or influence the ICA program's resources or operations; and
6. Financial status, commitments and obligations, results of operations and financial projections for the coming five-year period.

E. The Committee shall meet as needed but no fewer than three times each fiscal year.



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Frostburg State University Proposed "Window" Voluntary Separation Programs for Faculty and Staff

**COMMITTEE:** Committee of the Whole

**DATE OF MEETING:** April 16, 2021

**SUMMARY:** Frostburg State University seeks Board approval for two voluntary separation programs (VSPs) to provide a financial incentive for certain eligible employees (exempt/non-exempt and faculty) to separate from employment with the University. Participation in the VSPs will require eligible employees to separate from employment with the University on or before June 30, 2021. Participation in the VSPs is voluntary.

The terms of the proposed program are outlined in the attached documents.

**ALTERNATIVE(S):** The Board could choose to not discuss the proposed VSPs.

**FISCAL IMPACT:** No fiscal impact.

**CHANCELLOR'S RECOMMENDATION:** The Chancellor recommends that the Board discuss the VSP with President

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COMMITTEE ACTION:

DATE: April 16, 2021

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BOARD ACTION:

DATE:

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SUBMITTED BY: Denise Wilkerson; [dwilkerson@usmd.edu](mailto:dwilkerson@usmd.edu); 301-445-1906

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# **Frostburg State University Voluntary Separation Programs**

Board of Regents Meeting

April 16, 2021

# Guidance for a Voluntary Separation Program (VSP)

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- The opportunity to develop and offer a Voluntary Separation Program is provided in section II, “Window Programs”, of the USM Retirement Planning and Incentive Plan approved by the USM Board of Regents in June 2014. Per the document a “Window” Program allows for tax-favored Voluntary Separation payments that are made to a defined group of employees for a specified period of time.”

## Strategic Initiatives of FSU Voluntary Separation Programs

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- Resizing the University for business transformation required to thrive in the face of technological disruption and innovation.
- Realignment of:
  - programmatic offerings to educate students to meet local, regional and national labor market demands
  - student services and administrative support functions to better support the student experience
- Cost Savings



# VSP Eligibility Criteria and Payment Plan for Faculty and Staff

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- A faculty member must be at least age **57** on or before June 30, 2021 and have age plus years of State Service equal or greater than **80**.
- A staff member must be at least age **60** on or before June 30, 2021 and have age plus years of State Service equal or greater than **80**.
- The Voluntary Separation Program payment will be 40% of the employee's base salary as of April 19, 2021 plus \$500 for each full year of Frostburg State University service at up to a maximum of \$15,000.
- The incentive payment will be made through one or more contributions to the employee's account under the USM Supplemental 403(b) Retirement Plan made across two fiscal years, FY22 and FY23. In a few cases, there may be additional contribution due in FY24 because of tax limits on annual contributions.

# Alternative Groups Considered

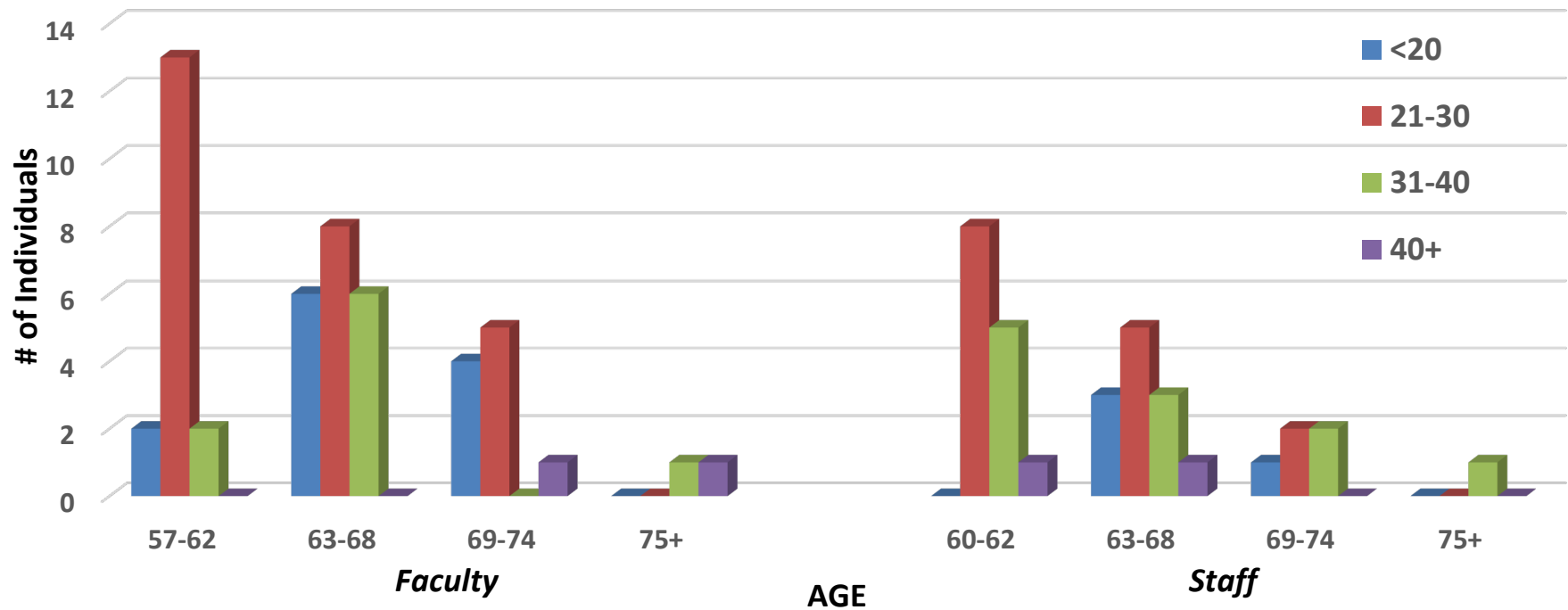
Age / (Age + Serv)	N	Total \$\$ (MM)	<u>10% Accept VSP</u> 33% Savings	<u>16% Accept VSP</u> 33% Savings
60/85	66	7.4	240,000	384,000
57/85	77	8.6	280,000	448,000
55/85	78	8.7	290,000	464,000
60/80	81	8.9	290,000	464,000
57/80	106	11.3	370,000	595,000
55/80	110	11.7	390,000	624,000

- 52 Faculty & 32 Staff Identified; Approximately 26% of Faculty & < 10% of Staff
- Total Salary + Benefits of Group: Just under \$8.7 million



# Employee Eligibility by Classification

Distribution of Potential VSP Employees by Age and Years of Service



# Proposed Payout Methodology

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	FY21	FY22	FY23	FY24
<b>Personnel Budget to Division</b>	100%	62%	62%	67%
<b>VSP Payout</b>		21%	21%	0%
<b>FSU Personnel Budget Reduction</b>		17%	17%	<b>33%</b>

- Division impacted by VSP would share in VSP Payout with FSU for FY22 & FY23
- Savings to Overall Budget: Goal is 33%

# VSP Key Dates

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- *VSP period (window)* – April 19, 2021 through June 30, 2021
- *Application Period* – April 19, 2021 through June 3, 2021
- *Approval Period by FSU President* – On or before June 10, 2021
- *Revocation Period* – 7 calendar days following notice of approval by FSU President
- *Separation Date* – June 30, 2021



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**Thank You**

Questions?

