BOARD OF REGENTS
Salisbury University
Assembly Hall
Guerrieri Academic Commons

November 12, 2021

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

Call to Order	Chair Gooden
Welcome from Salisbury University	President Wight
Educational Forum: MPower Update	Presidents Jarrell and Pines
Chancellor's Report	Chancellor Perman

1. Report of Councils

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

PUBLIC COMMENT

2. Consent Agenda — Chair Gooden

   a. Committee of the Whole
      i. Approval of meeting minutes from September 10, 2021, Public and Closed Sessions (action)
      ii. Approval of meeting minutes from October 14, 2021 Retreat and Closed Session (action)

   b. Committee on Finance
      i. Approval of meeting minutes from September 2, 2021 Public and Closed Sessions (action)
      ii. Towson University: Increase Authorization for University Union Expansion and Renovation Project (action)
      iii. University of Maryland, Eastern Shore: Increase in Project Authorization for Campus Conversion to Natural Gas (action)
      iv. University System of Maryland: Amendment to the Forty-Third Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

1

v. University of Maryland, College Park: Amendment to 2016 Sale of Land to Prince George's County to Provide a Right-of-Way for a Crossing over CSX Tracks between Riverdale Park Station and Rivertech Court (action)
vi. Towson University: Facilities Master Plan (information)
vii. Frostburg State University: Voluntary Separation Incentive Plans for Four Groups of Employees (action)

c. Committee on Advancement
   i. Approval of meeting minutes from June 23, 2021 Public and Closed Sessions (action)
   ii. Approval of meeting minutes from October 27, 2021 Public and Closed Sessions (action)
   iii. USM Quasi-Endowment Grant Requests for 2022 (action)
   iv. Committee on Advancement Charge (action)

d. Committee on Education Policy and Student Life
   i. Approval of meeting minutes from September 14, 2021 Public Session (action)
   ii. New Academic Program Proposals (action)
      1. Towson University: Bachelor of Science in Computer and Mathematical Science
      2. University of Maryland, Baltimore: Master of Science in Clinical Informatics
      3. University of Maryland, College Park: Bachelor of Arts in Technology and Information Design
   iii. Annual Review of Committee Bylaws and Charge and Role and Responsibilities (action)
   iv. Fall 2021 Update (information)
   v. Report on Academic Program Actions Delegated to the Chancellor, AY 2020-2021 (information)
   vi. Education Policy and Student Life Tentative Agenda, 2021-2022 (information)

e. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from September 2, 2021 Public and Closed Sessions (action)

f. Committee on Audit
   i. Approval of meeting minutes from October 25, 2021 Public and Closed Sessions (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Finance — Regent Attman
   i. Fall 2021 Enrollment Update and FY 2022 FTE Estimate (information)

b. Committee on Governance and Compensation — Regent Rauch
   i. Presidential Search Guidelines (action)
   ii. Executive Compensation Methodology (information)

c. Committee on Audit — Regent Fish
   i. Audit Committee Update on Enterprise Risk Management (information)

d. Committee of the Whole — Chair Gooden
   i. Vaccine Protocols for Spring 2022 (information)

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

PLEASE NOTE: Attendees must wear masks during the meeting to comply with Salisbury University's mask requirement.

UNIVERSITY OF MARYLAND
STRATEGIC PARTNERSHIP
MPOWERING THE STATE

USM Board of Regents Meeting
Friday, November 12, 2021
Salisbury University

MPower Update

Bruce Jarrell, MD, President, University of Maryland, Baltimore
Darryll Pines, PhD, President, University of Maryland, College Park

Key Milestones

Mar 1, 2012: *MPowering the State* created by the Regents

Oct 1, 2016: UM Strategic Partnership Act of 2016 formalizes the MPower alliance

- Established the Center for Maryland Advanced Ventures
- Established the University of Maryland Center for Economic and Entrepreneurship Development

Jul 1, 2018: 1 Vice President for Research appointed; 1 joint research enterprise

Jan 29, 2021: Research Ranking: Top 10 in NSF Higher Education R&D Survey

- Ranked 8th among all public institutions in R&D spending
- Ranked 14th among all institutions in R&D spending
- Joint reporting of $1.1 billion, FY 19 R&D spending

Strategic Partnership Investments: 2012 – 2021

JOINT RESEARCH:

- Virtual Reality/Augmented Reality + Medicine
- Brain injury – first shared facility and joint research/clinical space
- Opioid Use Disorders
- Molecular, structural biology
  - Cryo-EM
- Data informatics and computer science

MPower Update | *Strategic Partnership Investments: 2012-2021, Continued*

- Victims of Human Trafficking
- Cochlear Implants
- Policing
- COVID 19 responses: seed grant and medical device challenges

JOINT ACADEMIC COLLABORATIONS:

- UM Scholars student exchanges and research mentorships
    - With UMB and UMCP faculty on both campuses, and at the Harry R. Hughes Center for Agro-Ecology
    - With the Maryland Department of Health
- Bioengineering Joint PhD
- Bioengineering Capstone program; and Clinical Experiences courses
- Master of Professional Studies in Public Safety Leadership and Administration
- Master of Science in Law
- MLAW: Undergraduate Programs in Law

TECHNOLOGY TRANSFER & COMMERCIALIZATION:

- UM Ventures and Center for Maryland Advanced Ventures
- Fischell Institute for Biomedical Devices

Today → FUTURE

- Institute for Bioscience & Biotechnology Research (IBBR), Montgomery County: broadening scope, new leadership
- Competition Underway for new $3 Million Investment in a Seed Grant Challenge to award funding to collaborative teams in six research areas
    - Pandemic Readiness, Resilience & Mitigation
    - Artificial Intelligence + Medicine
    - Neuroscience and Aging
    - Racial & Social Justice
    - Violence and Crime Reduction
    - Cybersecurity, Homeland Security
- Selection of "MPower Professors" – Eight faculty from both UMB and UMCP to receive designation and funding to recognize leadership in interdisciplinary and interprofessional collaboration.
- New clinical research partnerships to increase access to resources
- Leadership in a Big 10 COVID Cardiac Registry researching COVID's link to student-athletes' heart health.


UNIVERSITY OF MARYLAND
STRATEGIC PARTNERSHIP
MPOWERING THE STATE
2021

Del. Keith Haynes (Baltimore City) experiences firsthand the innovative research from the strategic partnership at MPower Day in Annapolis in January 2020.

COLLABORATION. INNOVATION. IMPACT.

The University of Maryland Strategic Partnership: *MPowering the State* (*MPower*) combines the extraordinary resources of the state's largest public research engines — the University of Maryland, Baltimore (UMB) and the University of Maryland, College Park (UMCP) — to strengthen and serve the state of Maryland and its citizens.

Since its creation in 2012, *MPower* has fostered **hundreds of collaborations** that are growing Maryland's innovation economy, advancing interdisciplinary research, increasing educational benefits, and addressing the state's most critical issues.

25
JOINT PROGRAMS AND CENTERS

9
YEARS
OF PARTNERSHIP

To learn more about our impact, and our future, please visit *mpower.maryland.edu*.

ADVANCING RESEARCH AND ADDRESSING REAL-WORLD PROBLEMS

The University of Maryland Strategic Partnership: *MPowering the State* creates and supports complementary, multidisciplinary research collaborations that ignite innovation and high-impact discoveries. UMB and UMCP cultivate scores of partnerships with governments and businesses, creating jobs and underscoring Maryland's distinction as a top research innovator in the nation.

Every day, researchers at UMB and UMCP address the most challenging issues of the 21st century and impact global change. Now, national recognition of these achievements places the University of Maryland among the top research universities in the United States — both public and private.

MARYLAND: A NATIONALLY RECOGNIZED RESEARCH POWERHOUSE

No. 8

AMONG ALL PUBLIC U.S. RESEARCH UNIVERSITIES

for research and development spending

No. 14

IN THE NATION

National Science Foundation, Higher Education Research and Development Survey, FY 2019, Released January 2021

$1.2 BILLION +

FY 20 UMB AND UMCP COMBINED AWARDS FROM FEDERAL, STATE, AND LOCAL RESEARCH GRANTS AND CONTRACTS

95
SEED GRANTS

AWARDED TO FACULTY FOR JOINT RESEARCH COLLABORATIONS

1 VICE PRESIDENT FOR RESEARCH

JOINTLY APPOINTED BY THE UMB AND UMCP PRESIDENTS IN 2018

TAKING AIM AT COVID-19

COVID-19 challenged and changed the way we work, learn, and live. The University of Maryland Strategic Partnership: *MPowering the State* moved quickly to bring together its top thinkers to address this complex medical and human crisis.

$700,000

FOR PANDEMIC RESEARCH AWARDS MADE TO NINE MULTIDISCIPLINARY RESEARCH TEAMS

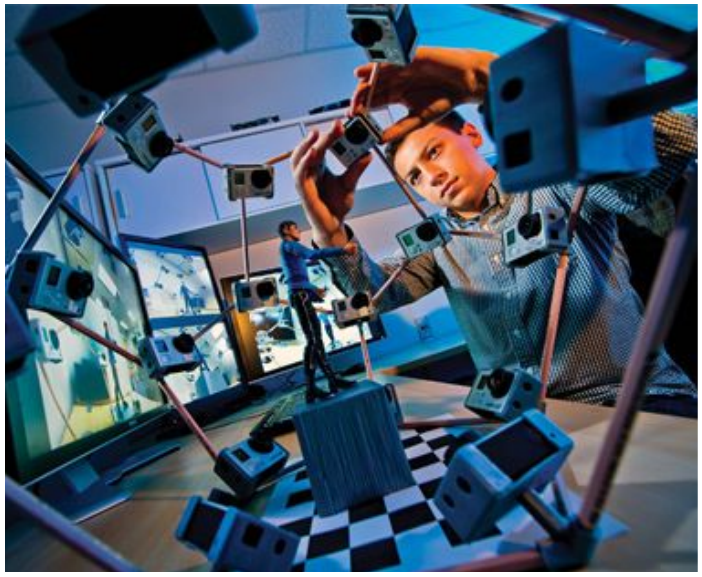
Mobilizing quickly in spring 2020, *MPower* challenged its world-class researchers to bring solutions that offer immediate action to address the pandemic and prepare for future pandemics.

- In one challenge, 50 teams submitted projects that would capitalize on the vast research expertise across UMB and UMCP and showcase collaboration from multiple schools and colleges. Teams represented strengths in a wide range of disciplines, including medicine, public health, and pharmaceutical sciences, as well as computer, mathematical and natural sciences, and arts and humanities. Five teams received funding of $500,000, including:
  - Two projects to support vaccine development
  - One to develop a rapid testing method
  - One to study the factors that impact vaccine acceptance among minority communities
  - One to explore the use of an artificial intelligence tool for delivery of child behavioral health services via telemedicine in rural Maryland communities
- A second challenge funds research that contributes to commercialization of evidence-based medical devices that will lead to better detection, prevention, and control of COVID-19 and other pathogens. Four collaborative teams were awarded $200,000 for research related to testing, personal protection, treatment, and prevention.

SELECTED RESEARCH PARTNERSHIPS

OPIOID USE DISORDERS RESEARCH COLLABORATION:
Developing treatments to address the opioid epidemic in Maryland and nationwide.
UMB's School of Medicine, UMCP's Center for Substance Abuse Research, and two dozen other schools and departments are researching solutions to address the opioid epidemic that kills thousands of Marylanders each year. Results from this multiyear work are impacting training, outreach, and policy while sparking new collaborations and grants.

MARYLAND BLENDED REALITY CENTER:
Developing innovative applications for visual computing technology in research, health care, and training.
UMCP computer scientists and UMB medical professionals are researching the use of augmented and virtual reality technology in medical and health care applications such as critical care patient diagnostic tools, nonopioid pain management, and next-generation medical education tools. This immersive technology also is being used to train police to identify and combat implicit bias.



Maryland Blended Reality Center

Selected Research Partnerships

CENTER FOR BRAIN HEALTH AND HUMAN PERFORMANCE AT COLE FIELD HOUSE:

Cutting-edge center focusing on the advanced study of the brain and nervous system. New research collaborations will explore the neurobiology of aging and age-related neurodegeneration.

The new center at the renovated Cole Field House in College Park — the first shared research facility created by the Strategic Partnership — brings together leading researchers in neuroscience, genomics, biomechanics, and other fields. An adjacent orthopaedic center will bring leading-edge medical facilities to UMCP, allowing for the rapid translation of research into practice.

INSTITUTE FOR BIOSCIENCE AND BIOTECHNOLOGY RESEARCH (IBBR):

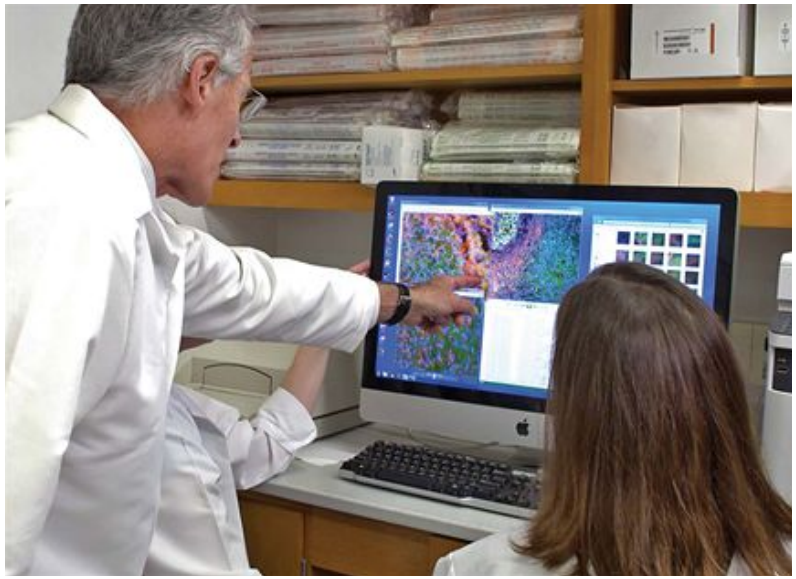
Developing solutions to address major health and scientific challenges that benefit patients while creating economic development in Maryland.

Located in Montgomery County, in the heart of Maryland's biotechnology corridor, IBBR is a partnership among UMB, UMCP, and the National Institute of Standards and Technology (NIST). It forms key alliances with biopharmaceutical companies and federal agencies to develop biomedical and health care solutions and accelerate commercialization. Among dozens of projects, researchers are developing vaccines for hepatitis C and other infectious agents. IBBR also provides infrastructure support to the biopharmaceutical industry through a nationwide public-private partnership.

MARYLAND COCHLEAR IMPLANT CENTER OF EXCELLENCE:

Delivering advanced care to people with hearing loss.

Collaborators are combining the research and educational strengths of UMCP in audiology and speech-language pathology with the surgical and clinical expertise from School of Medicine faculty at UMB to deliver cutting-edge care for people with hearing loss. The goal is to make Maryland the premier location for educational training, clinical services, and basic and translational biomedical research on cochlear implants.



Center for Brain Health and Human Performance at Cole Field House

MARYLAND CENTER FOR ADVANCED MOLECULAR ANALYSIS (M-CAMA):

Advancing the research and development of new drugs and medical treatments for disease.

Located within IBBR in Rockville, the new center positions the University of Maryland to become a national leader in the use of cryo-electron microscopy (cryo-EM) technology to drive scientific innovation and discovery. Recognized as a breakthrough tool in developing drugs and medical treatments, cryo-EM impacts biomedical research through its ability to deliver imaging that transforms the understanding of biology and drug interactions in the human body. Working in partnership with NIST, the center houses cutting-edge instruments — as well as scientific leadership that has deep expertise with this technology — to guide and assist users from any University System of Maryland institution, as well as industry partners.

ROBERT E. FISCHELL INSTITUTE FOR BIOMEDICAL DEVICES:

Bringing together skilled scientists, medical doctors, health practitioners, and bioengineers to research, design, and build lifesaving biomedical devices and train the next generation of innovators.

The institute catalyzes the transformation of basic research into clinical practice and commercial success. The staff and a network of experts facilitate prototyping and manufacturing, as well as venture creation, intellectual property creation, and successful passage of a product through various clinical, regulatory, and reimbursement hurdles. The institute has a UMCP innovation space for students, entrepreneurs, faculty, and staff, and will offer a location at UMB in 2021.

Camp for children with hearing loss | Maryland Cochlear Implant Center of Excellence

Robert E. Fischell Institute for Biomedical Devices

GROWING MARYLAND'S ECONOMY

The University of Maryland Strategic Partnership: *MPowering the State* fuels the state's reputation as an international, intellectual, and commercialization leader by consistently bringing scientific discoveries and inventions to market.

The UM Ventures collaboration combines the entrepreneurial resources at UMB and UMCP to help researchers and inventors license, patent, and commercialize their university-invented creations, and launch university startups. Faculty-invented products and services include agriculture products, software, clean technology, nanotechnology, sensors, medical devices, diagnostics, and therapeutics. In Fiscal Year 2020, UM Ventures tallied 333 potential inventions from faculty with 48 licensed to companies, generating more than $4 million in licensing revenue to UMB and UMCP.