Frostburg State University  
Faculty Voluntary Separation Program Summary

**Purpose:**

The Frostburg State University (University or Frostburg) Voluntary Separation Program (VSP) is an offer to provide a financial incentive for certain eligible University employees to separate from employment with the University. Participation in the VSP will require eligible employees to separate from employment with the University on or before June 30, 2021. Participation in the VSP is voluntary.

**Eligibility:**

The VSP is available to full-time tenured and tenure track faculty and library staff. Members of the University President's Cabinet are excluded from participation due to conflict of interest. Faculty serving an administrative appointment, on paid leave or sabbatical are subject to the faculty eligibility. If you have questions regarding your eligibility, please contact [Lisa Hersch \(ldhersch@frostburg.edu\)](mailto:ldhersch@frostburg.edu) or [Lee Ann Nightingale \(lnightingale@frostburg.edu\)](mailto:lnightingale@frostburg.edu) in Human Resources.

**Full-Time Tenured and Tenure Track Faculty:** To be eligible, the faculty member must be at least 57 years old on or before June 30, 2021 and who have age plus years of State Service (as defined below) that equals 80 as of June 30, 2021; provided that a faculty member who has received a notice of termination, layoff or charges for removal prior to April 19, 2021 shall not be eligible, nor shall an employee who on or before April 19, 2021 has entered into a written agreement to separate from employment with the University. A faculty member who, on or before April 19, 2021; (i) has provided a written resignation to the University or (ii) has submitted an application for retirement shall not be eligible to participate in the VSP.

**State Service:** For purposes of determining eligibility to participate in the VSP, "State Service" is defined differently than for other purposes such as retirement or retiree health benefits. The following rules will be used to compute State Service to determine eligibility for the VSP:

1. A year of full-time employment as a non-contractual, regular employee as a staff/faculty member of:
  - a. The University
  - b. Any other State of Maryland public higher education institution or entity; or
  - c. Any other agency or entity of the State of Maryland, provided that the employee was a participant in the State Employees/Teachers Retirement Systems, the State Employees/Teachers Pension Systems (including reformed, alternate and contributory systems), the Optional Retirement Program, or a police retirement or pension program offered by the State of Maryland during such period of employment.

Note, that employment by any public community college or regional community college, or any kindergarten-Grade 12 school system will not count as State Service for purposes of this VSP.

2. An employee will be credited with one year of State Service for each full year of full-time eligible employment. For employees who are on a 10/12 month schedule, this means 10/12 months of full time employment.

The VSP may be entered into voluntarily by the employee signing and submitting to the University Office of Human Resources, the Frostburg State University Faculty Voluntary Separation Program Application, Agreement & Release and Waiver of Employment Rights to participate, as well as the approval of the application by the University President. The employee can revoke their Application, Agreement & Release and Waiver of Employment Rights for 7 days after they have been notified that the President has approved the application

**Timeline for the Program:**

**VSP Period:** The VSP period (window) is April 19, 2021 to June 30, 2021.

**Application Period:** A defined application period will be open to the eligible employees beginning April 19, 2021 and ending June 3, 2021 at 5:00 PM. To apply for the VSP, an eligible employee must:

- (1) Complete the Frostburg State University Voluntary Separation Program Application, Agreement & Release and Waiver of Employment Rights (the Application, Agreement & Release); and
- (2) Submit the completed, signed and witnessed Application, Agreement & Release to Lee Ann Nightingale, Human Resources 325 - Hitchins Building **no later than 5:00 p.m. on June 3, 2021 AND receive a written receipt acknowledging that the completed Application, Agreement and Release has been submitted.**

No other method or form of application will be accepted. Individual employees who are eligible and wish to participate in the VSP must follow the VSP application process. If a VSP participating employee chooses to retire, that employee must also follow the normal retirement application process which is separate from the VSP. **All applications MUST be submitted to Lee Ann Nightingale, Human Resources 325 - Hitchins Building [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) no later than 5:00 p.m. on June 3, 2021 AND the employee must receive a written receipt from the Office of Human Resources acknowledging the timely receipt of his or her Application, Agreement & Release.**

**Approval:** On or before June 10, 2021, the University will advise the employee by written or electronic communication whether the President has approved the employee's Application, Agreement & Release for voluntary separation. Only the President of the University has the authority to approve an application on behalf of the University. The University retains the right to limit 1) the total number of applications approved; and 2) the number of applications approved in a particular department, work unit or job category. In that event, the University will make the determination based upon the order in which applications were received by the University, as well as the needs of the University.

**Revocation Period:** An employee who has applied to participate in the VSP may revoke his/her Application, Agreement & Release during the seven (7) calendar days following the date the employee

receives notice that the President has approved the employee's participation (Revocation Period). Revocation must be made by notifying Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) in writing or by electronic communication during this seven (7) day period.

**Separation Date:** An employee who has been approved by the President for participation in the VSP and who does not revoke his or her Application, Agreement & Release prior to the end of the Revocation Period will be separated from employment with the University as of 11:59 p.m. on June 30, 2021. If the employee chooses, the employee may submit a separate letter of resignation or intention to retire to the University, but the letter is not required and will not change the terms and conditions of the employee's participation in the Voluntary Separation Program or the employee's separation from employment as of 11:59 p.m. on June 30, 2021. With the written agreement of the President, an employee may separate from employment with the University earlier than June 30, 2021 and participate in the Voluntary Separation Program, provided that the employee meets the eligibility criteria prior to the date of separation from employment.

**VSP Incentive Severance Payment:**

The University agrees to make an incentive payment on behalf of each employee who has been approved for participation in the VSP (Incentive Payment) equal to:

1. \$500 for each year of Frostburg State University full-time non-contractual employment up to \$15,000 and;
2. 40% of the employee's base salary (calculated on a full-time basis) as of April 19, 2021. This will be calculated by multiplying the full-time salary for the employee's position by the employee's percentage of full-time employment as of April 19, 2021.

The Incentive Payment will be made as post-severance contributions to the employee's account under the University System of Maryland Supplemental 403(b) Retirement Plan (the Supplemental 403(b) Plan) in two equal installments. The first contribution will be made between July 1, 2021 and August 30, 2021 and the second contribution will be made between July 1, 2022 and August 30, 2022. If employee does not have a Supplemental 403(b) account, Human Resources will work with the employee to establish an account under this plan. If contribution of half of the incentive payment would exceed permitted maximum contributions under federal tax law in either 2021 or 2022, the University will make such contributions in the earliest year in which the contribution is permitted without exceeding the tax limits.

**Through December 31 in the last year in which the University makes a contribution to the employee's Supplemental 403(b) Plan account as part of the Incentive Payment, the participating employee will not be eligible for reemployment with the University or employment with any University of Maryland institution or any State of Maryland agency or entity, including, but not limited to being: an employee, temporary employee, independent contractor, consultant, or employee of a University contractor. Such employment or contractual arrangement will make the participating employee ineligible for participation in the Voluntary Separation Program and end the University's obligation to make any incentive payment on behalf of the participating employee.**

**Should the participating employee die before the University has completed its obligations to make the full Incentive Payment, the University's obligations to make any further contributions to the employee's 403(b) account will end effective on the date of the employee's death, consistent with the federal tax requirements.**

The agreement to participate in the Frostburg State University Voluntary Separation Program is binding upon signature of the Application, Agreement & Release by both the participating employee and Frostburg's President, and the expiration of all legally mandated revocation periods. Each employee is encouraged to consult his or her attorney and financial advisor regarding participation in the VSP.

Please see Attachment A for a list of all positions within the employment category eligible for participation in the VSP, the ages of employees in such positions and how many employees in each one year age band are eligible for participation in the VSP.

**Should you have any questions about the VSP, including the calculation of your State Service as defined for purposes of the VSP, please contact Lisa Hersch, Human Resources 325 - Hitchins Building, email [ldhersch@frostburg.edu](mailto:ldhersch@frostburg.edu) as soon as possible to schedule an appointment.**



Frostburg State University  
Exempt and Non-Exempt Staff Voluntary Separation Program Summary

**Purpose:**

The Frostburg State University (University or Frostburg) Voluntary Separation Program (VSP) is an offer to provide a financial incentive for certain eligible University employees to separate from employment with the University. Participation in the VSP will require eligible employees to separate from employment with the University on or before June 30, 2021. Participation in the VSP is voluntary.

**Eligibility:**

The VSP is available to full-time exempt and non-exempt staff, excluding sworn police officers, who meet the VSP eligibility requirements. Members of the University President's Cabinet are excluded from participation due to conflict of interest. If you have questions regarding your eligibility, please contact [Lisa Hersch \(ldhersch@frostburg.edu\)](mailto:Lisa.Hersch@frostburg.edu) or [Lee Ann Nightingale \(lnightingale@frostburg.edu\)](mailto:LeeAnn.Nightingale@frostburg.edu) in Human Resources.

**Exempt and Non-Exempt staff:** To be eligible the employee must be at least 60 years old on or before June 30, 2021 and have age plus years of State Service (as defined below) that equals 80 as of that date; provided that a staff member who has received a notice of termination, layoff or charges for removal prior to April 19, 2021 shall not be eligible, nor shall an employee who on or before April 19, 2021 has entered into a written agreement to separate from employment with the University. A staff member who, on or before April 19, 2021; (i) has provided a written resignation to the University or (ii) has submitted an application for retirement shall not be eligible to participate in the VSP.

**State Service:** For purposes of determining eligibility to participate in the VSP, "State Service" is defined differently than for other purposes such as retirement or retiree health benefits. The following rules will be used to compute State Service to determine eligibility for the VSP:

1. A year of full-time employment as a non-contractual, regular employee as a staff/faculty member of:
  - a. The University
  - b. Any other State of Maryland public higher education institution or entity; or
  - c. Any other agency or entity of the State of Maryland, provided that the employee was a participant in the State Employees/Teachers Retirement Systems, the State Employees/Teachers Pension Systems (including reformed, alternate and contributory systems), the Optional Retirement Program, or a police retirement or pension program offered by the State of Maryland during such period of employment.

Note, that employment by any public community college or regional community college, or any kindergarten-Grade 12 school system will not count as State Service for purposes of this VSP.

2. An employee will be credited with one year of State Service for each full year of full-time eligible employment.

The VSP may be entered into voluntarily by the employee signing and submitting to the University Office of Human Resources, the Frostburg State University Exempt and Non-Exempt Voluntary Separation Program Application, Agreement & Release and Waiver of Employment Rights to participate, as well as the approval of the application by the University President. The employee can revoke their Application, Agreement & Release and Waiver of Employment Rights for 7 days after they have been notified that the President has approved the application

**Timeline for the Program:**

**VSP Period:** The VSP period (window) is April 19, 2021 to June 30, 2021.

**Application Period:** A defined application period will be open to the eligible employees beginning April 19, 2021 and ending June 3, 2021 at 5:00 PM. To apply for the VSP, an eligible employee must:

- (1) Complete the Frostburg State University Exempt and Non-Exempt Voluntary Separation Program Application, Agreement & Release and Waiver of Employment Rights (the Application, Agreement & Release); and
- (2) Submit the completed, signed and witnessed Application, Agreement & Release to Lee Ann Nightingale, Human Resources 325 - Hitchins Building **no later than 5:00 p.m. on June 3, 2021 AND receive a written receipt acknowledging that the completed Application, Agreement and Release has been submitted.**

No other method or form of application will be accepted. Individual employees who are eligible and wish to participate in the VSP must follow the VSP application process. If a VSP participating employee chooses to retire, that employee must also follow the normal retirement application process which is separate from the VSP. **All applications MUST be submitted to Lee Ann Nightingale, Human Resources 325 - Hitchins Building no later than 5:00 p.m. on June 3, 2021 AND the employee must receive a written receipt from the Office of Human Resources acknowledging the timely receipt of his or her Application, Agreement & Release.**

**Approval:** On or before June 10, 2021, the University will advise the employee by written or electronic communication whether the President has approved the employee's Application, Agreement & Release for voluntary separation. Only the President of the University has the authority to approve an application on behalf of the University. The University retains the right to limit 1) the total number of applications approved; and 2) the number of applications approved in a particular department, work unit or job category. In that event, the University will make the determination based upon the order in which applications were received by the University, as well as the needs of the University.