	FY20	Growth FY11 to FY20
Invention Disclosures	333	61%
Licenses	48	71%
Startups	13	160%

116

STARTUPS LAUNCHED SINCE 2011

48

INVENTIONS LICENSED
TO COMPANIES
IN FISCAL YEAR 20

400+

JOBS CREATED OR RETAINED IN BALTIMORE
BY THE CENTER FOR MARYLAND
ADVANCED VENTURES SINCE 2017

UM Ventures manages the **Center for Maryland Advanced Ventures (CMAV)**, created by law in 2016 to strengthen the commercialization of high-potential, university-based discoveries, and to create jobs in Baltimore City by encouraging university-created or -sponsored technology companies to locate in the city. ***CMAV funds have been committed to 18 university-affiliated or -sponsored technology entities, creating or retaining more than 400 jobs in Baltimore City.*** CMAV initiatives also provide mentorship to UMB and UMCP students on the unique challenges of commercialization in the life sciences industry, while offering creative, collaborative support and funding to entrepreneurs.

CMAV also staffs the **Maryland Momentum Fund (MMF)**, a USM, $10 million early-stage investment fund that invests in Maryland-based, USM-affiliated startup companies. CMAV funds a full-time director of MMF, based at UMB, and partially funds additional staff based at UMCP. In Fiscal Year 2020, MMF reviewed 21 companies seeking investments, and it invested in nine companies. ***The MMF investment helps companies bridge from early success to the next stage of growth, which is often a large investment, commercial launch, or commercial expansion.***

UM Ventures/Center for Maryland Advanced Ventures

RECENT UM VENTURES SUCCESSES

Airgility, a UMCP startup that employs 20 people in College Park, is developing cutting-edge artificial intelligence and autonomy solutions for unmanned systems in a variety of areas, including COVID-19-fighting robots and medical delivery/logistics to remote parts of the globe. Airgility was selected to be part of a pilot project in an inaugural U.S. Air Force Labs-sponsored program, and it recently closed a $1 million seed round.

Breethe, a UMB startup developing a portable artificial lung, was acquired by Abiomed in late spring 2020. UM Ventures was an early investor in the company, and Breethe marks the fourth UM Ventures-backed startup to have a successful exit via acquisition. Breethe's headquarters remains in Baltimore City.

Decision Point Analytics, a UMCP cybersecurity risk management startup, partnered with Information Systems Audit and Control Association, a leading professional certification and credentialing body, to extend cyber-maturity and risk assessment services to their customer base, leveraging the startup's Tapestry application.

GEn1E Lifesciences, a UMB startup based in San Francisco, licensed UM Ventures-backed technology to help address acute respiratory distress syndrome and raised $3 million. Led by Ritu Lal, PhD, MS, a graduate of the University of Maryland School of Pharmacy, GEn1E is working to develop cures for inflammatory and age-related diseases.

GlycoT Therapeutics, a joint UMB and UMCP startup, sublicensed intellectual property to Daiichi Sankyo. The enzymatic glycoengineering technology provides a platform to precisely change and modify the sugars on antibodies. Daiichi Sankyo plans to use this cutting-edge technology to prepare new drug candidates.

Hazel Analytics, a UMCP-born technology company, is the proven market leader in health department data analytics, serving nearly half of the 100 largest food service and retail brands. Hazel's award-winning products transform diffuse and disparate local health department data into actionable intelligence. Hazel's 200-plus customers — including Amazon, Cheesecake Factory, Starbucks, and Uber Eats — rely on its technology to proactively monitor food safety and regulatory compliance at over 300,000 locations that serve millions of meals every day in the United States and Canada.

IonQ, a UMCP startup and a leader in the quantum computing field, recently unveiled the world's most powerful quantum computer — a next-generation system featuring 32 perfect atomic qubits with low gate errors and an expected quantum volume greater than 4 million. In fall 2020, the company opened a 23,000-square-foot quantum data center in UMCP's Discovery District, which houses the firm's state-of-the-art quantum computers, and will significantly expedite the development of even more powerful quantum computers for commercial use. IonQ has raised $84 million in funding to date from investors that include Samsung Electronics, Mubadala Capital, GV (formerly Google Ventures), Amazon, Lockheed Martin, and New Enterprise Associates.

Isoprene Pharmaceuticals, a UMB startup developing novel small molecules for the treatment of cancer, sublicensed its technology to Hoth Therapeutics. Isoprene received an investment from UM Ventures and is under management by UM Ventures staff.

RECENT UM VENTURES SUCCESSES

KaloCyte, a startup developing a dried bio-inspired artificial red blood cell, relocated from St. Louis to UMB when its co-founders, Allan Doctor, MD, and Dipanjan Pan, MS, PhD, were recruited to establish the University of Maryland School of Medicine's new Center for Blood Oxygen Transport and Hemostasis and its Nanofabrication Core. Pan holds a joint appointment at the University of Maryland, Baltimore County. Since moving to Baltimore, KaloCyte has received UM Ventures support, raised $950,000 in bridge funding, which included investment from the Maryland Momentum Fund (MMF), and is making progress on three active federal grants.

Medcura, a startup founded on technology from UMCP that infused field expertise from UMB, has developed an advanced materials platform, including Food and Drug Administration (FDA)-approved textile and flowable hemostatic and wound treatment products. Exploiting the FDA's "Breakthrough Device" designation, the company raised $10 million to support an initial launch of Rapid-Seal™ in CVS stores in 2021, and is seeking the go-ahead from the FDA to begin testing its first implantable surgical product. Medcura has additional products for severe/traumatic bleeding in the development pipeline, such as LifeFoam™ and LifeDust™. A recent move into the company's new corporate headquarters in UMCP's Discovery District has enabled the establishment of Current Good Manufacturing Practice compliance to support commercial sales and all other product development and evaluation.

N5 Sensors, a UMCP startup, is a Maryland-based semiconductor sensor company leading the development of ultra low-power, selective microscale environmental sensors. These sensors are used in a variety of applications such as environmental monitoring, toxic chemical detection, industrial safety, and first-response use. The company has received eight Small Business Innovation Research (SBIR) awards and raised over $2 million in capital from MMF and Blu Venture Investors. It has partnered with NASA, the Department of Homeland Security (DHS), and the Department of Defense, and was selected for the DHS "Smart City Internet of Things Innovation" pilot program for early detection of wildfires.

pathOtrak, a UMCP startup, developed a portable and easy-to-use device that shortens the time to test for pathogens in a food supply from 24 hours to four hours. It's on course to disrupt the $10 billion food safety market with rapid, award-winning testing technology that uses a microfluidic chip to bypass time-consuming processing steps to separate and test food-borne pathogens from unprocessed samples. pathOtrak recently completed a $1.2 million seed funding round and was awarded a $225,000 SBIR phase I grant from the National Science Foundation.

Protaryx, a UMB startup developing a device to access the left atrium during transcatheter cardiac procedures, launched with $8.3 million in funding, including investment from UM Ventures. Protaryx was co-founded by James S. Gammie, MD, professor and chief of cardiac surgery at the University of Maryland School of Medicine and co-founder of Harpoon Medical, which was acquired by Edwards Lifesciences in 2017.

SurgiGYN, a UMB startup developing a uterine electrosurgical device to improve the safety and ease of total laparoscopic hysterectomy, was acquired by a leading global medical device firm in late winter 2020. UM Ventures provided early-stage investment and management, ultimately building the company to a point where it could be sold.

DELIVERING ENHANCED ACADEMICS AND MOVING MARYLAND FORWARD

The University of Maryland Strategic Partnership: *MPowering the State's* joint educational offerings fuse the strengths and complementary missions of UMB and UMCP to attract talented students, create a pipeline for student advancement, and meet workforce demands and students' needs for flexible training.

20+

JOINT ACADEMIC COLLABORATIONS AT UMB AND UMCP, INCLUDING DUAL-DEGREE OFFERINGS, NEW DEGREES AND CERTIFICATES, GUARANTEED PATHWAYS TO ADMISSION, AND STUDENT ENRICHMENT PROGRAMS

700

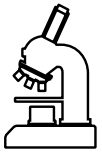
BIOENGINEERING UNDERGRADUATES HAVE WORKED WITH UMB MEDICAL FACULTY IN CAPSTONE AND CLINICAL EXPERIENCES COURSES.

900

UMCP STUDENTS HAVE PARTICIPATED IN THE **MLAW: UNDERGRADUATE PROGRAMS IN LAW**, TAUGHT BY FACULTY AT UMCP AND THE UMB FRANCIS KING CAREY SCHOOL OF LAW.

160

UMCP AND UMB STUDENTS HAVE CONDUCTED RESEARCH AT THE OPPOSITE CAMPUS THROUGH THE **UM SCHOLARS** PROGRAM.



149

MASTER OF SCIENCE IN LAW DEGREES HAVE BEEN CONFERRED IN SPECIALTIES, INCLUDING CYBERSECURITY LAW AND HEALTH CARE LAW.

2

NEW UNDERGRADUATE MAJORS IN **NEUROSCIENCE AND IMMERSIVE MEDIA DESIGN** HAVE LAUNCHED OR WILL LAUNCH AT UMCP IN 2020-2021.

At MPower Day 2020, students speak to legislators about the benefits of MPower's joint educational offerings.

2

NEW GRADUATE DEGREE PROGRAMS WERE CREATED: **JOINT PHD PROGRAM IN BIOENGINEERING** LAUNCHED IN FALL 2019; AND **MASTER OF PROFESSIONAL STUDIES IN PUBLIC SAFETY LEADERSHIP AND ADMINISTRATION** LAUNCHED IN FALL 2020

SELECTED EDUCATIONAL COLLABORATIONS

Bioengineering Joint Academic Programs

- UMB and UMCP's leadership in bioengineering and medicine creates tremendous opportunity for learning for students and faculty at both institutions.
- UMCP undergraduates team with faculty physicians at UMB to experience firsthand the robust link between engineering and human health.
- Students are exposed to the medical field and clinical settings, see the direct application of medical devices in a hospital setting, and then imagine and create their own engineering designs from concept to product.
- A joint PhD program in Bioengineering — the MPower Graduate Fellowship — spans both institutions and offers students an opportunity to create and deliver engineering solutions to challenging, clinical problems related to medicine, pharmacy, or dentistry.

MLAW: Undergraduate Programs in Law

- The MLAW programs offered at College Park give students early exposure to ideas, mentors, and professional opportunities in law not normally available to undergraduates.
- Faculty from the UMCP College of Behavioral and Social Sciences and the College of Arts and Humanities as well as the UMB Carey School of Law teach a variety of subjects such as immigration and crime, global environmental law, health law, and structural racism and housing.

Master of Science in Law (MSL)

- Designed for working professionals, the MSL is a master's-level education in law, policy, and regulations, taught by UMB Carey School of Law faculty.
- The 5-year-old program offers specializations in health law, environmental law, cybersecurity law, and homeland security and crisis management law.
- The program targets those in highly regulated fields as seen in state and federal agencies, corporations, and not-for-profit organizations.

Policing and Public Safety Administration

- Launched in fall 2020, this new master's degree and certificate program in public safety leadership and administration targets personnel in law enforcement, first response, social services, and other public safety professions.
- Developed by faculty from UMCP's College of Behavioral and Social Sciences' departments of sociology and criminology and criminal justice, and UMB's Carey School of Law, this program responds to an increasing need for advanced training in leadership, policy, and law for police and public safety officials and other public servants.

University of Maryland Center for Economic and Entrepreneurship Development (UMCEED)

- Established by law in 2016, UMCEED increases workforce readiness by creating educational degree programs in high-impact fields such as neuroscience, virtual and augmented reality, biomedical devices, data analytics, and cybersecurity.
- In 2020, the Visiting Fellows in Neuroscience Program launched to offer cross-campus training in neuroscience. Graduate students at UMB and UMCP are working with research groups at the opposite campus to acquire new techniques and broaden their training.
- The Colleges of Behavioral and Social Sciences and Computer, Mathematical and Natural Sciences (CMNS) launched a new, undergraduate neuroscience major at UMCP in fall 2020 to train students interested in health care, allied health careers, biomedical industries, and clinical psychology. This is the first intra-college major offered at UMCP.
- A new bachelor of science and bachelor of arts degree in immersive media design offered by UMCP's Colleges of Arts and Humanities and CMNS is on track to launch in 2021. A unique collaboration between science, technology, engineering, and math (STEM) fields and the arts and humanities, the degree prepares students to be leaders in the production of augmented reality, virtual reality, and immersive media design disciplines.

UM Scholars

- This dynamic 10-week research program connects students from UMB and UMCP to faculty mentors at the opposite institution to work on projects designed to expand students' knowledge and open their eyes to other fields.
- Summer 2020 programs included a new interdisciplinary research program on health literacy and student placements with the Maryland Department of Health.
- More than 160 students have reaped the benefits of tailored faculty mentoring in topics such as health science, public health, law, and social work.

Bioengineering Clinical Experiences Course

Bioengineering Capstone Design Competition

UM Scholars

COVID-19 restricted in-person research during the 2020 UM Scholars program, but it didn't diminish the impact the experience had on students.

> Throughout the summer, **I was surprised how much I learned about myself and how it has influenced my future career plans**. Prior to this internship, it felt like I had many career interests and yet had no clear choice.
>
> — *Alexandra Wilson, School of Pharmacy, expected graduation 2023*

UM Scholars and faculty mentors catch up in Annapolis at MPower Day 2020.

> Being part of UM Scholars helped me reinforce my research skills and gave me the chance to acquire new ones. **I even found a new passion for applying computer science concepts to answering the biggest biomedical questions.**
>
> *— Rodrigo Sandon, College of Computer, Mathematical, and Natural Sciences, expected graduation 2021*

> **This program has allowed me to pursue research, which has been incredibly fulfilling**, and to create connections with community partners and professors that I would never have been able to meet otherwise.
>
> — *Jace Huber, School of Social Work, expected graduation 2021*

> My experience in the UM Scholars program has been a very memorable one that **not only exposed me to clinical research** but also **allowed me to advance my knowledge in research** through participating in workshops and attending seminars. As a result of the program, I am even more strongly pursuing a career in medicine that involves clinical research as a key component.
>
> — *Jayna John, College of Agriculture and Natural Resources, expected graduation 2021*

> I had planned to pursue a career in dentistry and was interested in microbiological research. Through the guidance of my mentor and UM Scholars seminar programming, **I discovered new interests in infectious diseases and immunology**. I have now shifted my desired career path to a MD/PhD track, through which I can combine my passion for both patient care and research.
>
> — *Madison Tewey, College of Computer, Mathematical, and Natural Sciences, expected graduation 2021*

> The program solidified my growing interest in social science research. **It made me start to think about different career paths available to me to incorporate research into my future plans** as a social worker.
>
> — *Sakiera Malone, School of Social Work, expected graduation 2021*

SERVING MARYLAND — AND BEYOND

The University of Maryland Strategic Partnership: *MPowering the State* brings together top thinkers from multiple branches of expertise in health, science, law, and social science to redefine challenges and devise solutions that make a positive impact in Maryland and on society at large.

AGRICULTURE LAW EDUCATION INITIATIVE (ALEI):
Educating and serving Maryland family farmers through expert information and training to help navigate complex legal issues such as estates and trusts, regulatory compliance, farm food safety, and other aspects of agriculture law.

ALEI reaches the state's agricultural community through publications, social media, trainings, and formal classroom education. ALEI hosts a popular annual conference on agriculture and environmental law that addresses current legal issues impacting Delmarva's communities. In 2020, the event moved online and was able to reach an even larger audience. Undergraduate students at UMCP and law school students at UMB benefit from classes taught by legal specialists on agriculture and law. At the onset of COVID-19, ALEI quickly mobilized to provide answers to farmers grappling with rapidly changing regulations and the effects on agricultural operations. Subjects included labor issues and managing contracts canceled due to COVID-19.

ALEI provided farmers like Laura Beth Resnick of Butterbee Farm with specialized assistance to navigate COVID-19 and its impact on farm operations.

SUPPORT, ADVOCACY, FREEDOM, AND EMPOWERMENT (SAFE) CENTER FOR HUMAN TRAFFICKING SURVIVORS:
Combating human trafficking through direct services, research, advocacy, and training.

The SAFE Center is the first systematic, university-based program to serve victims of human trafficking with comprehensive legal, social, economic empowerment, mental health, and medical services. Since its founding in 2016, it has served 165 survivors of human trafficking plus families of victims. The SAFE Center has attracted substantial public and private grant funding. It received a joint $1.3 million U.S. Department of Justice grant with the Prince George's County Police Department, and two Maryland Governor's Office of Crime Control and Prevention grants totaling almost $1.2 million to provide services to survivors of sex and labor trafficking in Maryland. The center also received several large grants of up to $100,000 from private foundations. Nine UMB and UMCP schools and colleges are engaged, and 70 students have served internships at the center, helping to deliver client services, develop programs and curriculum, conduct outreach, and provide research. The SAFE Center has leadership roles on state and county human trafficking task forces and is an essential partner to Maryland government agencies, law enforcement, private industry, and nonprofit organizations.

Maryland Attorney General Brian Frosh delivers the keynote address at a SAFE Center symposium on labor trafficking in January 2020.

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CURRENT PROGRAMS AND INITIATIVES

Agriculture Law Education Initiative (ALEI)

Bioengineering Capstone Design Course

Bioengineering Clinical Experiences for Undergraduates

Bioengineering Joint PhD

Center for Brain Health and Human Performance at Cole Field House

Center for Health-Related Informatics and Bioimaging (CHIB)

Collaborative, Cross-Institution Academic Degree Pathways to Multiple Schools and Colleges

Collaborative Research Proposals

COVID-19 Pandemic: Research and Medical Device Challenges

Institute for Bioscience and Biotechnology Research (IBBR)

Joint Research and Innovation Seed Grant Program

Maryland Blended Reality Center (MBRC)

Maryland Center for Advanced Molecular Analysis (M-CAMA)

Maryland Center of Excellence in Regulatory Science and Innovation (M-CERSI)

Maryland Cochlear Implant Center of Excellence (MCICE)

Master of Science in Law (MSL)

MLAW: Undergraduate Programs in Law

National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL)

Opioid Use Disorders Research Collaboration

Policing Partnership: Master of Professional Studies in Public Safety Leadership and Administration

Robert E. Fischell Institute for Biomedical Devices

SAFE Center for Human Trafficking Survivors

Social Work Program Expansion at Shady Grove

Visiting Fellows in Neuroscience

University of Maryland Center for Economic and Entrepreneurship Development (UMCEED)

UM Scholars

UM Ventures/Center for Maryland Advanced Ventures (CMAV)

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Report to the USM Board of Regents

Chancellor Jay A. Perman

November 12, 2021

Thank you, Chair Gooden. It's terrific to see you all in person. And it's terrific that we're more often getting together the way we used to.

And we *are* getting together. Over the last several weeks, I've been to building dedications and groundbreakings at Towson, UMB, and the USM at Southern Maryland. I've hosted town halls at UMBC and right here at Salisbury. I joined the Coppin and UMB communities in inaugurating their presidents. And let me just say that celebrating with you in person is so much better than through a screen.

I join Chair Gooden in acknowledging Veterans Day. I thank all those here who have served our country and defended the ideals foundational to American democracy.

I add my congratulations to the many members of the USM family recognized in *The Daily Record*'s Power 30 List. And I congratulate the three members of *this* board selected as the paper's 2021 Icons: Linda Gooden, Ike Leggett, Bob Wallace. It's a fitting recognition of your leadership.

I thank President Pines and President Jarrell for their update on *MPowering the State*. It's hard to believe that MPower is almost a decade old. The alliance was a top priority for me when I was at UMB, and it still is today. I'm so grateful that it's continued to grow under the leadership of Bruce and Darryll. Thank you.

Finally, I thank our hosts this morning, Salisbury University (SU) and President Chuck Wight. These are exciting times at SU. As President Wight noted, the university's new brand initiative—Make Tomorrow Yours—is both a charge to SU and a promise to its students. A wonderful example of that promise is the Dave and Patsy Rommel Center for Entrepreneurship at SU Downtown. The center opened last month, providing space, support, and resources for student entrepreneurs. And in a show of the love that Sea Gulls have for their alma mater, the NFL's Dan Quinn and wife Stacey recently gave $200,000 to SU's capital campaign.

Of course, some of the recent news out of Salisbury is less joyful. With the announcement that he'll step down as president this summer, Dr. Wight will close an impressive chapter in

Salisbury's history, marked by the new College of Health and Human Services, the Center for Equity, Justice and Inclusion, and the endowment of the Glenda Chatham and Robert G. Clarke Honors College. I thank Dr. Wight for all he's done to elevate Salisbury's national prominence—both in excellence and value. I appreciate the considerable investment he's made in enriching Salisbury's campus climate. And, of course, I'm grateful for his leadership throughout the pandemic; I think Chuck made the entire *System* better at managing through crisis.

The students, employees, and stakeholders I met with yesterday at the town hall made it abundantly clear that SU's next president will have a strong foundation on which to build. Thank you, Chuck.

Of course, there's been no shortage of notable achievements across the System.

In late September, *U.S. News & World Report* released its annual college rankings. In those rankings—and in many others released in recent months—USM institutions are incredibly well represented. I won't go through them all, but I'll note that between the *Wall Street Journal/Times Higher Education, U.S. News, Washington Monthly*, and other national publications, every USM institution has been singled out for praise. And that's a testament to our abiding excellence.

So let me tell you about that excellence.

Since our last meeting, UMBC has been awarded more than $70 million to lead significant research collaborations. This includes $38 million as part of a NASA-funded Earth science research collaboration with Morgan State and others known as GESTAR II; $13 million from the NSF to lead a climate-focused data science institute; another $10 million from NASA to support sun and space environment research; and $10 million from the U.S. Department of Agriculture to lead an aquaculture partnership. In addition, UMBC was named a "Great College to Work For" in every single category measured by the *Chronicle of Higher Education*. It makes we wonder why any president would want to leave all that.

Bowie State University (BSU) also secured impressive grants. The U.S. Department of Health and Human Services awarded Bowie $10 million—the school's largest grant in two decades—to improve public health information technology. Bowie is also one of 28 HBCUs participating in a $25 million initiative funded by the nonprofit Strada Education Network to support historically Black institutions in developing the next generation of leaders. And the NSF has awarded Bowie $1 million to establish a High-Performance Intelligent Data Science Institute.

Towson University (TU) is solidifying its place as a national leader in cybersecurity with a $2.2 million grant from the NSA to lead a task force dedicated to cataloging and improving U.S. cybersecurity curricula. And in two separate projects, TU has received $3.8 million from the U.S. Department of Education to improve instruction for English language learners and for students

with autism spectrum disorder. And at last month's College of Health Professions groundbreaking, we celebrated Towson's leadership in preparing Maryland's health care workforce.

The University of Maryland Global Campus (UMGC) continues to expand its reach, announcing a new transfer partnership with California Community Colleges. The partnership opens up UMGC's 90-plus online programs to more than 2 million students enrolled in California's 116 community colleges. In its Best for Vets list, the *Military Times* just gave UMGC its #1 spot for hiring faculty and staff who've served their country. And UMGC President Greg Fowler is fresh off his turn on the University Innovation Alliance's Weekly Wisdom Podcast, which is supported by the Carnegie Corporation and featured in *Inside Higher Ed*.

Huge congratulations are due to University of Maryland Eastern Shore (UMES) President Heidi Anderson, who was just named board chair-elect of the American Association of State Colleges and Universities (AASCU); she'll serve her term in 2023. Additionally, a team from UMES and Wor-Wic College has been named to the Aspen-AASCU Transfer Student Success and Equity Intensive cohort, a one-year initiative advancing equitable transfer student success.

The good news keeps going for UMES. They just signed a partnership with Alaska Airlines, working to remove barriers that prevent pilots of color from entering aviation science. Additionally, NOAA renewed its $30 million, five-year commitment to the school's Living Marine Resources Cooperative Science Center. The center encourages young people from underrepresented communities to pursue careers in the marine sciences. The consortium of seven institutions is led by UMES, and the University of Maryland Center for Environmental Science (UMCES) has been a partner since the program's inception 20 years ago.

Speaking of UMCES, they had some exciting news last month involving a *different* Maryland institution—the blue crab. Researchers at UMCES mapped the DNA of a blue crab for the first time ever. Sequencing the blue crab genome is a breakthrough that will help scientists understand how likely crabs are to reproduce successfully, which will help us maintain a healthy ecosystem and a strong economy. Plus, it'll keep all of us in steamed crabs for generations to come. So thank you, UMCES.

Frostburg State University (FSU) announced $1.5 million in federal funding to advance clean energy, IT, and biotech training at FSU through the Western Maryland Advanced Technology Center. The center is a partnership stimulating job creation, workforce development, and economic growth in Western Maryland. Additionally, to help adult learners, Frostburg launched a series of Working Professional Certificates this fall, including programs in Manufacturing Leadership, Retail Management, Small Business Management, and Nonprofit Management. And, finally, Frostburg President Ron Nowaczyk was recognized as a Top 50 Leader in Higher Education by the National Diversity & Leadership Conference. Well-deserved, Ron.

I'm also thrilled to note that it looks like FSU and the USM at Hagerstown (USMH) will *not* be annexed by West Virginia any time soon. That's great news, since next month USMH hosts its Elizabethtowne Feaste & Frolic. This annual scholarship fundraiser is one of the USM's most highly anticipated events, so it's a good thing it'll stay in Maryland.

UBalt's Schaefer Center for Public Policy this month marked the 100th birthday of William Donald Schaefer at Baltimore's Inner Harbor, and I had the pleasure of presenting the 2020 Schaefer Award for Public Service to Sister Helen Amos, executive chair of the Mercy Health Services Board of Trustees. Also at UBalt, the Negotiations and Conflict Management program is partnering with the Federal Mediation and Conciliation Service to offer new education and research opportunities for UBalt students and faculty. Additionally, UBalt continues to receive impressive support from the Bob & Renee Parsons Foundation. The foundation recently gave $2.4 million toward supporting veteran and active military students.

The past few weeks have seen the University of Maryland, College Park (UMCP) cement its place as a global quantum powerhouse. The NSF awarded College Park $5 million to lead a multi-institutional team in developing prototype quantum routers and modems, which will pave the way for a quantum internet. Also, College Park's Quantum Startup Foundry announced three founding members: Ernst & Young, MITRE, and IonQ, the leading developer of quantum computing devices and winner of the 2021 Innovation Award from the Association of University Research Parks. Additionally, the university's Fearless Ideas capital campaign raised a record $1.5 billion from more than 110,000 donors. That's incredible.

Last month, President Pines and I met up at the USM at Southern Maryland (USMSM). We joined USMSM Executive Director Eileen Abel and a host of VIPs to cut the ribbon on the SMART Building. It was fantastic to see so many partners gathered together—from academia, industry, and government—and to celebrate the impact this building will have on education access, R&D, and economic growth.

And it was great to join many of you at a different grand opening, this one dedicating the University of Maryland, Baltimore's (UMB's) new Community Engagement Center. Also at UMB, the School of Pharmacy celebrated the next phase of its Pharmapreneurship initiative, endowing a professorship and opening a dedicated space where students, faculty, and staff can work together to develop their pharma-based entrepreneurial ideas.

Just last week, on the day of Dr. Jarrell's formal installation as UMB president, he announced that his childhood friend, Lawrence Hayman, is giving $18 million to UMB in support of students and health care providers on the Eastern Shore, where the two grew up.

And, of course, no one celebrated the approval of a COVID vaccine for children aged 5–11 more than UMB's School of Medicine, where clinical trials for young children have been ongoing, as

have studies examining booster safety and efficacy. Dr. Kirsten Lyke, PI on the latter study, presented her findings last month to the FDA.

Many of us were together *again* last month at the investiture of Dr. Anthony Jenkins as Coppin's 8th president. In one of his first acts following his formal installation, Dr. Jenkins announced a $1,200 tuition credit for *all* Coppin students who register for the spring 2022 semester. The credit directly reduces students' tuition and fee balance. And BGE recently announced partnerships with both Coppin State and Bowie State, with each institution receiving $200,000 to support 15 BGE Scholars—full-time STEM majors from the two local communities.

The Universities at Shady Grove (USG) recently hosted the 9th annual induction ceremony for the Montgomery County Business Hall of Fame, raising nearly $200,000 for USG scholarships. Since the Hall of Fame was established in 2012, it's raised $1.5 million in scholarship funding. Additionally, USG recently welcomed members of the Maryland Senate's Budget and Taxation Committee for a tour of the state-of-the-art Biomedical Sciences and Engineering Building.

I want to end my remarks on two items featuring students, since they're the reason we do what we do. First, as you're aware, it's Student Regent nomination season. We know our schools are home to the best and brightest—just look at the two student regents they produced *this* year—so we hope to see a great crop of candidates. The deadline for nominations is the end of this month, Nov. 30, and the governor will make his appointments next spring. I thank all of our vice presidents for student affairs, who've brought such amazing students to our attention.

And finally, I want to introduce you to Julia Mohr, a second-year student right here at Salisbury University. Julia is our fall 2020 Kelly Regent Scholarship award winner, which is a merit award given by the Board of Regents. Julia is a double major, psychology and biology, and she plans to continue her education past her bachelor's degree, pursuing either medical school or a physician assistant program.

Julia is a member of the Student Military Veterans Association. She's an active Army Airborne Reservist stationed at Fort Bragg, North Carolina, and so she drives round-trip during the week for her reservist responsibilities. I'll stop you right now from getting out your phones; that's a 6½-hour drive each way. She also works in the Veteran's Affairs Office at Salisbury.

So, with that, I'd like to formally end my own report and ask Julia to come to the podium. Julia?

# # #

Date: November 12, 2021
Meeting: November 2021 Board of Regents Meeting
Organization: University System of Maryland Student Council
Representation: **Yvonne Harper,** University of Baltimore
Master of Public Administration Candidate
University System of Maryland Student Council President

Good morning, Board of Regents

As students have settled into their classes, there are other issues that students struggle with daily. Following the October 2021 Chancellor's meeting and the request of the University of Maryland, Baltimore County, President Freeman A. Hrabowski III, "How are the student's mental health; we want to know." If I may add, hearing this from a President and leader of our system, especially during a global pandemic, was appreciated. Thank you, President Hrabowski, for thinking of the students because the student's mental health is a significant concern. Chancellor Perman joined us at our October 2021 meeting for a fulfilling discussion on Mental Health and how the system may address some of the problem students mentioned during the session. I would like to continue future conversations throughout this year regarding mental health relating to our student population.

The Vice President of Undergraduate Affairs, Arsalan Siddiqui, and I have devoted time each week to meet with students and University representatives via zoom meetings, phone calls, and in-person to check on their mental health. We will implement this check-in system throughout the year with students as we find ways to navigate our system's new hybrid learning model.

The overall response from the students when referring to mental health has been a request to provide "fast and reliable" mental health services for students. Students have reported waiting multiple months to see a provider when they are not well, while others have taken alternative routes. Students request that universities provide "Stress-management" resources; we are all living through a global pandemic. Before Co-Vid19, mental health may not have been everyone's priority, but at this moment, while we are in the middle of covid and still trying to adjust to the new normal, mental health must be a priority. Lastly, students would like faculty to become more aware and recognize the students struggling with anxiety or depression and take preventative measures to help students succeed in and outside the classroom. After doing some research, I understand that

the Office of Student Support on most campuses houses mental health resources; If there is not already training provided, this office could provide faculty with proper training to identify when a student is in a mental crisis. I have a detailed plan on how this would work and would love to develop this together with the system.

Furthermore, students are requesting more academic resources (extended library hours, tutoring centers). I asked the question regarding In-person learning, online or hybrid education; the overwhelming response was, "it does not matter where I learn, but will I have the resource to learn." There is a discussion around faculty members who have not changed their teaching methods, given that we have been online learning for almost two years and every student's learning style is different. We can not produce successful students and future leaders on old and outdated material. We are an innovative system, and we need a progressive education.

In addition, the Board of Directors has been confirmed by the USMSC council. We have an entire Board, and they began meeting and are very active. The USMSC Board of Directors areas is Communications, Diversity and Inclusion, Government Relations, and Student Affairs. In other news, the Vice President of ***Graduate Affairs*** position is now vacant; graduate students report to me directly. I am holding a system-Wide Search for a new Vice President of Graduate Affairs.

Sincerely,
Yvonne Harper

COUNCIL of UNIVERSITY SYSTEM FACULTY

Board of Regents Council Report November 12, 2021

The following are points of interest in CUSF's action plan for this year as addressed in our October council meeting.

Ed Policy Committee-

IPE Subcommittee- Met with Dr. Nancy Shapiro and began conversation on how to raise institutional awareness of responsibilities under the Student Military Voter Empowerment Act. She is looking to faculty to think of ways to infuse civic engagement in their curriculum. The committee is in the process of sorting through ideas on how we might achieve heightened civic engagement including the possibility of a systemwide Showcase of ideas. The meeting created a great deal of interest

Academic Integrity- The USM workgroup is continuing their discussions on new policy formation while the CUSF subcommittee is continuing research on USM faculty and student attitudes on the nature of academic integrity. The committee is working on a survey after having some short informal conversations with actors on the idea.