**Revocation Period:** An employee who has applied to participate in the VSP may revoke his/her Application, Agreement & Release during the seven (7) calendar days following the date the employee receives notice that the President has approved the employee's participation (Revocation Period). Revocation must be made by notifying Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) in writing or by electronic communication during this seven (7) day period.

**Separation Date:** An employee who has been approved by the President for participation in the VSP and who does not revoke his or her Application, Agreement & Release prior to the end of the Revocation Period will be separated from employment with the University as of 11:59 p.m. on June 30, 2021. If the employee chooses, the employee may submit a separate letter of resignation or intention to retire to the University, but the letter is not required and will not change the terms and conditions of the employee's participation in the Voluntary Separation Program or the employee's separation from employment as of 11:59 p.m. on June 30, 2021. With the written agreement of the President, an employee may separate from employment with the University earlier than June 30, 2021 and participate in the Voluntary Separation Program, provided that the employee meets the eligibility criteria prior to the date of separation from employment.

**VSP Incentive Severance Payment:**

The University agrees to make an incentive payment on behalf of each employee who has been approved for participation in the VSP (Incentive Payment) equal to:

- (1) \$500 for each year of Frostburg State University full-time non-contractual employment up to \$15,000 and;
- (2) 40% of the employee's base salary (calculated on a full-time basis) as of April 19, 2021. This will be calculated by multiplying the full-time salary for the employee's position by the employee's percentage of full-time employment as of April 19, 2021.

The Incentive Payment will be made as post-severance contributions to the employee's account under the University System of Maryland Supplemental 403(b) Retirement Plan (the Supplemental 403(b) Plan) in two equal installments. The first contribution will be made between July 1, 2021 and August 30, 2021 and the second contribution will be made between July 1, 2022 and August 30, 2022. If employee does not have a Supplemental 403(b) account, Human Resources will work with the employee to establish an account under this plan. If contribution of half of the Incentive Payment would exceed permitted maximum contributions under federal tax law in either 2021 or 2022, the University will make such contributions in the earliest year in which the contribution is permitted without exceeding the tax limits.

**Through December 31 in the last year in which the University makes a contribution to the employee's Supplemental 403(b) Plan account as part of the Incentive Payment, the participating employee will not be eligible for reemployment with the University or employment with any University of Maryland institution or any State of Maryland agency or entity, including, but not limited to being: an employee, temporary employee, independent contractor, consultant, or employee of a University contractor. Such employment or contractual arrangement will make the**

**participating employee ineligible for participation in the Voluntary Separation Program and end the University's obligation to make any incentive payment on behalf of the participating employee.**

**Should the participating employee die before the University has completed its obligations to make the full Incentive Payment, the University's obligations to make any further contributions to the employee's 403(b) account will end effective on the date of the employee's death, consistent with the federal tax requirements.**

The agreement to participate in the Frostburg State University Voluntary Separation Program is binding upon signature of the Application, Agreement & Release by both the participating employee and Frostburg's President, and the expiration of all legally-mandated revocation periods. Each employee is encouraged to consult his or her attorney and financial advisor regarding participation in the VSP.

Please see Attachment A for a list of all positions within the employment category eligible for participation in the VSP, the ages of employees in such positions and how many employees in each one year age band are eligible for participation in the VSP.

**Should you have any questions about the VSP, including the calculation of your State Service as defined for purposes of the VSP, please contact Lisa Hersch, Human Resources 325 - Hitchins Building, email [lhersch@frostburg.edu](mailto:lhersch@frostburg.edu) as soon as possible to schedule an appointment.**

**FROSTBURG STATE UNIVERSITY**  
**Faculty Voluntary Separation Program**

*APPLICATION, AGREEMENT & RELEASE and WAIVER OF EMPLOYMENT RIGHTS*

Employee Name:

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Employee Position Title:

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University Department/Division:

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Service with a State of Maryland entity or agency other than Frostburg State University will be used to determine your eligibility to participate in the Voluntary Separation Program. Do you believe you have State Service (as described in the summary of the Voluntary Separation Program) with any Institution or entity of the State of Maryland other than Frostburg State University?

☐

Yes

☐

No

If the answer is yes, please list where you were employed, in what position, and approximate dates of employment:

By my signature on this Application, Agreement & Release and Waiver of Employment Rights ("Application, Agreement & Release"), I authorized Frostburg State University (the University) to obtain any employment, pension and retirement records necessary to verify my State Service (as defined in this document).

My signature below indicates that I acknowledge and agree that:

- (i) I have carefully read and fully understand the Frostburg State University (the University) Voluntary Separation Program Summary and this Application, Agreement & Release in their entirety;
- (ii) I have been advised to consult an attorney before signing this Application and have had sufficient opportunity to do so;
- (iii) No other promises or inducements have been made to induce me to enter into the Voluntary Separation Program;
- (iv) This Application, Agreement & Release, including the terms of the Voluntary Separation Program Summary, is the entire agreement regarding the terms of my separation from employment with Frostburg State University; and
- (v) No other promises or agreements shall be binding unless reduced to writing and signed by the parties.

**By signing this Application, Agreement & Release, I acknowledge and agree that I have knowingly and voluntarily applied to participate in the Voluntary Separation Program. I acknowledge that I have had at least forty-five (45) calendar days to review the materials related to the Voluntary Separation Program, and that if I submit this Application, Agreement & Release prior to the end of that 45 day period, I do so voluntarily and knowing that I am free to take the entire 45 day period for review prior to submitting this Application, Agreement & Release. I further understand that, upon notice to me that the University President has approved my Application, Agreement & Release, I have seven (7) calendar days during which I can revoke my Application, Agreement & Release. If I do not revoke and communicate my revocation of this executed Application, Agreement & Release by the end of the seventh (7<sup>th</sup>) day following the University's communication of the President's acceptance of my Application, Agreement & Release, this executed Application, Agreement & Release will become irrevocable and binding upon both myself and the University and my employment with the University will end at 11:59 p.m. on June 30, 2021 unless the President agrees to an earlier end to my employment.**

Upon acceptance by the University, and expiration of the revocation period described in the previous paragraph of this Application, Agreement & Release, this Application, Agreement & Release will serve as my separation agreement with the University. I may submit a formal resignation (effective as of June 30, 2021) for my human resources records, but this Application, Agreement & Release will be the binding legal document whether or not I submit a formal resignation letter. No additional notice or letter to the University is necessary to give legal effect to my binding agreement to separate from employment with the University. **I understand that this Application, Agreement & Release does not replace actions necessary on my part to file for retirement or pension benefits, or retiree health benefits, should I choose to retire.**

To participate in the Voluntary Separation Program, I understand that I must:

1. Sign this Application, Agreement & Release in the presence of a witness of legal age;
2. Have a witness sign the Application, Agreement & Release as witness to my signature; and
3. Submit the completed and executed Application, Agreement & Release to Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) on or before June 3, 2021 and receive a written receipt for such submission.