Faculty Affairs Committee

Technology Sub-Committee- The Subcommittee identified the next steps as part of the action plan for this year:

- **Complete a white paper highlighting the problems, challenges and common practices being implemented across the universities in the system. Recommendations for improvement will be included.**
- **Follow-up on the issues regarding security as reported from Provosts and CIOs in last year's dialogue and develop a survey to circulate to faculty across institutions with questions that would help us complete a "deep-dive" into Cyber Security matters across institutions. Question topics would include faculty knowledge of personal liability, degree and type of training, institution polices, and personal concerns. Information generated from this survey will be shared with all CUSF members.**
- **Follow-up with Patricia Campbell on a paper that she put together for Elizabeth on Intellectual Property. As relevant the paper will be shared with all CUSF members.**

Structural EQUALITY* subcommittee- The action plan for future work:

- **Report inclusive of last year's work with attendant recommendations.**
- **Town Hall with President Hrabowski in Spring**

- **Students and Staff Listening Tour**
- **White paper to reflect where we are at and where we need to go.**
- ***Note: The name was changed to reflect what we want to achieve.**

THE COVID 19 subcommittee: will continue its work by surveying on topics of mental health. Some conversation is being had on ways faculty can help in transitioning to the back to campus. There is also research being done on harnessing faculty expertise to augment campus mental health efforts.

Legislative Affairs Committee-

The committee is currently researching bills of interest to faculty and are planning to present to the council in December. They also are getting prepared to work with the tri-council on Advocacy Day.

Rules and Membership Committee-

The committee has several measures to look at this year. They focus on the need for Constitutional and By-Law updates. Also consideration will be given to the possible addition of one new member for each school that represents part time or adjunct faculty and the formal change of the Chair's term of office from one year to two (something that had been informally enforced).

Shared Governance: At our last Chancellor's Council Meeting conversation turned to the relationship between faculty and administration and its somewhat adversarial nature. During that conversation President Breaux reached out and asked the question, what can the Presidents do to help make the relationship change? When meeting time unexpectedly opened, I reached out to President Breaux who graciously dropped everything she was doing to come to our October meeting. In addition to our CUSF members, both student and staff chairs attended. The aim of this conversation was to try to focus on how we can develop a more collaborative relationship in matters of shared governance. Four important take a way points came from the discussion:

- **The need for Reexamining the current policy on our campuses and USM to clarify and document, the role and responsibilities of the shared governance groups.**
- **Identify areas of mistrust and work on ways to renew the relationships for better collaboration.**
- **Optimize the momentum that we achieved working together with the COVID experience.**
- **Continue the conversations.**

The discussion was meaningful and CUSF wants to thank President Breaux for her candor and her excitement in working to bridge the gap. The group used the article "How to Make Shared Governance Work" by Dr. Steven Bahls as a reference point for the discussion. It is included for perusal in the accompanying attachment to this report.

FOLLOW UP: CUSF Semiannual Faculty Senate Chairs Meeting- **Earlier this week CUSF ExCom met with all the Senate chairs to exchange information and determine the areas that we can work on together. The major points agreed to as important is Mental Health, faculty job security with enrollments down and shared governance. The Chancellor was present and addressed some of the issues. However, Dr. Stephen Bahls, President of Augustana College, and author of our reference article, joined our meeting virtually and brought best practices to the conversation on Shared Governance. He has agreed to meet with us in the future.**

Respectfully submitted,

Elizabeth Brunn

CUSF Chair

How to Make Shared Governance Work: Some Best Practices

By Steven C. Bahls // Volume 22, Number 2 // March/April 2014

The commitment to shared governance is too often a mile wide and an inch deep. Board members, faculty leaders, and presidents extol the value of shared governance, but it frequently means something different to each of them. When that is the case, at the first bump in the road, participants can become frustrated, sometimes walking away from a commitment to do the hard work of good governance. Worse yet, when that happens, there may be mutual recriminations that can cripple the institution for years. Much has been written on the benefits of shared governance, but less has been written on practical steps to take to make shared governance work.

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Effective and responsive governance is vitally important during times of change in higher education. Sharing governance in the face of sweeping and transformative change can help shift the thinking of boards, faculty, and staff from protecting yesterday's parochial interests to aligning efforts to address tomorrow's realities. When efforts are aligned, solutions are often more thoughtful and implementation time is faster.

The trends pressuring many colleges and universities are numerous, and they demand unprecedented cooperation and collaboration among boards, administrators, and presidents. They include:

- Heightened competition from institutions delivering online and non-traditional types of higher education that require faculty and boards to develop timely, unified, and mission-sensitive responses;
- The drumbeat of calls for stronger student outcomes, including better graduation rates and placement rates, which requires building consensus among the board, administration, and faculty; and
- Affordability and accessibility issues that require all within the institution to better focus on doing their part to create the best value for an increasingly diverse set of students.

The Association of Governing Boards of Universities and Colleges has called for "integral leadership" from leaders of colleges and universities. Recently, in a publication called *Top 10 Strategic Issues for Boards, 2013–2014*, AGB provided this compelling definition of integral leadership:

> "To accomplish these goals, many governing boards have moved to a model of integral leadership—**collaborative but decisive leadership** that can energize the vital partnership between boards and presidents.

> **Integral leadership links the president, faculty, and board in a well-functioning partnership** purposefully devoted to a **well-defined, broadly affirmed institutional vision**."

The bolded phrases in this definition are areas enhanced and strengthened through strong systems of sharing governance. Effective shared governance increases collaboration, creates useful links between constituencies, and builds needed partnerships.

But it can do so much more. When shared governance is viewed as more than a set of boundaries and rules of engagement, it can create a system where the integral leaders move beyond the fragmentation of traditional governance. They move to shared responsibility for identifying and pursuing an aligned set of sustainable strategic directions. And though it may take time to develop these priorities, once they're identified, each constituency can be more decisive in implementing tactics to advance them.

There are five best practices that cut across various types of institutions, whether public or private, unionized or non-unionized, four-year colleges or community colleges, traditional or specialized. Although these types of institutions are different in many ways, including how boards and faculties are structured, they still have much in common. Each board has similar fiduciary and supervisory duties, and each faculty has substantial responsibility for the curriculum. And every institution sometimes experiences a degree of tension between faculty members and board members.

The five practices below, when deliberately followed, create the alignment in which administrators, board members, and faculty members become integral leaders.

1. Actively engage board members, administrators, and faculty leaders in a serious discussion of what shared governance is (and

isn't).

Faculty members and trustees tend to disagree on how to define shared governance and what to expect from it. Faculty members often view it as equal rights to governance. That is the most literal view of the word "shared" in shared governance—as in "share and share alike." While this view might be attractive in theory, it is problematic in practice. Faculty members do not have veto power over decisions that are within the primary fiduciary and oversight responsibilities of the board. Similarly, although boards are ultimately, as fiduciaries, responsible for the academic quality of their institutions, trustees should only rarely exercise any power they have to veto core academic decisions.

Likewise, board members and administrators sometimes view shared governance as the obligation to consult with faculty before decisions are made, particularly those directly influencing the academic program. But faculty members often expect more than mere consultation prior to implementation of a decision. They expect to be at the table at key junctures in the decision-making process, instead of appearing for a pro forma consultation after the decision is made. Faculty members tend to view accountability differently than do board members, seeing it as steadfast adherence to a collegial process with wide participation, while board members tend to value process less and judge accountability by strong outcomes. Boards lose credibility with the faculty if they shortcut agreed-upon processes.

Board leaders, faculty leaders, and presidents should openly discuss how they view shared governance. How does each constituency define shared governance and how significant are the differences?

The first step to having a meaningful discussion of expectations is for the president, faculty leaders, and board leaders to state publicly their support for shared governance. At the same time, leaders should make it clear that shared governance is not a sword for gaining the upper hand in policy debates. Rather, it's a system for building communication, respect, and trust—with an eye toward developing integral leaders at all levels.

For institutions that enjoy effective shared governance, faculty

leaders and board leaders should seek agreement on each of these five fundamental propositions:

- Shared governance is a central value of integral leadership that requires continued hard work, open communication, trust, and respect.
- The faculty has the central role in setting academic policy, and the board should hold faculty leaders responsible for ensuring academic quality.
- While board members have fiduciary responsibility for many of the business and financial decisions of the college, they should consider the views of the faculty before making important decisions.
- In cases of disagreement between faculty and board members about decisions where both have responsibilities (e.g., tenure and retrenchment), faculty handbooks and other governing documents should clearly state how disagreements are addressed and by whom.
- The most important aspect of shared governance is developing systems of open communication where faculty members, board members, and administrators work to align and implement strategic priorities.

Though all constituencies may not agree on the details, it is hard to disagree with the spirit of these five propositions and underlying principles. Once constituencies are in general agreement on these propositions, the way is paved to develop a commonly understood view of shared governance and a culture of shared mutual responsibility for the welfare of the institution.

2. Periodically assess the state of shared governance and develop an action plan to improve it.

Shared governance at most institutions is far from perfect, because it is difficult, messy, and imprecise work. The first step to improvement is to develop an accurate assessment of the state of shared governance at the institution. That can be done in different ways. Some institutions may want to develop formal surveys. Others may want more informal discussions through an appointed task force or discussions at board meetings and retreats.

The following questions get to the heart of the "health" of shared governance:

- What does each constituency expect from effective shared governance? What are the benchmarks of good governance? How do these definitions and expectations differ?
- Do faculty members believe that the board and administration are transparent about important college matters? Do board members believe the administration and the faculty are transparent in sharing information about student learning outcomes, how the outcomes are assessed, and how the curriculum supports student achievement?
- Do the faculty and board believe they receive sufficient information from the administration to participate in making good decisions? Is the information presented in an easily understandable form?
- Do faculty members believe that the structure of faculty governance will facilitate shared governance?
- Does the board believe that its own structure encourages sharing governance with faculty?
- Do faculty members understand how board decisions are made and vice versa?
- Is it clear who makes what decisions, who is to be consulted, and who must approve?
- How well are faculty members informed about how the board works and vice versa?
- Is there shared agreement on the strategic priorities of the college?
- In an open-ended question, what suggestions do those who complete the survey have for improving shared governance?

Board members and administrators must be thick-skinned when asking for a candid assessment from faculty members. When members of the faculty, administrators, and board members discuss these questions, each usually progresses toward a more mutual expectation of shared governance. In the process, each gains the trust of the other, strengthening the social capital that will move the institution ahead in difficult times.

As a way of drawing these discussions to a conclusion, the president should consider appointing an ad hoc task force or working group to

create strategies for improving shared governance by building trust, open communication, and ways to resolve differences amicably.

3. Expressly support strong faculty governance of the academic program.

If a faculty can't effectively govern itself, it will be too fragmented, or even dysfunctional, to meaningfully and responsibly share in the governance of the institution. A faculty that is able to take strong, unified, and even bold collective action can help move from shared governance to shared responsibility.

Robert Zemsky, the founding director of the Institute for Research on Higher Education, recently put it this way: "I would start by having faculty relearn the importance of collective actions—to talk less about shared governance, which too often has become a rhetorical sword to wield against an aggrandizing administration, and to talk instead about sharing responsibility for the work to be done together."

While boards and administrations shouldn't, and really can't, establish structures that ensure the faculty functions well, they can take several simple steps to encourage effective faculty governance:

- Boards and presidents should reward strong faculty governance by stating the importance of the faculty making appropriate and timely decisions, and valuing those actions. Board chairs should do that at board and committee meetings when faculty members are in attendance, and presidents should make such acknowledgments at faculty meetings and at general "state of the college" addresses.
- Boards should give legitimacy to faculty leaders by inviting them to the table at crucial junctures in a decision-making process. That may include invitations to board committee meetings, full board meetings, and board retreats.
- Board leaders, the president, and the chief academic officer should meet annually with faculty leaders, aside from normal board meetings and faculty meeting times. Doing so allows for a full and open exchange of ideas.
- Presidents should include faculty leaders in leadership programs, particularly in internal programs that the institution

maintains for administrators. Many faculty members have no leadership training and little experience. Supporting faculty leadership development also may have the benefit of grooming the next dean, provost, or even president.
- Board members should avoid circumventing faculty leaders by giving undue attention to those who express individual concerns not widely held by other members of the faculty. When seeking to understand the sense of the faculty, trustees should rely on elected faculty leadership, not that one professor who seeks to get around the faculty governance process by filing a special brief with the board.

Strong faculty leadership, combined with an effective board and integral presidential leadership, leads to a nimble system of shared governance that addresses challenges and seizes opportunities in a timely way.

4. Maintain a steadfast commitment to three-way transparency and frequent communication.

Effective shared governance depends on three-way transparency. The faculty can't adequately participate in governance if they do not have the information from which to develop informed positions. Board members can't appropriately exercise their general oversight of the institution's academic program if the faculty withholds important facts about the value of the program. And presidents who withhold information from either of the other constituencies as a way of consolidating their power or dividing and conquering are not integral leaders.

Best practices for sharing information with the faculty include:

- Prepare and distribute a simple one-page chart describing who makes which decisions. The chart should describe different decisions across the vertical axis and decision makers (e.g., faculty senate, the president, the board, the executive committee) across the horizontal axis. Within each of the boxes, the role of the respective decision makers is listed (e.g., consultation, recommendation, making initial decisions, approving of decision, acting as appellate body). The chart should pay special attention to the budget process and faculty

tenure and promotion.
- Share board and committee agendas with the faculty and other members of the community before board meetings. Include a summary of actions taken by the board shortly after the meeting.
- Clearly communicate decisions being considered by the board and the president's executive cabinet, why those decisions are before the board or the president's cabinet, the timetable for the decision, and the extent of the faculty's opportunity to participate in the decision-making process. Give faculty leaders an opportunity to discuss their views.
- Conduct periodic faculty forums with key decision makers presenting. The board chair could present on how the board makes decisions. The chief financial officer could present on how budgets are developed.
- Encourage faculty leaders to observe board meetings and committee meetings, where appropriate.

5. Develop deliberate ways to increase social capital between board members and members of the faculty.

As board members, faculty members, and administrators work together, they will naturally develop social capital. But social capital also can be developed and deepened outside of the formal shared-governance process. Consider these possible practices:

- With faculty members' permission (and not regularly), consider inviting board members to a faculty meeting, followed by a reception. Board members usually are impressed with the quality of deliberation at these meetings, just as faculty members usually are impressed with the quality of deliberation at board meetings.
- If the institution has a required first-year book to read, consider providing the book to the board with an opportunity before or after the board meeting to discuss the book with members of the faculty.
- Seat board members and faculty members in the same area at athletic events, concerts, and other special occasions, and at board meetings and dinners where both are present.
- Publish trustee and faculty leadership biographies. Let faculty members know that board members may be available as guest

lecturers in classes that touch on their areas of expertise.
- Invite a board member to participate in part of a study-abroad program or field trip for students.
- Invite board members to celebrations of student and faculty scholarship.
- Hold a reception during each board meeting on campus to give the community the chance to get to know the board, and vice versa.

Following such practices can help institutions build the trust and respect needed to sustain shared governance through good and bad times. In doing so, the institution moves from the traditional approach of shared governance to the more dynamic approach of shared responsibility.

Faculty And Shared Governance

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Council of University System Staff (CUSS) Report
Board of Regents Meeting
November 12, 2021

This report serves as an update on the activities of the Council of University System Staff (CUSS) since the last report in September 2021. The most recent meeting of the Council took place on Tuesday, October 19th and while the group met virtually for this meeting, we were still excited to hear updates from President Nowaczyk on behalf of Frostburg State University, which is where the Council would have met if we were in person. Additionally, the Council heard from two guest speakers, Elizabeth Brunn, Chair of CUSF, and Yvonne Harper, President of USMSC, with updates from each of their Councils. Each of the leaders across the three Councils (CUSF, CUSS, USMSC) have now attended meetings with each group to introduce ourselves and share what our respective Councils are working on this year. As a group, the three Council leaders are also looking forward to hosting our annual Joint Councils meeting later this month on Wednesday, November 17th. Due to size, we will be hosting this meeting virtually. The Councils are looking forward to hearing from Chancellor Perman with updates on behalf of USM, Chair Gooden with updates on behalf of the Board of Regents, and Patrick Hogan and Andy Clark with updates about Advocacy Day and the upcoming legislative session. Each of the Council leaders will also share their "State of the Council" reports.

In addition to efforts across the Councils, CUSS has been very busy creating and finalizing our first ever Action Plan for the current academic year. We are piloting 4 standing committees this year and we tasked each group with coming up with 3-5 goals for the current academic cycle. A copy of our final CUSS Action Plan 2021-2022 is attached to this report. A few highlights include:

- Creating and fostering a pipeline to Council leadership positions and updating all Council documentation for seamless continuity from year to year
- Planning for and implementing a successful Advocacy Day experience (virtually and/or in-person)
- Developing a plan to conduct an annual review of critical policies impacting staff across the USM
- Collecting and understanding best practices related to the hybrid work environment
- Collecting and understanding residual concerns around the COVID pandemic
- Exploring best practices to foster reciprocal communication between the Council and staff across the USM

As always, please do not hesitate to contact me directly (lailams@umbc.edu) with concerns, questions, and/or suggestions.

Respectfully submitted,

Dr. Laila M Shishineh

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

Attachments: CUSS Action Plan 2021-2022

COUNCIL OF UNIVERSITY SYSTEM STAFF

CUSS COMMITTEES ACTION PLAN **2021-2022**

Executive

This committee is responsible for leadership of the Council. Members will meet at least once per month, determine an annual action plan, and set the Council monthly meeting agendas. Additionally, members will serve as co-chairs for the CUSS standing committees.