The President of the University will decide whether to approve my participation in the Voluntary Separation Program. No one other than the President has the authority to approve my participation. If the President approves my Application, Agreement & Release, the University will notify me on or before June 10, 2021.

Once I receive notice that the President has approved my Application, Agreement & Release, I then have seven (7) calendar days to revoke my Application, Agreement & Release and provide written notification to the University. Revocation must be made by notifying Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu). If I revoke this Application, Agreement & Release, I cannot participate in the Voluntary Separation Program. If I do not timely revoke this

Application, Agreement & Release, and communicate such revocation to the University: 1) my employment with the University will terminate effective 11:59 p.m. on June 30, 2021; and 2) subject to the conditions contained in this Application, Agreement & Release, the University agrees to make an Incentive Payment on my behalf equal to:

1. \$500 for each year of Frostburg State University full-time non-contractual employment up to \$15,000 and;
2. 40% of the employee's base salary (calculated on a full-time basis) as of April 19, 2021. This will be calculated by multiplying the full-time salary for the employee's position by the employee's percentage of full-time employment as of April 19, 2021.

The Incentive Payment will be made as two contributions to the University System of Maryland Supplemental 403(b) Retirement Plan (the USM 403(b) Plan) in two equal installments, subject to any limitations imposed by the Internal Revenue Code as to the amount. The first contribution will be made between July 1, 2021 and August 31, 2021 and the second contribution will be made between July 1, 2022 and August 31, 2022. If the full amount of an installment cannot be made during a specified interval because of tax limitations, I understand that the University will make such contribution between July 1 and August 31 in the first year that such contribution would not exceed permitted contributions under federal tax laws. I understand that I must have an open account in the USM 403(b) Plan and that I must keep my account open through the date of the final University contribution which is part of the Incentive Payment.

I understand that, by participating in the Voluntary Separation Plan I will not be eligible for reemployment or employment with the University, any University System of Maryland institution, or any agency or entity of the State of Maryland (Including, but not limited to as: an employee, temporary employee, independent contractor, consultant, or employee of a State contractor) through the end of the calendar year in which the University makes its final contribution to the USM 403(b) Plan under the paragraph above. If I should become so employed, I understand that the University's obligations to make any further 403(b) contributions to my account as part of the Incentive Payment will terminate with such employment.

I also understand that if I die before the University has made the entire Incentive Payment through contributions to my account through the USM 403(b) Plan, the University's obligation to make any additional contributions will end as of the date of my death, consistent with federal tax law.

Participation in the Voluntary Separation Program and receipt of the Incentive Payment are conditioned by my acceptance and fulfillment of the following conditions as well as acceptance of the terms above:

1. To participate in this program, I must file my completed Application, Agreement & Release with Ms. Lee Ann Nightingale, room 325, Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) in writing or by electronic communication, prior to 5:00 p.m. on June 3, 2021 and receive a written receipt that I have submitted this in a complete and timely manner.

2. I will remain a University employee through June 30, 2021 and my salary and compensation, as well as other terms and conditions of employment, will continue in effect through that date, unless earlier terminated. Until I separate from employment with the University, my employment, including my salary and compensation, will be subject to all laws or policies that are generally applicable to other University employees in my employment category. These matters (e.g. furloughs/salary reductions) may affect my actual compensation. Additionally, through June 30, 2021, I will continue to be subject to all applicable policies which could result in my discipline or termination earlier than June 30, 2021. If I am terminated pursuant to University policy or an applicable collective bargaining agreement, I will not be eligible to participate in the Voluntary Separation Program, and this Application, Agreement & Release will be null and void.
3. The Application, Agreement & Release shall serve as my resignation from employment with the University, effective 11:59 p.m. on June 30, 2021. **If I want to retire following my separation from employment I will need to execute any documents needed to effectuate my retirement, including enrollment in retiree health benefits for which I wish to enroll and for which I am eligible. Regardless of whether I choose to retire, and whether I take any additional actions to formally resign my position, my employment will terminate on June 30, 2021, and I will be removed from payroll as of that date.**
4. If I choose to resign my University employment earlier than described in paragraph 2 but on or after June 10, 2021, I will relinquish the incentive contribution described above unless the President of the University approves such earlier separation date. If the President approves an earlier separation, all references to June 30, 2021 will be replaced by the date on which I separate from employment. This also means that I must have met the combined age plus years of State Service on or before my separation from employment with the University, and that my FSU service will be calculated as of the date of my separation from service.
5. If, prior to June 30, 2021, my University employment is terminated pursuant to FSU and University policies and procedures and/or provisions of any applicable collective bargaining agreement, I will relinquish all rights to the Incentive Payment described above.
6. I understand that, should I die before the University has made its entire Incentive Payment, the University will be relieved of any additional obligation under the Voluntary Separation Plan, consistent with the requirements of federal tax law concerning contributions to the USM 403(b) Plan.
7. I cannot be re-employed by the University, any University System of Maryland institution, or employed any agency or entity of the State of Maryland (including but not limited to as: an employee, temporary employee, contractual employee, independent contractor, consultant or employee of a State contractor or consultant) through December 31 of the year in which the University makes its final contribution as part of the Incentive Payment. If I should become so



employed, I understand that the University's obligations to make any further 403(b) contributions to my account as part of the Incentive Payment will terminate with such employment.

8. In addition, State law requires that any other employment I may accept or consulting work I may undertake subsequent to separating from employment with the University, must be consistent with the Maryland Public Ethics Law, the Public Private Partnership Act, and related University policies. If I have any questions about the applicability of conflict of interest rules to my situation, I can contact the Maryland Ethics Commission at (410) 260-7770 or visit their website at <https://ethics.maryland.gov/>.
9. **General Release and Forbearance Agreement.** I release and discharge the University, and its officers, employees, and agents, the Frostburg State University and its Board of Regents, officials, employees and agents, the State of Maryland and its officials, employees and agents (the "Released Parties") from all claims, rights, charges and/or causes of action ("claims") which I had, now have or hereafter may have based on any act of omission which occurred through the date I sign this Application, Agreement & Release. This release covers all claims arising out of or related to my employment with the University, the termination of my employment, and/or any other relationship of any kind between myself and a Released Party, including, but not limited to, claims under the Age Discrimination in Employment Act of 1967, as amended ("ADEA"), all other employment and employment discrimination laws, tort claims, contract claims, and claims under all federal, state, and local law and Frostburg State University policies and procedures. I am not, however, waiving claims to benefits due to me subsequent to separation from employment, including vested pension and retirement rights, payment for accrued and unused annual leave and holiday as of June 30, 2021 (subject to limitations on payment set by policy of the University System of Maryland Board of Regents), and payment of the Incentive Payment described in this Application, Agreement & Release. I acknowledge that this general Release is knowing and voluntary. Nothing in this release will change or modify the retirement or pension benefits to which I may be entitled under Maryland statutory law, nor to any retiree health benefit coverage or subsidy to which I may be entitled under Maryland statutory law.

I confirm that the Incentive Payment to be provided under this Application, Agreement & Release is in addition to any compensation to which I am already entitled. I voluntarily agree to accept the Incentive Payment in full accord and satisfaction of all claims. This General Release is agreed to without reliance upon any statement or representation not contained in this Application, Agreement & Release.

I agree that I will not file or maintain any suit (or seek or accept any compensation, benefit, or other remedy of any kind in any non-judicial forum or in any court) arising out of or related to the matters released. Nothing in this Application, Agreement & Release shall be construed to prevent me from filing or participating in a charge of discrimination filed with, or investigation

by, the Equal Employment Opportunity Commission or any other governmental agency. However, by signing this Agreement, I waive the right to recover any monetary damages, individual relief, or attorneys' fees from the University or any Released Party in any claim, charge, or lawsuit filed by myself or any other person on entity.

10. I acknowledge that I have been advised to consult with an attorney to consider the Frostburg State University Voluntary Separation Program materials, including this Application, Agreement & Release. I have a period of at least 45 calendar days to consider the Voluntary Separation Program offer and to determine whether I wanted to participate in the Voluntary Separation Program by executing this Application, Agreement & Release. If I execute this Application, Agreement & Release before the end of the 45 calendar day period, I have knowingly and voluntarily waived the 45 pay review period.
11. I may revoke this Application, Agreement & Release within seven (7) calendar days following my receipt of written or electronic communication that the President of the University has approved and executed my Application, Agreement & Release. If I choose to revoke, I will do so by notifying Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu), by written or electronic communication before the end of the seven (7) calendar day revocation period. I understand that if I do not revoke within the seven (7) calendar day period, this Application, Agreement & Release will be final and binding.
12. The waivers and the contractual agreements made in this Application, Agreement & Release are binding upon me and my heirs and assigns. The commitments of the University are binding upon the University and its successors and assigns. The University's commitments are subject to State law and the terms of State and University employee benefit plans, as well as federal law. Taxation issues will be handled by the University in accordance with applicable law.

I have considered the Frostburg State University Voluntary Separation Program materials and this Application, Agreement & Release fully, and to the extent that I feel appropriate, I have consulted with my legal, financial, tax and personal advisers.

I understand that I may contact Ms. Lee Ann Nightingale, room 325, Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) , with questions about the Program, including questions about my eligibility and the timing of your Incentive Payment. My attorney may address questions directly to Elena Langrill at [elangrill@oag.state.md.us](mailto:elangrill@oag.state.md.us) in the Maryland Office of the Attorney General.

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Employee's Signature

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Date

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Signature of Employee's Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name for Employee's Witness

**APPROVED FOR PARTICIPATION IN THE FROSTBURG STATE UNIVERSITY VOLUNTARY  
SEPARATION PROGRAM:**

\_\_\_\_\_  
Ronald Nowaczyk  
President, Frostburg State University

\_\_\_\_\_  
Date

**FROSTBURG STATE UNIVERSITY**  
**Exempt and Non-Exempt Voluntary Separation Program**

***APPLICATION, AGREEMENT & RELEASE and WAIVER OF EMPLOYMENT RIGHTS***

Employee Name:

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Employee Position Title:

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University Department/Division:

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Service with a State of Maryland entity or agency other than Frostburg State University will be used to determine your eligibility to participate in the Voluntary Separation Program. Do you believe you have State Service (as described in the summary of the Voluntary Separation Program) with any Institution or entity of the State of Maryland other than Frostburg State University?

☐

Yes

☐

No

If the answer is yes, please list where you were employed, in what position, and approximate dates of employment:

By my signature on this Application, Agreement & Release and Waiver of Employment Rights ("Application, Agreement & Release"), I authorized Frostburg State University (the University) to obtain any employment, pension and retirement records necessary to verify my State Service (as defined in this document).

My signature below indicates that I acknowledge and agree that:

- (i) I have carefully read and fully understand the Frostburg State University (the University) Voluntary Separation Program Summary and this Application, Agreement & Release in their entirety;
- (ii) I have been advised to consult an attorney before signing this Application and have had sufficient opportunity to do so;
- (iii) No other promises or inducements have been made to induce me to enter into the Voluntary Separation Program;
- (iv) This Application, Agreement & Release, including the terms of the Voluntary Separation Program Summary, is the entire agreement regarding the terms of my separation from employment with Frostburg State University; and
- (v) No other promises or agreements shall be binding unless reduced to writing and signed by the parties.

**By signing this Application, Agreement & Release, I acknowledge and agree that I have knowingly and voluntarily applied to participate in the Voluntary Separation Program. I acknowledge that I have had at least forty-five (45) calendar days to review the materials related to the Voluntary Separation Program, and that if I submit this Application, Agreement & Release prior to the end of that 45 day period, I do so voluntarily and knowing that I am free to take the entire 45 day period for review prior to submitting this Application, Agreement & Release. I further understand that, upon notice to me that the University President has approved my Application, Agreement & Release, I have seven (7) calendar days during which I can revoke my Application, Agreement & Release. If I do not revoke and communicate my revocation of this executed Application, Agreement & Release by the end of the seventh (7<sup>th</sup>) day following the University's communication of the President's acceptance of my Application, Agreement & Release, this executed Application, Agreement & Release will become irrevocable and binding upon both myself and the University and my employment with the University will end at 11:59 p.m. on June 30, 2021 unless the President agrees to an earlier end to my employment.**

Upon acceptance by the University, and expiration of the revocation period described in the previous paragraph of this Application, Agreement & Release, this Application, Agreement & Release will serve as my separation agreement with the University. I may submit a formal resignation (effective as of June 30, 2021) for my human resources records, but this Application, Agreement & Release will be the binding legal document whether or not I submit a formal resignation letter. No additional notice or letter to the University is necessary to give legal effect to my binding agreement to separate from employment with the University. **I understand that this Application, Agreement & Release does not replace actions necessary on my part to file for retirement or pension benefits, or retiree health benefits, should I choose to retire.**

To participate in the Voluntary Separation Program, I understand that I must:

1. Sign this Application, Agreement & Release in the presence of a witness of legal age;
2. Have a witness sign the Application, Agreement & Release as witness to my signature; and
3. Submit the completed and executed Application, Agreement & Release to Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) on or before June 3, 2021 and receive a written receipt for such submission.