Goals

1) Implement new committee structure and serve as co-chairs to new committees, gather feedback and make appropriate changes after pilot year of new standing committees
2) Develop governing documents outlining the roles and responsibilities for each position on the Executive Committee and work towards creating a pipeline by which staff can become involved in Council leadership roles
3) Ensure that the voices of staff are present at system-wide meetings, especially as they relate to issues of COVID and returning to campus – determine and utilize a method to gather feedback from existing USM staff in order to properly represent staff issues and concerns

Awards & Outreach

This committee is responsible for all matters related to staff awards and recognition as well as outreach to all staff represented by the Council. Members will plan and implement the Board of Regents Staff Awards process, explore options for staff recognition, and disseminate information to and from staff.

Goals

1) Explore best practices for promoting CUSS through social media (including but not limited to Facebook, spotlights, videos, presentations)
2) Summarize and disseminate critical CUSS updates to share with staff across the USM
3) Promote Board of Regents Staff Awards through all platforms to generate nominations from all USM campuses
4) Examine Exempt & Non-Exempt grading of packets and determine similar or different criteria if/as needed
5) Continue to modify & update the grading rubric and training process for review of Board of Regent Staff Awards packets

Legislative Affairs & Policy

This committee is responsible for all legislative and policy related matters pertaining to the Council. Members will plan and implement the annual Advocacy Day event, conduct an annual review of the Council's Bylaws and Constitution, and identify and explore USM policies pertaining to staff.

Goals

1) Coordinate with USM Staff and CUSF/USMSC Chairs to plan and implement Advocacy Day 2021 through a virtual, hybrid, and/or in-person format
2) Identify guest speakers to help the committee understand the legislative process and/or specific bills impacting higher education/the USM
3) Develop and execute an annual plan for reviewing and addressing USM Policies that are pertinent/relevant to staff
4) Develop and execute an annual plan for reviewing and addressing the governing documents of the Council (Bylaws & Constitution)
5) Explore immediate critical policies impacting staff: telework policies, Rx benefits, tuition remission (in partnership with SR&SP Committee)

Staff Resources & Special Projects

This committee is responsible for identifying and exploring staff concerns and resources as well as focusing on annual special projects that may arise. Members will conduct research to identify staff concerns/resources as needed. Special projects may be generated internally or from other standing committees.

Goals

1) Focus on Hybrid Work Environments – address staff needs and resources in a new work environment comprised of telework, remote services, and both fully remote and on-site work arrangements and examine communication around COVID concerns as part of the focus on hybrid work
2) Focus on Tuition Remission – remove barriers to benefit utilization by addressing duplicative fees and explore proposal for a reduction of or exemption from home institution fees
3) Identify existing approaches to address issues of wage compression due to the impact of minimum wage changes and make suggestions on how to address the changes with USM staff and faculty

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
November 12, 2021

The Council of University System Presidents (CUSP) continues to convene bi-weekly on matters related to COVID-19 and on the first Monday of each month to address broader systemwide matters. Since its September report to the Board, CUSP met on the following dates: September 13, October 4, November 1, and November 3.

Since September, the presidents have been keenly monitoring on-campus vaccination rates for their respective students, faculty, and staff. These discussions have included implementation of the vaccine mandates, including medical and religious exemptions; COVID-19 testing; continued COVID-19 safety protocols; and plans for the spring semester. The universities are updating the System office with vaccination rates as the USM now reports these numbers routinely to the Maryland Higher Education Commission.

Monthly CUSP meetings addressed a myriad of issues. Over the last several months, the Presidents' Council has provided feedback on the planning around the development of the strategic plan. The council received updates on air quality and economic development initiatives and discussed topics that include cybersecurity, wages, and enrollment. The President and CEO of Visit Baltimore joined CUSP to present of the upcoming CIAA basketball tournament scheduled for Baltimore City in February 2022.

The CUSP Chair attended the October 18 meeting of the Council of University System Faculty (CUSF) at the invitation of the CUSF Chair. This welcomed invitation signals our collective and collaborative commitment to shared governance.

University System of Maryland Board of Regents
University of Maryland Global Campus
September 10, 2021 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:32 a.m. on Friday September 10, 2021, at the University of Maryland Global Campus. Those in attendance were: Chair Gooden; Regents Attman, Beams, Breslin, Fish, Gill, Gonella, Gourdine, Hur, Leggett, Neall, Oludayo, Peters, Pope, Rauch (virtual), Smarick, Wallace, and Wood; Presidents Anderson, Breaux, Fowler, Goodwin, Hrabowski, Jarrell, Jenkins, Nowaczyk, Pines, Schatzel, Schmoke, and Wight; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden began by acknowledging that this is the first in-person meeting since February 2020. She asked for a moment of silence for former USM Board of Regents Chair Jim Brady who served on the Board from 2015-2018. During his time on the Board, he welcomed four presidents, led the launch of the Maryland Momentum Fund, and championed accountability and fiscal responsibility. Chair Gooden offered her heartfelt condolences to Jim Brady's family, friends, and colleagues.

Chair Gooden and Senior Vice Chancellor Boughman then presented the Board of Regents Staff Awards in person for the first time since Fall 2019. The Staff Award winners are:

1. Exceptional Contribution: Julianna Brush, UMCES
2. Exceptional Contribution: Victor Fulda, UMBC
3. Outstanding Service: Donna Hammer, UMCP
4. Extraordinary Public Service: Patricia Watson, TU
5. Effectiveness and Efficiency: Julie Leary, TU
6. Effectiveness and Efficiency: Crystal Kelly, SU
7. Inclusion, Multiculturalism and Social Justice: Amanda Preperato, UMCP

Welcome from the University of Maryland Global Campus. President Fowler welcomed the Regents and Presidents to UMGC. Lauren Warner, a Pillars of Strength award recipient, spoke about her experiences at UMGC.

Educational Forum: *HBCUs: Now and on the Horizon.* Dr. Leonard Haynes, Senior VP and Special Advisor for HBCU Initiatives, Strategic Education, Inc., spoke about HBCUs. He discussed their role in higher education today and what the future holds for them. He noted that HBCUs need a compelling strategy as they move forward.

Chancellor's Report. Senior Vice Chancellor Boughman presented the Chancellor's Report. She again made note of the first in-person Board meeting and thanked President Fowler for hosting. She congratulated the Staff Award winners. Dr. Boughman also congratulated this year's Elkins Professors: Dr. Paz Galupo from TU, Dr. Radi Masri from UMB, Dr. Heather Congden from UMB, Dr. Lora Harris from UMCES, and Dr. Don DeVoe from UMCP.

She helped Chair Gooden welcome the new Regents and noted the departure of Vice Chancellor for Economic Development Tom Sadowski. She also spoke about UMBC President Freeman Hrabowski's retirement announcement and highlighted some of UMBC's accomplishments during his tenure.

Dr. Boughman highlighted the growth in academic programs and campus facilities over the summer months. She also provided an update on our institutions' grants, partnerships, and strong economic impact. She highlighted several individuals for awards and recognition they have recently received and provided an update on community service and outreach across the system.

Dr. Boughman closed the report by expressing how happy we are to welcome students back to campus this fall. She highlighted the high vaccination rate across the system but noted that with the Delta variant, we still need to be cautious. We must continue to work together.

1. Council Reports

    a. Council of University System Faculty (CUSF). Dr. Brunn presented the report. The first meeting of CUSF is scheduled for September 21, 2021. She provided an update on several subcommittees nothing that the Council plans to talk about topics this year including academic integrity, IPE and civic engagement, structural inequities, technology, and COVID-19. The Executive Committee plans to prepare short topics for each meeting about the future of higher education.

    b. Council of University System Staff (CUSS). Dr. Shishineh presented the report. An orientation was held and the Executive Committee roster was finalized at the first CUSS meeting of the year. The Council is piloting a new format for standing committees this year – one member of the Executive Committee and one standing member of each committee will serve as Co-Chairs. She noted that they have robust representation and hope to have their roster finalized by the September meeting.

    c. Council of University System Presidents (CUSP). President Breaux presented the report stating that CUSP continues to convene bi-weekly to address issues related to the COVID-19 pandemic, in addition to other systemwide matters. Meetings continued to focus heavily on COVID-19 and the fall return-to-campus. CUSP also discussed several other topics including revisions to the Board of Regents bylaws, a discussion of student debt, and the USM's FY 23 budget request.

d. University System of Maryland Student Council (USMSC). Ms. Harper presented the USMSC report. She introduced herself and highlighted her previous experience with USMSC. Though their first meeting is not until September 12th, she said that important topics for the Council this year are civic engagement, COVID-19, student fees, and mental health. She invited Regents and Presidents to attend a USMSC meeting.

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 of the Whole
        i. Approval of meeting minutes from June 17, 2021, Public and Closed Sessions (action)
        ii. Resolution on Defense Security Service (action)

    b. Committee on Finance
        i. Bowie State University: Three Voluntary Separation Incentive Plans for Certain Employees (action)
        ii. University System of Maryland: Legislative Debt Cap (information)

    c. Committee on Advancement
        i. Approval of meeting minutes from August 24, 2021, Public and Closed Sessions (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

    a. Committee on Finance
        i. Towson University: Project Authorization for Institute for Well-Being. Regent Attman moved and Regent Pope seconded approval of project authorization for the Institute for Well-Being at Towson University. The motion was unanimously approved.

    b. Committee on Governance and Compensation
        ii. Revisions to the Board of Regents Bylaws. Regent Gill moved and Regent Gourdine seconded approval of revisions to the Board of Regents bylaws to clarify both tuition waivers for student regents and virtual meeting options. The motion was unanimously approved.

    c. Committee of the Whole
        iii. Update on UMBC President Search. Regent Gourdine provided an update on the search for a new president at UMBC following President Hrabowski's

announcement of his retirement at the end of the academic year. She noted that they hope to have a list of finalists by late Winter or early Spring.

iv. University of Baltimore Task Force Report. President Schmoke presented the findings from the University of Baltimore Task Force Report highlighting several things including going by The University of Baltimore (UBalt) moving forward, consolidating marketing for the institution, re-organizing the enrollment team, and emphasizing financial stability.

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 Attman, seconded by Regent Fish; unanimously approved.)

Meeting adjourned at 11:17 a.m.

University System of Maryland Board of Regents
University of Maryland Global Campus
September 10, 2021

Closed Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order in closed session at 12:05 a.m. on Friday September 10, 2021 at University of Maryland Global Campus. Those in attendance were: Chair Gooden; Regents Attman, Beams, Breslin, Fish, Gill, Gonella, Gourdine, Hur, Leggett, Neall, Oludayo, Peters, Pope, Rauch (virtual), Smarick, Wallace, and Wood; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill. Presidents Hrabowski, Pines, and Schatzel and TU Chief of Police Herring were present for a portion of the meeting.

1. **Meeting with the Presidents**
   As part of their performance reviews, the Board met individually with Presidents Hrabowski and Pines. (§3-305(b)(1))

2. **Discussion of a Personnel Matter Involving a University Employee.**
   The Regents discussed a personnel matter involving a university employee. (§3-305(b)(1)).

3. **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 Gooden; seconded by Regent Wood; unanimously approved) which included the items below.

   a. Committee on Finance
      i. USM Common Trust Fund Investment Performance — University System of Maryland Foundation (§3-305(b)(5))

   b. Committee on Governance and Compensation
      i. Two Bowie State University Voluntary Separation Incentive Plans for Bargaining Unit Employees (§3-305(b)(9))

   c. Committee on Advancement
      i. Naming requests from the University of Maryland (§3-305(b)(1)(i) and (2)
         1. Name the Engineering Laboratory Building the *C. Daniel Mote, Jr. Engineering Laboratory*

2. Name the Incentive Awards Program the *C. Daniel Mote, Jr. Incentive Awards Program*

4. **Discussion on Pending Litigation at a USM Institution**
   The Regents discussed, with counsel, pending litigation at a USM institution. (§3-305(b)(8)).

5. **Advice from Counsel Regarding Vaccine Mandate Litigation**
   The Regents received advice from counsel on litigation regarding the USM vaccine mandate. (§3-305(b)(7)).

6. **University System of Maryland: FY 2023 Operating Budget Update**
   The Regents received an update on the FY 2023 operating budget. (§3-305(b)(13)).

The meeting adjourned at 3:06 p.m.

Board of Regents Retreat
The Hotel at the University of Maryland
7777 Baltimore Avenue
College Park, MD

October 14, 2021

Minutes of the Public Session

Call to Order. Chair Gooden called the meeting of the University System of Maryland Board of Regents to order in public session at 9:00 a.m. on Thursday, October 14, 2021 at the Hotel at the University of Maryland in College Park, MD. Those in attendance were: Chair Gooden; Regents Attman, Beams, Breslin, Fish (virtual), Gill, Gonella, Gourdine (virtual), Hur, Leggett, Neall, Oludayo, Peters, Pope, Pringle (virtual), Rauch, Smarick, Wallace, and Wood; Chancellor Perman; Presidents Anderson, Breaux, Fowler, Goodwin, Hrabowski, Jarrell, Jenkins, Nowaczyk, Pines, Schatzel, and Wight; Vice Chancellors Boughman, Herbst, Hogan (virtual), McDonough, and Raley; Ms. Wilkerson, AAGs Bainbridge and Langrill.

1. **Welcome and Introductions.** Chair Gooden provided opening remarks and noted that this is the first in-person retreat since 2019. She welcomed the several new Board members and highlighted the purpose of the retreat – namely professional development for the Board. She also said a few words about the past 19 months and the way the system has adapted to the changing needs during the pandemic.

2. **Duty of Care.** Thomas Hyatt from the Association of Governing Boards presented information about duty of care for boards. He covered issues such as fiduciary duties, making tough decisions, strategy vs. management, personal liability, and the principles of effective trusteeship.

3. **Enterprise Risk Management.** Regent Pope, Vice Chancellor Herbst, and Huron Consulting presented information about the USM enterprise risk management efforts.

4. **Development of the USM Crisis Management Plan.** Vice Chancellor Herbst and Grant Thornton provided an update on the development of a USM crisis management plan. The presentation included a brief crisis activity.

5. **COVID-19 Updates.** Senior Vice Chancellor Boughman and Dr. Kate Tracy presented an update on the USM response to COVID, the current status and data, preparation and plans for the future, and looking forward.

6. **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 Hur, seconded by Regent Pope; unanimously approved.)

The Regents moved to closed session at 12:10pm. The Regents reconvened in public session at 1:00pm.

7. **Strategic Plan.** Regent Gonella and Vice Chancellor Herbst gave an update on the USM strategic plan. They started with a reminder of the strategic planning timeline, themes, and the approach to short-, mid-, and long-term goal development. They reviewd the Strategic Plan Pillars and discussed the next steps of the planning process.

8. **A Conversation about Diversity in STEM.** Chancellor Perman moderated a discussion between UMBC President Freeman Hrabowski and UMCP President Darryll Pines about how to increase access and representation for underrepresented minorities in the STEM fields.

9. **Closing Remarks.** Chair Gooden and Chancellor Perman closed the retreat by outlining action items, thanking the presenters, and providing some closing observations.

The retreat adjourned at 3:00pm.

University System of Maryland Board of Regents
The Hotel at the University of Maryland
October 14, 2021

Minutes of the Closed Session

Chair Gooden called the meeting of the University System of Maryland Board of Regents to order in closed session at 12:10 p.m. on Thursday, October 14, 2021 at the Hotel at the University of Maryland in College Park, MD. Those in attendance were: Chair Gooden; Regents Attman, Beams, Breslin, Fish (virtual), Gill, Gonella, Gourdine (virtual), Hur, Leggett, Neall, Oludayo, Peters, Pope, Pringle (virtual), Rauch, Smarick, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan (virtual), McDonough, and Raley; Ms. Wilkerson, AAGs Bainbridge and Langrill. Mr. Remington from UMCP was present for a portion of the meeting.

1. **Approval of UMBC Search Committee.**
   The Regents approved the search committee for the UMBC president search. (Moved by Regent Gill, seconded by Regent Pope; unanimously approved). (§3-103(a)(1)(i)).

2. **Name the exterior plaza at the Parren J. Mitchell Art-Sociology building the "Nancy and Charles Clarvit Plaza".**
   The Regents voted to approve the honorific naming request for the exterior plaza at the Parren J. Mitchell Art-Sociology building as the Nancy and Charles Clarvit Plaza. (Moved by Regent Breslin, seconded by Regent Peters; unanimously approved). (§3-305(b)(1)(ii) and (2).

The meeting adjourned at 12:30 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
September 2, 2021
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:35 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gill, Mr. Gonella, Mr. Neall, Mr. Peters, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Ms. Herbst, Ms. Wilkerson, Assistant Attorneys General Langrill and Palkovitz, Mr. McDonough, Mr. Raley, Ms. Aughenbaugh, Mr. Danik, Mr. Donoway, Mr. Lockett, Mr. Lowenthal, Mr. Oler, Mr. Savia, Mr. Sergi, Dr. Wormack, Ms. Hobson, Mr. Gallo, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Ms. Mann, Ms. Norris, Mr. Page, Ms. Skolnik, Ms. West, Mr. Lurie, Ms. McMann, Mr. Rao, and other members of the USM community and the public.

Regent Attman opened the meeting with a welcome to all and an introduction of the newer members of the Committee. He first recognized former Senator Peters, who was appointed to the Board of Regents over the summer. During his time in the Maryland Senate, Peters served as the Majority Leader and Chair of the Capital Budget Subcommittee. Regent Attman also took the opportunity to recognize and again welcome Regent Gill, who was appointed to the Board last spring. Regent Attman then briefly touched on some aspects of the Committee's responsibilities, as described in the Board's bylaws. He explained that at the start of the annual meeting cycle, the Board's Committee on Governance and Compensation asks that each Board committee review and update its charter as appropriate, adding that the Finance Committee would plan to do so its November meeting.

1. Towson University: Project Authorization for Institute for Well-Being (action)

Regent Attman introduced Mr. Lowenthal, Vice President and CFO, and reviewed the request. The University is seeking to renovate the 7400 York Road facility for use by the University's Institute for Well-Being. The building would be adapted from general office to instructional, clinical, and research space. The campus operations within the building have all been relocated to other university-owned space. The cost of the renovation, which would also include work in the University's Administration Building is $14.5 million. This relocation would allow the Institute to vacate space they currently lease in Olympic Place. Regent Attman pointed out that the current lease in Olympic Place would cost the University $17.4 million over the next ten years, with a need to extend the lease until permanent space is located. As such, the cost of the renovation would represent a long-term savings to the University. Regent Attman praised the plan as a great example of an effective and efficient use of financial and facility resources—a building formerly utilized for one purpose will now be re-purposed for use by

another with an overall cost savings to the University. While the Board of Regents approves the total cost of a project, the contracts for the project would require the approval of the Board of Public Works. In response to a question about the sufficiency of the contingency fund, Mr. Lowenthal responded that at 17%, the contingency fund was larger than normal, typically 10%. He added that the location is a huge improvement for access by the university's students and faculty. The overall cost reflects several factors, including market conditions and prevailing wage. Noting that the project management had been delegated by the UMB Service Center to Towson University, Regent Attman asked Vice Chancellor Herbst to briefly summarize the delegation process.

Vice Chancellor Herbst explained that both the UMB and UMCP Construction Management Service Centers have a process in place regarding the delegation of project management. For UMB, that process that includes several steps. The criteria for delegation include: projects of $1 million and under (or the then current threshold), are fully delegated to the client institution unless that client requests otherwise; the dollar threshold amount is based on the project construction cost; and, delegation by the UMB Service Center on projects between $1-5 million will normally be granted where appropriate staffing levels and other relevant criteria are met.

The Finance Committee recommended that the Board of Regents authorize Towson University to spend $14.5 million of institutional funds for the renovation of space in two buildings for the Towson University Institute for Well-Being, as described.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 8 NAYs: 0 Abstentions: 0

2. University System of Maryland: Legislative Debt Cap (information)

Regent Attman summarized the information item. In general, the USM is stating its intention to seek an increase in the debt ceiling for the System codified in statute. The System has held a Aa1 bond rating since 2011, with comparatively low borrowing costs. The program played an important role in steps taken to preserve cash liquidity during the pandemic and the System's ability to borrow whenever necessary is a critical piece of the operating toolkit. Vice Chancellor Herbst explained that the Board approves capital projects each June, which is a control point, and then subsequently authorizes bond financing for the approved projects. She stated that the System currently has less than $200 million of debt cap space and is seeking an increase which will provide the USM with room to add more debt in the future. Vice Chancellor Herbst added that the USM has a long positive history of the General Assembly supporting the USM's requests to increase the debt cap, noting that she and the finance team would work first with the Treasurer and the Capital Debt Affordability Committee (CDAC). Regent Peters offered his support and assistance in moving the request along.

The Finance Committee accepted the item for information purposes.

3. Bowie State University: Three Voluntary Separation Incentive Plans for Certain Employees (action)

Regent Attman recognized Mr. Savia, Vice President; and Ms. Hobson, Senior Director of Human Resources for Bowie State University. Regent Attman explained that Bowie is seeking Board approval to offer three Voluntary Separation Incentive Plans for faculty and exempt and nonexempt staff. These plans apply only to employees who are not members of a collective bargaining unit. The three plans

were designed to provide the University a certain amount of flexibility, including the right to limit the total number of applications approved and the number of applications approved in a particular department, work unit or job category. In response to a question about VSIP interest, Mr. Savia stated that there are individuals who have expressed issues and challenges in adapting to the new environment—the matter has come up in Town Halls and employees are interested.

The Finance Committee recommended that the Board of Regents approve the three Voluntary Separation Incentive Plans for Bowie State University as presented.

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

4. Convening Closed Session

Regent Attman read the Convene to Close Statement.

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

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

(Regent Attman moved recommendation, seconded by Regent Pope; unanimously approved)
Vote Count = YEAs: 9 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining. The public meeting was adjourned at 11:24 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
September 2, 2021
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 11:26 a.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gill, Mr. Gonella, Mr. Peters, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Ms. Herbst, Ms. Wilkerson, Mr. Raley, Mr. McDonough, Assistant Attorney General Langrill, Ms. Denson, Ms. Mann, Ms. West, and Ms. McMann. Mr. Gallo also participated in part of the session.

1. The committee discussed the proposed FY 2023 Operating Budget submission and potential adjustments to the submission (§3-305(b)(13)).
   This item was presented for information purposes; there were no votes on this item.

2. The committee discussed the investment of the Common Trust Fund (§3-305(b)(5)).
   This item was presented for information purposes; there were no votes on this item.

The session was adjourned at noon.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Towson University: Increase Authorization for University Union Expansion and Renovation Project

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: Towson University requests authorization to increase by $8 million the total project cost from $112.7 million to $120.7 million for the University Union Expansion and Renovation Project. Towson University is requesting Auxiliary Revenue Bonds for this increase. The project is currently in construction.

The University Union is being transformed with an 85,000 square foot addition and a complete renovation of the existing building. The "Brand New U" will have expanded event, dining and student group space, a more open and spacious interior, and new main entrances connecting the new and renovated plazas on the north and south sides of the building. The new north plaza at the front of the building will connect the addition to Towson Way, Burdick Hall, and the College of Liberal Arts.

Phase I, the 85,000 square foot addition, is nearing completion. Phase II began this summer. There have been a number of challenges and changes identified, which are increasing the cost to complete this project.

$2,200,000	HAZMAT Abatement (amount over the original $400,000 budget)
$1,300,000	Delays and Schedule Recovery – U-Store moves, parking lot utilities at North addition, existing building steel not per record drawings
$500,000	Program Changes – Student Diversity, Career Center/Disability Support Services, Event and Conference Services and Chartwells offices
$400,000	Data Center and IT changes
$500,000	Temporary space fit-out and temporary data cabling to keep building occupants connected
$500,000	Existing restrooms upgrade
$1,000,000	Furniture, Fixtures, and Equipment increase for the audio visual over budget and the U-Store temporary and permanent fixturing
$500,000	Owner provided kitchen equipment

The above list totals $6,900,000.

The university is seeking authorization to use Auxiliary Revenue Bonds to increase the project budget by $8 million to replenish owner's contingency and maintain the current scope of work and schedule. While the increased authorization requested in this item does not require Board of Public Works approval, any capital construction contract stemming from this project that exceeds $1 million will require its approval.

TU UNIV UNION

ALTERNATIVE(S): The university would otherwise reallocate a balance of the remaining Construction Manager (CM) Contingency and re-assign the current CM, owner, and subcontractor allowances to Owner Contingency in order to complete Phase 1B and 1C of the project. The university would not begin construction on any Phase 2 work in currently occupied spaces and those areas would remain unchanged, not meeting the programmatic requirements of the project. This may have a ripple effect across campus as those Departments would remain where they are currently located. Importantly, the HAZMAT abatement project could not continue due to those spaces being currently occupied.

FISCAL IMPACT: Towson University is requesting the use of auxiliary revenue bonds to fund this project increase.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents increase Towson University's Union Expansion and Renovation Project authorization to $120.7 million, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 11/04/21
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

TU UNIV UNION

Project Cost Summary

Towson University - University Union Project

	Original	Revised	Current Request
Date	3/2/2018	5/1/2019; approved as part of the System Funded Construction Program (June 2019)	11/4/2021
Stage of Estimate	**50% CD**	**Increase/GMP #1 - 4**	**Current**
Design/Fees	$8,670,000	$8,670,000	$8,670,000
Construction Cost*	$84,000,000	$88,000,000	$96,700,000
HAZMAT Abatement	$400,000	$400,000	$2,400,000
Equipment	$7,000,000	$7,000,000	$7,000,000
Contingency *	$8,700,000	$8,700,000	$6,000,000
Project Total	**$108,770,000**	**$112,770,000**	**$120,770,000**
Incremental (net) change		$4,000,000	**$8,000,000**
Submitted by:	Cost estimate provided Barton Malow	GMP's from Bidding provided by Barton Malow	Costs as described in item for Board approval.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Eastern Shore: Increase in Project Authorization for Campus Conversion to Natural Gas

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: The University of Maryland Eastern Shore is requesting an increase in authorization for its Natural Gas Conversion Project, from $6,200,000 to a new total of $8,045,431.

In December 2020, the Board of Public Works (BPW) approved a tidal wetlands license necessary for the construction of a pipeline that would carry natural gas through Salisbury to Somerset County. The pipeline is intended to provide natural gas that will act as a cleaner bridge fuel for the region until renewable energy options are more feasible for Somerset County.

The University of Maryland Eastern Shore, a primary beneficiary of the pipeline, has indicated that the switch to gas will be an environmentally conscious alternative to their existing source of power, #4 fuel oil. Local media reports of the BPW meeting noted that, "UMES President Heidi Anderson asked the board to approve the wetlands license for the pipeline. She said switching to natural gas would allow UMES to reduce its carbon dioxide emissions by 38% and ECI to reduce its emissions by 65%. 'This natural gas project will allow UMES and the local residents of Somerset County to get rid of the dirtiest oil fuels that we are now using as energy here on the Eastern Shore.'"

Institutions and businesses along the route are responsible for extending the gas lines to their locations and for retrofitting their heating equipment to use the new fuel. As part of the System-Funded Construction Program last year, the Board of Regents approved $6.2 million in expenditure from a variety of sources (including State, Institution and System funds) to complete the extension of the gas lines and retrofit the equipment on campus.

Installation of the gas distribution system and retrofitting two existing boilers is underway. During design, it was determined that additional work is required due to deteriorated conditions of some infrastructure components.

- In the Central Steam Plant, the additional work includes replacing the deaerator and condensate polisher which are beyond their service life, replacing the boiler controls and interface with the campus building automation system, re-tubing both boilers, and replacing the fuel oil pipeline and pumps.
- Elsewhere, the additional work includes replacing the boilers in Kiah Hall which were damaged due to flooding and removing two #4 fuel oil tanks and installing a new tank for the cleaner #2 fuel oil as back up to natural gas.

An additional $1,845,431 is needed to cover the above-described work.

This increase is project authorization does not require BPW approval. Because this is a maintenance project, no subsequent procurement contracts are required to be approved by the BPW.

ALTERNATIVE(S): The Committee could reject this request; however, the institution would be unable to complete the retrofit work. While alternative funding could be sought, it would delay completion of the project.

FISCAL IMPACT: The original cost of the project and the impact of new increases are shown below.

FUNDING SUMMARY			
	SFCP June 2020	Proposed Increase	New Total Sept 2021
MEA Grant*	800,000	800,000	1,600,000
Capital FR funds (ARBs)	1,400,000		1,400,000
Plant Funds (UMES)	1,700,000		1,700,000
Plant Funds (USM)	2,300,000		2,300,000
USM Aux Bonds (res halls/aux facs)	0	1,045,431	1,045,431
Total	6,200,000	1,845,431	8,045,431

**This is the amount UMES has currently been allocated by MEA for FY2020. MEA has suggested they may provide a like grant for FY2021. Should the FY 21 grant not materialize, UMES will defer other FY 22 planned campus improvement projects. The reallocation of $800k budgeted dollars between facility renewal and capital equipment purchases would be utilized.*

PROJECT COST SUMMARY			
	SFCP June 2020	Proposed Increase	New Total Sept 2021
Design and Construction Costs	5,709,301	1,500,000	7,209,301
Contingency	490,699	345,431	836,130
Total	6,200,000	1,845,431	8,045,431

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve an increase in the project authorization for the University of Maryland Eastern Shore Natural Gas Conversion Project to a new total of $8,045,431, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 11/04/21

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMES GAS CONVERSION

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Amendment to the Forty-Third Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: The Board of Regents has previously adopted forty-three bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed amendment to the Forty-Third Resolution authorizes the issuance of Revenue Bonds to finance an additional $9.045 million, bringing the total Resolution to $62,745,430 of academic and auxiliary facilities projects.

The purpose of this amendment is to authorize an additional $8 million for the Towson University "University Union Expansion and Renovation Project" and $1,045,431 to the UMES "Natural Gas Conversion Project." The amount of the requested authorization for the UMES Natural Gas Conversion Project is equal to the amount of a former UMES authorization being retired, so there is no increase to the total System bond authorization for UMES.

Additionally, because we reasonably expect that spending on these projects will begin prior to bonds being issued, this amendment allows for the USM to spend cash and reimburse itself using bond proceeds once issued.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The projects may be delayed without this authorization.

FISCAL IMPACT: Issuance of an additional $9.045 million of bonds would result in debt service of approximately $721,000 per year for 20 years at 5.0%.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Amendment to the Forty-Third Bond Resolution, and the authority to spend cash immediately if needed to be reimbursed from the proceeds of the next bond issue, anticipated for February 2022.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 11/04/21
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

AMENDMENT TO

FORTY-THIRD BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

AMENDMENT TO
FORTY-THIRD BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (2018 Replacement Volume and 2018 Supplement) ("Title 19"), the University of Maryland System (the "System") is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects", as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted on May 3, 1989, the System approved the Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the Indenture and the Forty-Third Bond Resolution of the Board of Regents of the University System of Maryland adopted on June 17, 2021 (the "Forty-Third Bond Resolution"), the System authorized the issuance and sale of up to $53,700,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as defined in the Forty-Third Bond Resolution) in one or more series from time to time, subject to the terms and conditions of the Forty-Third Bond Resolution and the Indenture and secured by and payable from the Trust Estate pledged under the Indenture;

WHEREAS, as permitted by Section 5.04 of the Forty-Third Bond Resolution, the System has determined to amend the Forty-Third Bond Resolution to add an additional Auxiliary Facility Project as a Project for which the Forty-Third Bond Resolutions Bonds may be used and to increase the principal amount of Forty-Third Resolution Bonds authorized thereby;

WHEREAS, the System desires that this Forty-Third Bond Resolution serve and constitute as a declaration of official intent within the meaning of, and for the purposes set forth in Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF MARYLAND SYSTEM THAT:

ARTICLE I

DEFINITIONS

Except as otherwise provided herein, all capitalized terms contained in the Indenture and the Forty-Third Bond Resolution when used in this Amendment shall have the same meaning herein as set forth in the Indenture and the Forty-Third Bond Resolution.

ARTICLE II

AMENDMENTS TO FORTY-THIRD BOND RESOLUTION

Section 2.01. Increase in Principal Amount of Forty-Third Resolution Bonds Authorized. The Forty-Third Bond Resolution is hereby amended by deleting the number "$53,700,000" and inserting in lieu thereof "$62,745,430" in each place in which such numbers and words appear.

Section 2.02. Additional Auxiliary Facilities Project Authorized. The following "auxiliary

facility" projects and "academic facility" projects are hereby added as "projects" authorized by Section 2.04 of the Forty-Third Bond Resolution and the proceeds from the issuance and sale of the Forty-Third Resolution Bonds shall be used for the purposes of financing or refinancing the cost of any one or more of the following projects (see also Exhibit A):

Towson University, auxiliary

University Union Expansion and Renovation Project

University of Maryland, East Shore, auxiliary

Natural Gas Conversion Project

Section 2.03. Declaration of Official Intent.

The System reasonably expects to pay costs permitted by this amendment to the Forty-Third Bond Resolution with respect to the Projects described in Section 2.04 prior to the issuance of the Forty-Third Resolution Bonds and reasonably expects that certain proceeds of the Forty-Third Resolution Bonds will be used to reimburse the System all or a portion of such prior expenditures paid by the System. Because the System intends that the interest on the Forty-Third Resolution Bonds will be excludable from the gross income of the holder for purposes of federal income taxation, the System intends that this Amendment to Forty-Third Bond Resolution shall be and constitute a declaration of official intent within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department. The Bonds issued as a result of this amendment will be issued in a total principal amount not to exceed $50,000,000.