The President of the University will decide whether to approve my participation in the Voluntary Separation Program. No one other than the President has the authority to approve my participation. If the President approves my Application, Agreement & Release, the University will notify me on or before June 10, 2021.

Once I receive notice that the President has approved my Application, Agreement & Release, I then have seven (7) calendar days to revoke my Application, Agreement & Release and provide written notification to the University. Revocation must be made by notifying Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu). If I revoke this Application, Agreement & Release, I cannot participate in the Voluntary Separation Program. If I do not timely revoke this

Application, Agreement & Release, and communicate such revocation to the University: 1) my employment with the University will terminate effective 11:59 p.m. on June 30, 2021; and 2) subject to the conditions contained in this Application, Agreement & Release, the University agrees to make an Incentive Payment on my behalf equal to:

1. \$500 for each year of Frostburg State University full-time non-contractual employment up to \$15,000 and;
2. 40% of the employee's base salary (calculated on a full-time basis) as of April 19, 2021. This will be calculated by multiplying the full-time salary for the employee's position by the employee's percentage of full-time employment as of April 19, 2021.

The Incentive Payment will be made as two contributions to the University System of Maryland Supplemental 403(b) Retirement Plan (the USM 403(b) Plan) in two equal installments, subject to any limitations imposed by the Internal Revenue Code as to the amount. The first contribution will be made between July 1, 2021 and August 31, 2021 and the second contribution will be made between July 1, 2022 and August 31, 2022. If the full amount of an installment cannot be made during a specified interval because of tax limitations, I understand that the University will make such contribution between July 1 and August 31 in the first year that such contribution would not exceed permitted contributions under federal tax laws. I understand that I must have an open account in the USM 403(b) Plan and that I must keep my account open through the date of the final University contribution which is part of the Incentive Payment.

I understand that, by participating in the Voluntary Separation Plan I will not be eligible for reemployment or employment with the University, any University System of Maryland institution, or any agency or entity of the State of Maryland (Including, but not limited to as: an employee, temporary employee, independent contractor, consultant, or employee of a State contractor) through the end of the calendar year in which the University makes its final contribution to the USM 403(b) Plan under the paragraph above. If I should become so employed, I understand that the University's obligations to make any further 403(b) contributions to my account as part of the Incentive Payment will terminate with such employment.

I also understand that if I die before the University has made the entire Incentive Payment through contributions to my account through the USM 403(b) Plan, the University's obligation to make any additional contributions will end as of the date of my death, consistent with federal tax law.

Participation in the Voluntary Separation Program and receipt of the Incentive Payment are conditioned by my acceptance and fulfillment of the following conditions as well as acceptance of the terms above:

1. To participate in this program, I must file my completed Application, Agreement & Release with Ms. Lee Ann Nightingale, room 325, Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu) in writing or by electronic communication, prior to 5:00 p.m. on June 3, 2021 and receive a written receipt that I have submitted this in a complete and timely manner.

2. I will remain a University employee through June 30, 2021 and my salary and compensation, as well as other terms and conditions of employment, will continue in effect through that date, unless earlier terminated. Until I separate from employment with the University, my employment, including my salary and compensation, will be subject to all laws or policies that are generally applicable to other University employees in my employment category. These matters (e.g. furloughs/salary reductions) may affect my actual compensation. Additionally, through June 30, 2021, I will continue to be subject to all applicable policies which could result in my discipline or termination earlier than June 30, 2021. If I am terminated pursuant to University policy or an applicable collective bargaining agreement, I will not be eligible to participate in the Voluntary Separation Program, and this Application, Agreement & Release will be null and void.
3. The Application, Agreement & Release shall serve as my resignation from employment with the University, effective 11:59 p.m. on June 30, 2021. **If I want to retire following my separation from employment I will need to execute any documents needed to effectuate my retirement, including enrollment in retiree health benefits for which I wish to enroll and for which I am eligible. Regardless of whether I choose to retire, and whether I take any additional actions to formally resign my position, my employment will terminate on June 30, 2021, and I will be removed from payroll as of that date.**
4. If I choose to resign my University employment earlier than described in paragraph 2 but on or after June 10, 2021, I will relinquish the incentive contribution described above unless the President of the University approves such earlier separation date. If the President approves an earlier separation, all references to June 30, 2021 will be replaced by the date on which I separate from employment. This also means that I must have met the combined age plus years of State Service on or before my separation from employment with the University, and that my FSU service will be calculated as of the date of my separation from service.
5. If, prior to June 30, 2021, my University employment is terminated pursuant to FSU and University policies and procedures and/or provisions of any applicable collective bargaining agreement, I will relinquish all rights to the Incentive Payment described above.
6. I understand that, should I die before the University has made its entire Incentive Payment, the University will be relieved of any additional obligation under the Voluntary Separation Plan, consistent with the requirements of federal tax law concerning contributions to the USM 403(b) Plan.
7. I cannot be re-employed by the University, any University System of Maryland institution, or employed any agency or entity of the State of Maryland (including but not limited to as: an employee, temporary employee, contractual employee, independent contractor, consultant or employee of a State contractor or consultant) through December 31 of the year in which the University makes its final contribution as part of the Incentive Payment. If I should become so

employed, I understand that the University's obligations to make any further 403(b) contributions to my account as part of the Incentive Payment will terminate with such employment.

8. In addition, State law requires that any other employment I may accept or consulting work I may undertake subsequent to separating from employment with the University, must be consistent with the Maryland Public Ethics Law, the Public Private Partnership Act, and related University policies. If I have any questions about the applicability of conflict of interest rules to my situation, I can contact the Maryland Ethics Commission at (410) 260-7770 or visit their website at <https://ethics.maryland.gov/>.
9. **General Release and Forbearance Agreement.** I release and discharge the University, and its officers, employees, and agents, the Frostburg State University and its Board of Regents, officials, employees and agents, the State of Maryland and its officials, employees and agents (the "Released Parties") from all claims, rights, charges and/or causes of action ("claims") which I had, now have or hereafter may have based on any act of omission which occurred through the date I sign this Application, Agreement & Release. This release covers all claims arising out of or related to my employment with the University, the termination of my employment, and/or any other relationship of any kind between myself and a Released Party, including, but not limited to, claims under the Age Discrimination in Employment Act of 1967, as amended ("ADEA"), all other employment and employment discrimination laws, tort claims, contract claims, and claims under all federal, state, and local law and Frostburg State University policies and procedures. I am not, however, waiving claims to benefits due to me subsequent to separation from employment, including vested pension and retirement rights, payment for accrued and unused annual leave and holiday as of June 30, 2021 (subject to limitations on payment set by policy of the University System of Maryland Board of Regents), and payment of the Incentive Payment described in this Application, Agreement & Release. I acknowledge that this general Release is knowing and voluntary. Nothing in this release will change or modify the retirement or pension benefits to which I may be entitled under Maryland statutory law, nor to any retiree health benefit coverage or subsidy to which I may be entitled under Maryland statutory law.

I confirm that the Incentive Payment to be provided under this Application, Agreement & Release is in addition to any compensation to which I am already entitled. I voluntarily agree to accept the Incentive Payment in full accord and satisfaction of all claims. This General Release is agreed to without reliance upon any statement or representation not contained in this Application, Agreement & Release.

I agree that I will not file or maintain any suit (or seek or accept any compensation, benefit, or other remedy of any kind in any non-judicial forum or in any court) arising out of or related to the matters released. Nothing in this Application, Agreement & Release shall be construed to prevent me from filing or participating in a charge of discrimination filed with, or investigation



by, the Equal Employment Opportunity Commission or any other governmental agency. However, by signing this Agreement, I waive the right to recover any monetary damages, individual relief, or attorneys' fees from the University or any Released Party in any claim, charge, or lawsuit filed by myself or any other person on entity.

10. I acknowledge that I have been advised to consult with an attorney to consider the Frostburg State University Voluntary Separation Program materials, including this Application, Agreement & Release. I have a period of at least 45 calendar days to consider the Voluntary Separation Program offer and to determine whether I wanted to participate in the Voluntary Separation Program by executing this Application, Agreement & Release. If I execute this Application, Agreement & Release before the end of the 45 calendar day period, I have knowingly and voluntarily waived the 45 pay review period.
11. I may revoke this Application, Agreement & Release within seven (7) calendar days following my receipt of written or electronic communication that the President of the University has approved and executed my Application, Agreement & Release. If I choose to revoke, I will do so by notifying Lee Ann Nightingale, Human Resources room 325 Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu), by written or electronic communication before the end of the seven (7) calendar day revocation period. I understand that if I do not revoke within the seven (7) calendar day period, this Application, Agreement & Release will be final and binding.
12. The waivers and the contractual agreements made in this Application, Agreement & Release are binding upon me and my heirs and assigns. The commitments of the University are binding upon the University and its successors and assigns. The University's commitments are subject to State law and the terms of State and University employee benefit plans, as well as federal law. Taxation issues will be handled by the University in accordance with applicable law.

I have considered the Frostburg State University Voluntary Separation Program materials and this Application, Agreement & Release fully, and to the extent that I feel appropriate, I have consulted with my legal, financial, tax and personal advisers.

I understand that I may contact Ms. Lee Ann Nightingale, room 325, Hitchins Building, email [lnightingale@frostburg.edu](mailto:lnightingale@frostburg.edu), with questions about the Program, including questions about my eligibility and the timing of your Incentive Payment. My attorney may address questions directly to Elena Langrill at [elangrill@oag.state.md.us](mailto:elangrill@oag.state.md.us) in the Maryland Office of the Attorney General.

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Employee's Signature

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Date

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Signature of Employee's Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name for Employee's Witness

**APPROVED FOR PARTICIPATION IN THE FROSTBURG STATE UNIVERSITY VOLUNTARY  
SEPARATION PROGRAM:**

\_\_\_\_\_  
Ronald Nowaczyk  
President, Frostburg State University

\_\_\_\_\_  
Date



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Vaccine Protocols for Fall Semester

**COMMITTEE:** Committee of the Whole

**DATE OF MEETING:** April 16, 2021

**SUMMARY:** The USM continues its efforts to ensure the health and safety of the system's university communities. As the system plans for the fall semester return of students, COVID-19 vaccination is viewed as a critical tool for mitigating transmission of the virus on the campuses and in surrounding communities. The Chancellor will discuss considerations and actions related to vaccine protocols for the fall semester.

**ALTERNATIVE(S):** The Board could choose to not discuss vaccine protocols.

**FISCAL IMPACT:** No fiscal impact.

**CHANCELLOR'S RECOMMENDATION:** The Chancellor recommends that the Board delegate authorization to the Chancellor to work with USM Presidents on developing protocols, including requirements, as determined appropriate, related to vaccination.

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COMMITTEE ACTION:

DATE: April 16, 2021

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BOARD ACTION:

DATE:

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SUBMITTED BY: Denise Wilkerson; [dwilkerson@usmd.edu](mailto:dwilkerson@usmd.edu); 301-445-1906

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**BOARD OF REGENTS**

SUMMARY OF ITEM FOR ACTION,  
INFORMATION OR DISCUSSION

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**TOPIC:** Convening Closed Session

**COMMITTEE:** Committee of the Whole

**DATE OF MEETING:** April 16, 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.

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COMMITTEE ACTION:

DATE:

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BOARD ACTION:

DATE:

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SUBMITTED BY: Denise Wilkerson, [dwilkerson@usmd.edu](mailto:dwilkerson@usmd.edu), 301-445-1906

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REVISED



STATEMENT REGARDING CLOSING A MEETING  
OF THE USM BOARD OF REGENTS

Date: April 16, 2021  
Time: Approximately 9:30 a.m. and 11:00 a.m.  
Location: Zoom

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STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
- [X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
  - [X] (ii) Any other personnel matter that affects one or more specific individuals.
- (2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [ ] To consider the investment of public funds.
- (6) [ ] To consider the marketing of public securities.
- (7) [X] To consult with counsel to obtain legal advice on a legal matter.
- (8) [ ] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING

PAGE TWO

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

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

- ☐ Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meeting with Presidents Fowler, Goodwin, and Jenkins as part of their performance reviews;
2. Ratification of collective bargaining MOU;
3. The acquisition of real property in Queen Anne's County;
4. Review of a President's board membership;
5. Discussion regarding assessment of USM cybersecurity;
6. Advice from counsel regarding legal issues concerning the COVID vaccine; and
7. Consideration of a naming request at a USM institution.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel information regarding specific employees' performance evaluations (§3-305(b)(1));
2. To maintain confidentiality regarding collective bargaining negotiations at USM institutions (§3-305(b)(9));
3. To maintain confidentiality of discussions of potential property acquisitions prior to BOR approval (§3-305(b)(3));
4. To protect network security by maintaining confidentiality of discussions regarding the assessment of USM cybersecurity (§3-305(b)(15));
5. To maintain attorney client privilege with respect to advice from counsel (§3-305(b)(7)); and
6. 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)).