ARTICLE III

EFFECTIVE DATE

Section 3.01. Effective Date. This Amendment shall be effective on the date of its adoption by the Board of Regents

ADOPTED, this 12th day of November, 2021.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Amendment to 2016 Sale of Land to Prince George's County to Provide a Right-of-Way for a Crossing over CSX Tracks between Riverdale Park Station and Rivertech Court

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: In February 2015, the Board of Regents approved the sale of 3.3 acres of land by the University of Maryland, College Park (UMCP) to Prince George's County (County). The land was used to build a crossing over the CSX tracks between the successful mixed-use development at Riverdale Park Station and Rivertech Court in Riverdale Park. A location map is attached. The university is now seeking approval to amend the Agreement of Sale.

The Board of Public Works (BPW) approved the sale in January 2016, and the sale closed in November 2016.

The July 2016 Sales Agreement contained a deferred consideration component. Specifically, the County could satisfy its purchase price obligation of $1,418,480 by identifying, funding, and completing one or more public works and engineering projects mutually agreed upon in writing by the university, USM, and BPW, and participating in such project(s) having a value not less than the land's value. If no project(s) were identified within five years of closing, the County would pay $1,418,480 in cash (plus 2% interest, compounded annually).

The university and the County propose to amend the agreement and extend the five-year deferred consideration option for one additional year. UMCP and the County continue to actively discuss and explore mutually beneficial public projects. As before, if the parties do not agree on one or more public works projects, the County would be obliged to make a cash payment to the university of $1,418,480 plus interest, as described above.

The university is seeking Board approval to extend the deferred consideration term for one year. This amendment to the Agreement of Sale will also require the approval of the Board of Public Works.

ALTERNATIVE(S): The Committee could reject this request. The terms of the sale agreement would not change, and the County will be required to pay UMCP $1,418,480 plus 2% interest compounded annually for the last five years. The opportunity for UMCP and County to continue to strive for mutually-agreeable public engineering or public works project(s) would end.

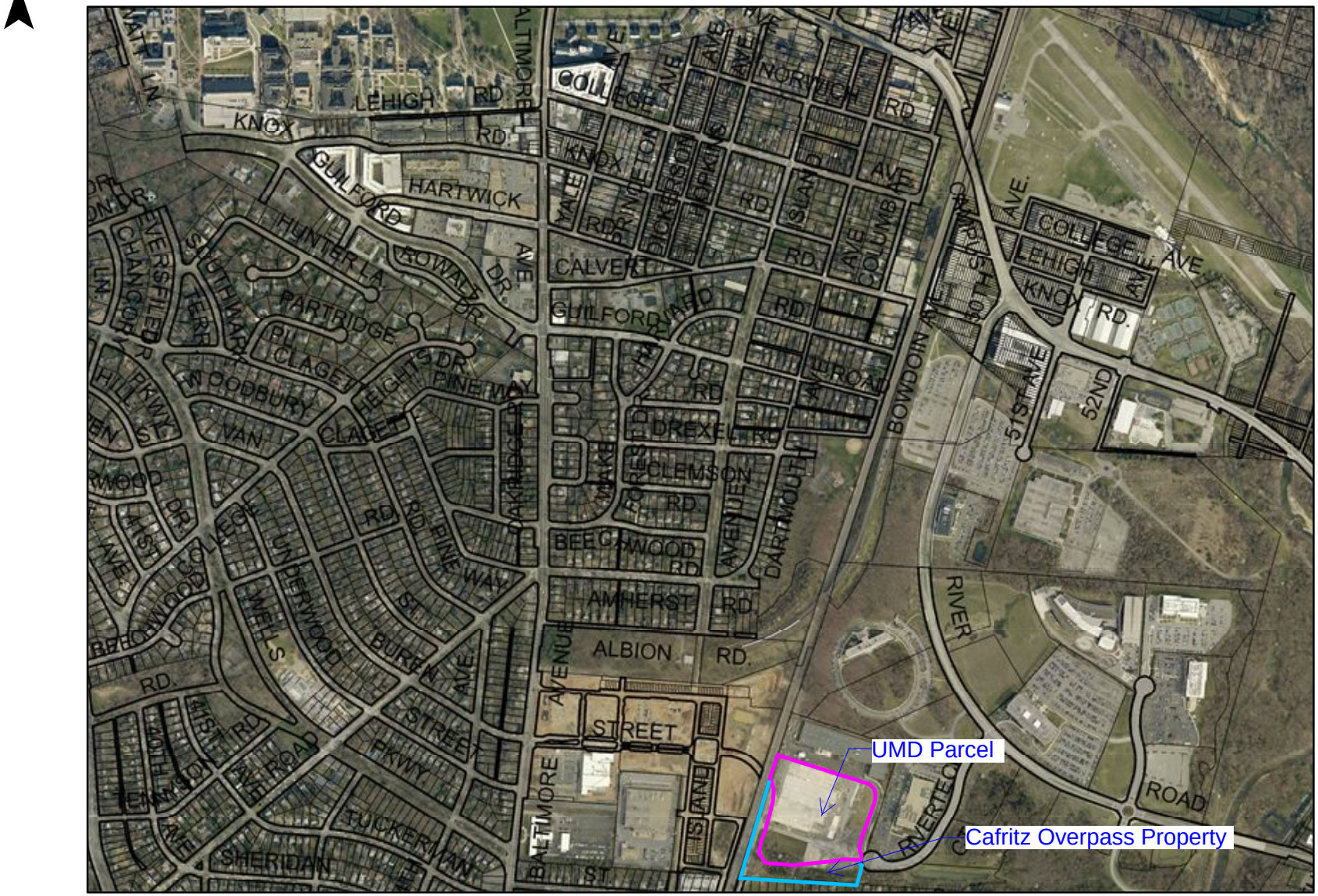
FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park an amendment to the Agreement of Sale between the university and Prince George's County extending the deferred consideration period by one year for the County to meet its obligation to identify public works projects sufficient to satisfy the purchase price, consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property.

UMCP AMEND SALE OF LAND OVERPASS EXT

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 11/04/21
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Cafritz Overpass property



Data provided by Prince George's County Planning Department

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Towson University: Facilities Master Plan

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: Towson University requests Board of Regents approval of the 2020-2030 Facilities Master Plan (FMP).

Towson University (TU) is located at the northern edge of the Baltimore metropolitan region, just south of Towson, Baltimore's northern edge city. The university is second largest in the state of Maryland with over 21,000 students and has been designated as a growth institution by the University System of Maryland. The university provides undergraduate and graduate education, workforce development, applied research and serves as a resource for local, regional, and statewide communities through community outreach and partnerships. The campus is comprised of 329 acres, consisting of 55 buildings with over 6 million gross square feet (GSF) of academic and auxiliary space. As per the fall 2019 SGAP report, the university has a space deficit of 373,000 net assignable square feet or about 652,000 GSF.

The university has followed the 2015 FMP. Since the plan's approval in 2015, the 320,000 GSF Science Complex addressing an enrollment surge over the past twenty years for the Fisher College of Science and Mathematics was completed. Located on York Road at the east end of the Glen, it is adjacent to the 7800 York Road building which houses the Math and Computer Science majors as well as the Honors College. New development in West Village included completion of additional phases, West Village 2 and Marshall Hall, adding 700 new beds and Towson's first LEED Certified buildings. A pedestrian bridge connected West Village with the Academic Core over Osler Drive, shortening the travel time, and improving the walking experience for students. Burdick Hall was expanded for recreation and academic use, and Burdick Field created a new outdoor gathering space for Campus Recreation. Across from Burdick, an expanded and renovated University Union is set to reopen in 2021, doubling the space for student activities and organizations and adding a new food market. At South Campus, developments included improvements to the softball field, field hockey field, soccer stadium, tennis courts, and other athletic fields.

The 2020 Facilities Master Plan is the first to align directly both with the TU Strategic Plan as well as the recently completed Self-Study for Middle States re-accreditation. This three-way alignment ensures a focused and comprehensive vision is articulated throughout all three documents. The plan builds upon the framework established in the 2015 FMP and addresses physical planning aspects associated with the university's planned enrollment growth. Through new construction and renovation, the 2020 FMP addresses the existing space deficit and provides the additional academic and auxiliary space to support future enrollment growth. The plan develops the campus to the responsible capacity of the land, strengthens pedestrian and community connections, and provides a functional alignment of colleges and departments. The plan defines the campus edges, entrances, and destination centers through both natural and built landscapes. The plan also sets forth a comprehensive strategy for renewal and reinvestment in existing facilities to address the existing deferred maintenance backlog and improve the functionality and energy efficiency of the existing physical plant.

The 2020 FMP builds upon the university's commitment to develop a more sustainable campus. The plan continues to preserve, protect, and buffer the campus' existing steep slopes, streams, and wooded areas and will add a net gain of green spaces. All new and major renovation construction projects will incorporate LEED and/or IGCC building standards, seek to limit net gain of impervious surface and preserve green space. Parking and transportation projects and policy recommendations are designed to reduce the university's carbon footprint and traffic on local and state roads.

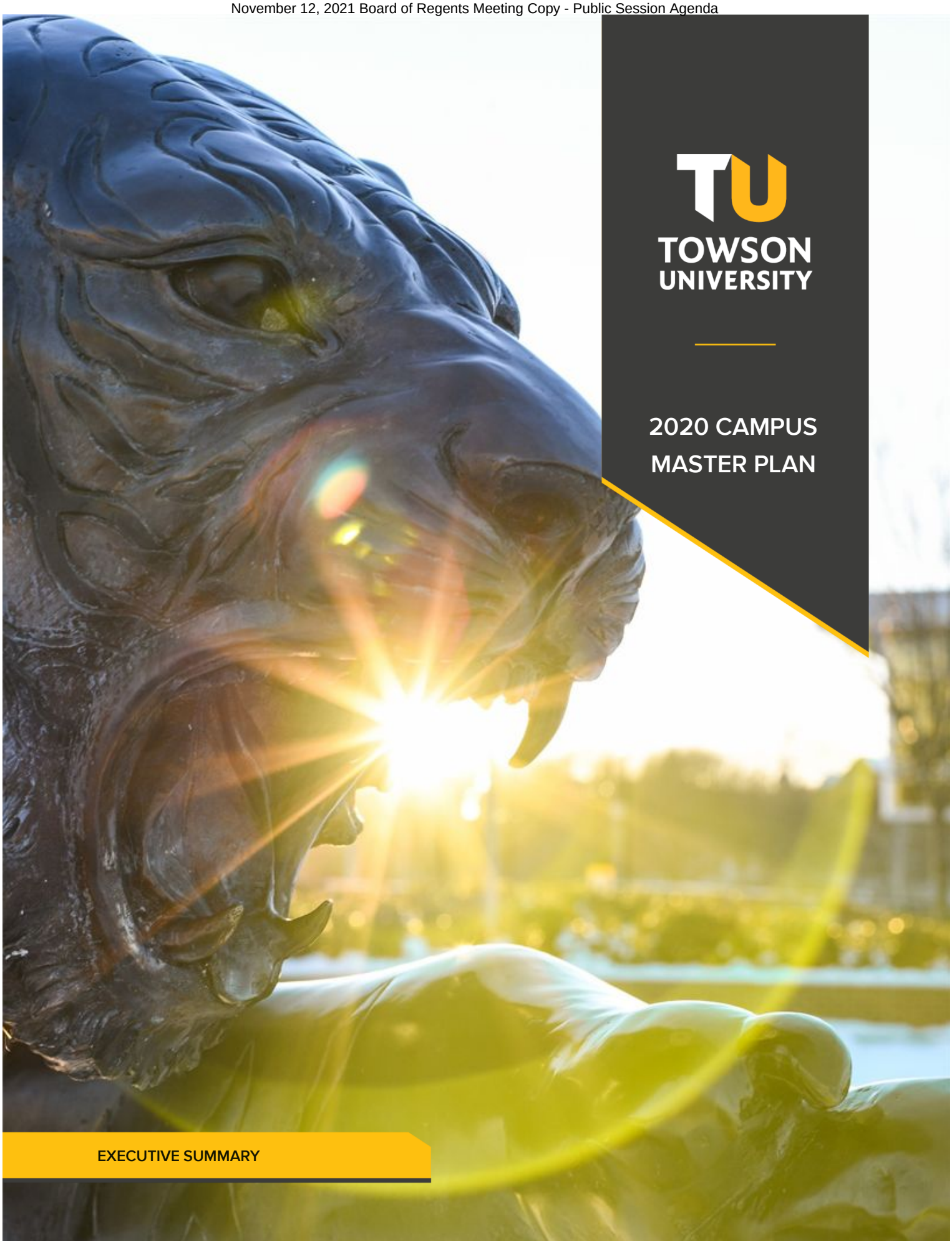
ALTERNATIVE(S): The 2020 FMP documents institutional long term planning objectives and is consistent with the 2015 FMP, the university's mission, strategic plan, and the current enrollment growth projections. Unanticipated enrollment growth, the development of detailed facility programs, and a desire to meet unexpected State of Maryland workforce and societal needs may require additional master plan studies in the future.

FISCAL IMPACT: The 2020 FMP 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 Towson University's 2020 Facilities Master Plan 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.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION	DATE: 11/04/21
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

TU FMP



TOWSON UNIVERSITY

2020 CAMPUS MASTER PLAN

EXECUTIVE SUMMARY

Executive Summary

Introduction

Towson University is one of the nation's top 100 public universities and the second-largest university in the prestigious University System of Maryland. On its 329-acre campus, located eight miles north of Baltimore, undergraduate students acquire a broad background in the liberal arts and sciences, which supports concentrated coursework in their major field of study. Six undergraduate colleges – the College of Business and Economics, the College of Education, the College of Fine Arts and Communication, the College of Health Professions, the College of Liberal Arts, and the Fisher College of Science and Mathematics – offer more than 60 undergraduate majors. Towson University also offers more than 80 graduate and certificate programs that respond to specific state, regional and national workforce demands.

TU is an anchor institution not only for surrounding Towson, but also the Greater Baltimore region, providing opportunities for education, economic development, and cultural life.

The Towson University Campus Master Plan establishes a long-term vision shared by the university and its community partners for the stewardship of the campus in support of the university's mission. It focuses on alignment with Strategic Plan 2030: Leadership for the Public Good, envisioning a campus where the TU community educates, innovates, engages, includes, supports, and sustains.

The planning process took place during the COVID-19 pandemic. Limited in-person meetings were supplemented by numerous virtual engagements with faculty, students, and staff, as well as with off-campus constituents including Towson residential associations, local business groups, county government, and state and county legislators. Input from these meetings was incorporated into draft plans as they were advanced.

The resulting vision for Towson University addresses both University System of Maryland requirements and community needs. It sets forth a long-term framework for sustainable development of academic, research, and student life buildings, as well as landscapes and infrastructure to connect and support these buildings. It also establishes a detailed roadmap for upcoming investments on campus.

Towson University Mission Statement

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity, and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

The Campus Today

Towson University's campus houses a residential university community of 22,000 undergraduate and graduate students in a mature campus setting carefully integrated with its natural features, particularly in the area around the Glen Arboretum. The campus is also directly adjacent to the increasingly vibrant Towson core, though pedestrian connections between downtown Towson and the campus are lacking.

The campus consists of 55 buildings totaling to more than 6 million gross square feet. The facilities are clustered into four clearly defined campus districts. The Academic Core is compact and because of recent investments, it is well connected to the Campus Life Center and West Village residential community by Towson Way. South Campus, a remote campus district, houses primarily athletic and campus support functions.

One of the distinctive elements of the campus' natural form is topography, which also creates accessibility challenges. University investments over time have improved the accessibility of the campus grounds, particularly east-west circulation associated with Towson Way. Accessible north-south connections are very limited.

Natural landscape features define the Glen area of campus.

Development Since 2015

The 2015 Master Plan illustrated responsible use of campus capacity to support projected growth, and several major projects have been advanced since its completion. Investments in recent years have embodied TU's commitment to sustainability, diversity, student success, and engaging in downtown Towson.

2016
- West Village Phase III & IV
- Solar Panel Installation

2017
- Newell Dining Hall Renovation
- Glen Bridge replacement

2018
- Burdick Hall Expansion
- Residence Tower Renovation
- Residences at 10 W. Burke
- Field Hockey Complex
- Auburn House Restoration

2019
- Dean Chapman Quad

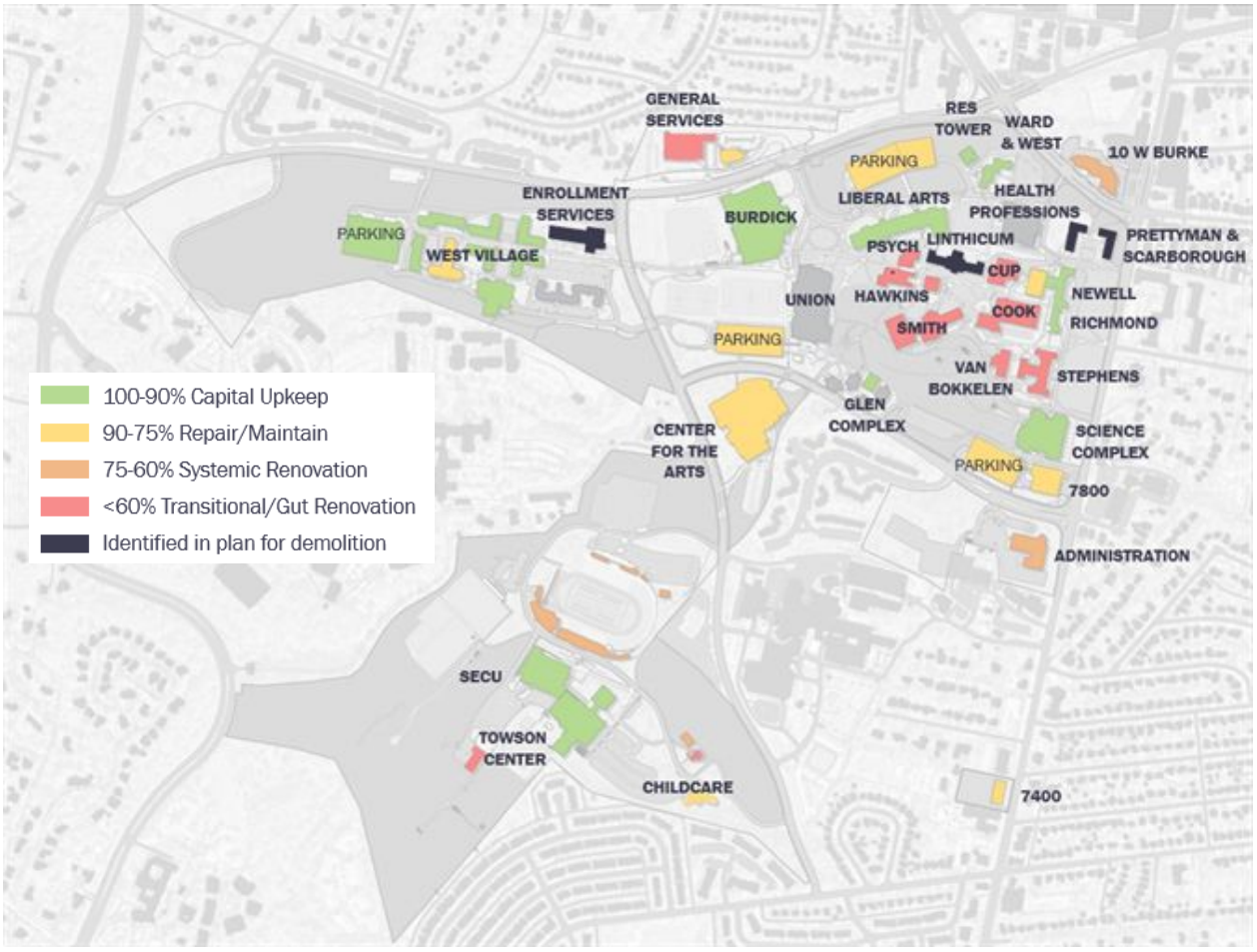
2020
- South Campus Athletic Fields
- Glen Dining Renovation
- Women's Soccer Complex

2021
- Science Complex
- The StarTUp at the Armory
- 401 Washington Ave
- University Union Phase I

In Progress
- College of Health Professions Building (complete 2024)
- Glen Towers Renovation (complete 2025)
- University Union Phase II
- 7400 York Road

Along with the pressures of increased enrollment, the physical condition of many existing buildings has deteriorated due to heavy use and age. Pedagogy, research, and associated technologies have evolved significantly since many campus buildings were designed and built. Many facilities require major renovations to accommodate the evolving needs of teaching and research and to allow existing buildings to function more effectively and efficiently or be considered for demolition. Towson University's strategy to responsibly address existing space deficits while modernizing existing facilities necessitates the need for a careful phasing of capital facility projects.

Towson Way connects the Campus Life Center to West Village



Building Condition Summary, data from Gordian FY19 Report

Alignment with the Strategic Plan

Strategic Plan: TU 2020-2030 Leadership for the Public Good

With more than 150 years of leadership advancing higher education, Towson University has established a rich history of academic success and a proven dedication to improving lives. Building upon this established excellence, TU strategically looks to the future with both purpose and passion. As part of the university's relentless commitment to advancing the public good, this plan serves to define objectives and deliver transformative outcomes.

The 2020 Campus Master Plan is the first to align directly both with the TU Strategic Plan as well as the recently completed Self-Study for Middle States re-accreditation. This three-way alignment ensures a focused and comprehensive vision is articulated throughout all three documents.

Vision

Towson University is a national leader in student-centered education, where students will develop the knowledge, skills, and dispositions to become ethical leaders in a global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

Planning Principles

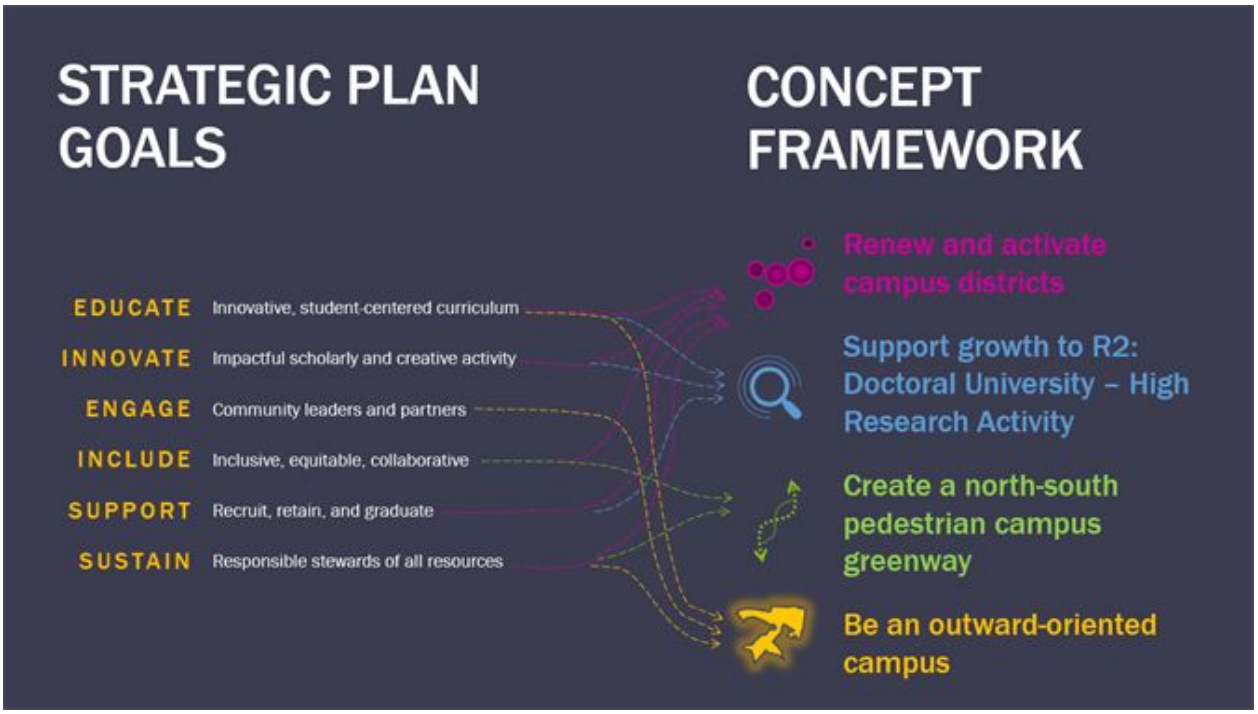
The Facilities Master Plan aligns directly with the TU 2020-2030 Strategic Plan: Leadership for the Public Good, by applying the strategic plan goals as master planning principles. As expressed in the strategic plan: "These goals must serve as guiding intentions at the center of every decision we make and every action we take."

- **Educate:** We will achieve national recognition for our innovative student-centered curriculum emphasizing engaged learning, in-demand academic programs, and new approaches to instruction and learning in the liberal arts, business, health professions, STEM, arts, and teacher preparation.
- **Innovate**: Our faculty are leaders in scholarship and creative activities and will be fully supported in their efforts to generate new knowledge and new creative works.
- **Engage:** We will serve as community leaders and partners extending the talents of our students, faculty, and staff beyond our campus boundaries to create opportunities for leadership, entrepreneurship, civic engagement, and experiential learning.
- **Include:** We will build an even more inclusive, equitable, and collaborative community where people from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported.
- **Support:** We will recruit, retain, and graduate students of the highest caliber, offer outstanding student success services, and provide an engaging campus experience that reflects the educational values of Towson University and produces graduates prepared for careers or advanced education.
- **Sustain:** We will act as leaders in advancing sustainability of all resources—environmental, human, and financial.

Concept Framework

The concept framework is a broad-brush organizational diagram used to structure the campus physical plan. The framework is based on the Strategic Plan goals, which translate to four big ideas to guide investments in the physical campus:

- **Renew and Activate Campus Districts:** Campuses evolve over many generations of investment, and to maintain an exceptional educational environment, TU will continue to reinvest in established areas of campus. The plan includes improvements – renovations, new facilities, and open spaces – in each major district.
- **Support Growth to R2: Doctoral Universities – High Research Activity:** The Strategic Plan establishes a vision for increased research activity on TU's campus that will require a range of supporting infrastructure including appropriate space to support innovative work.
- **Create a North South Pedestrian Campus Greenway:** The master plan proposes a series of interconnected circulation improvements that facilitate clear and accessible north-south pedestrian circulation that links South Campus to downtown Towson. These connections are further multiplied by a new multi-modal transportation loop around the Academic Core and Campus Life Center.
- **Be an Outward-Oriented Campus:** In the spirit of engagement and Towson's role as an anchor institution, the physical campus should welcome community members onto campus and encourage students, faculty, and staff to participate in community life. This master plan introduces part of downtown Towson as a new campus district with an emphasis on engagement.



Path to R2: Doctoral Universities – High Research Activity

R2: Doctoral Universities – High research activity is a Carnegie Classification® with the following two requirements:

- Minimum 20 research/scholarship doctoral degrees awarded annually
- Minimum $5M in research expenditures annually

Towson University currently offers three doctoral degrees that are categorized in research/scholarship, with roughly 100 students enrolled total. Decreasing the time to degree in these programs by offering more full research scholarships and RA positions would likely increase the number of degrees awarded annually to the minimum 20 within 3-4 years. TU's goal, however, is to award 30-40 research/scholarship doctoral degrees annually. Therefore, 3-5 new doctoral programs will be explored as new opportunities in the next 3-5 years.

TU currently spends roughly $3.5M annually on research. Academic Affairs investment funds can be used as an incentive to increase research expenditures to the $5M minimum threshold within the next 2-3 years.

The new Science Complex and Center for Health Professions buildings will provide infrastructure needed to support the increased levels of research. Research space expansions will focus on key areas including TU's fast-growing cyber fields and spaces that can accommodate highly collaborative and interdisciplinary research doctoral programs.

2030 Plan

The 2030 Plan represents the priority projects for Towson University. They include strategic new construction and renovations of key and historic facilities, along with campus safety and accessibility projects that promote greater connectivity between sections of campus. The proposed plan reflects the dramatic needs of the institution and the significant constraints of the campus setting. The need for technology-rich academic space to facilitate current and future pedagogies as well as research growth to achieve an R2: Doctoral Universities – High research activity designation creates the opportunity to better organize and concentrate the functions on campus.

In the Academic Core, new construction and renovations of academic buildings provide modern active learning environments for TU students. The College of Health Professions building shifts those programs out of Linthicum Hall, which presents substantial maintenance challenges and can be demolished to open a new green space focused north south through the academic core. A new academic building for the College of Business & Economics activates the eastern terminus of Towson Way and extends it northward to create a new northeastern gateway to the campus at the intersection of York Road and Burke Avenue serving over 2,000 students living just to the north. This project enables a comprehensive renovation to Stephens Hall, which along with a renovation of Van Bokkelen Hall creates a new home in historic structures for the College of Education.

The Academic Core is further renewed with renovations to Smith Hall that will create space for the Mass Communications, Electronic Media and Film, and Communication Studies departments as well as campus-wide active learning classrooms, open study, and collaborative space. Renovations to the Cook Library will create new study and collaboration spaces and house resources that support student success, consistent with the role of the contemporary library in campus life. Further south, planned renovations to the Administration Building and 7400 York Road will further integrate these spaces into the Academic Core and support teaching and research initiatives. At the border of the Academic Core and Campus Life Center, a new Student Services Building functions as a key resource for students and visitors center for prospective families, welcoming them onto campus from the formal entrance off Towsontown Boulevard. These investments in the heart of campus around a dynamic new green space and reaching towards downtown Towson signify an engaged institution that is an anchor for the larger community.

Student housing lost by the demolition of Prettyman and Scarborough Halls (to make the site available for a new academic building), is replaced in West Village through a Phase V Housing project with parking podium. Lot 2 is removed and converted to recreational open space, further activating Towson Way along the approach to West Village. With this project, the West Village residential complex is fully realized.

A multi-modal campus loop around the Academic Core and Campus Life Center supports pedestrians and cyclists in navigating campus and encourages more sustainable commuting practices including the use of transit shuttles. New paths and a bridge lead south from the Campus Life Center around the Center for Fine Arts and into the heart of the Athletics District in South Campus. This accessible greenway includes a new bridge over Osler Drive and Auburn Drive and formally defines the entrance to the district. It also expedites the walk to the Academic Core for commuter students assigned parking on South Campus. Nearby, a new electrical substation increases the power capacity available to serve campus and meet future needs. Within South Campus, a fieldhouse expansion adds an athletic achievement center.

Flexibility for the Future

The campus master plan will inform university decision making years into the future. Many circumstances evolve and change over time, including potential growth and change of the campus community and the physical space they require. The space assessment is a tool to explore potential future facilities needs quantitatively. The space projections applied in this assessment use Fall 2019 enrollment as a baseline. As Towson is designated as a growth institution by the University System of Maryland, the university projects 0.5% annual growth. This trajectory would result in a 5.5% increase from year 2019 to 2030.

Towson University proposed campus in 2030

2030 (Near Term) Plan

Legend

- Open Space
- Recreational / Athletic Field
- Wooded
- Off-Campus Housing
- TU Building
- Near-Term New Construction
- Near-Term Renovation
- Primary Pathway
- Surface Parking / Road

Proposed Capital Development Projects 2020-2030

1. New College of Health Professions Building + Open Space
2. Electrical Substation
3. Smith Hall Renovation
4. New Student Services Building
5. New West Village Housing Phase V, Garage + Open Space
6. New Academic Building for College of Business & Economics
7. South Campus Pedestrian Bridge
8. Multimodal Transportation Enhancements
9. Stephens Hall Renovation
10. Van Bokkelen Hall Renovation

Long-Term Vision

The long-term vision explores additional development sites and their potential uses. Many expansion opportunities are additions to existing facilities to leverage past investment and increase density in areas of existing use for greater walkability of campus. In the Academic Core, potential additions are shown to Cook Library and the Administration Building. New standalone facilities could be constructed at three sites along Cross Campus Drive for additional academic, research, or STEM-focused space. The development sites do not represent the full capacity of the land, a level of growth that is not anticipated within the timeframe of the 2030 Plan. Long-term projects should be assessed against TU space and programmatic needs, strategic goals, and the carbon footprint of new construction.

Planned renovations of Stephens Hall and Van Bokkelen Hall as part of the 2030 Plan create an eventual opportunity for the College of Education to vacate Hawkins Hall and Psychology Hall. Hawkins Hall and Psychology Hall both have non-rectilinear floor plates that would make future classroom and office renovations challenging. This plan explores the eventual demolition of these buildings along with Lecture Hall and the creation of a new, sloped green space connecting Cook Library and the University Union, expanding the vibrant environments at the Beach and Freedom Square. Portions of this new green space and others throughout campus are candidates for tree planting, both as part of formal afforestation efforts and informal plantings to increase the campus tree canopy. An expansion of the tree canopy would align with the Sustain goal of the Strategic Plan. Sustainability is integrated throughout the plan using the United Nations Sustainable Development Goals as a lens. TU's goal of carbon neutrality by 2050 is an essential focus requiring a multi-faceted plan encompassing high energy performance, electrification, offsets, and other investments.

A campus multi-modal loop wraps the Academic Core and Campus Life Center, including off-street pathways alongside York Road, Bosley Avenue, Towsontown Boulevard, and Osler Drive. Combined with bikeable portions of Towson Way and the North South Greenway, the campus multi-modal loop greatly increases connectivity, links to proposed Baltimore County bike routes, and makes it easier for bike commuters to access campus.

Key Takeaways

- The 2020 Campus Master Plan is aligned both with the 2020-2030 Strategic Plan and Self-Study for Middle States re-accreditation.
- The plan supports modern teaching pedagogies and research endeavors to achieve TU's vision as a national leader in student-centered education and growth to become an R2: Doctoral University: High research activity.
- The plan utilizes strategic renewal and divestment to address facilities with deteriorating building conditions, reducing overall deferred maintenance and improving overall energy efficiency.
- The plan increases connectivity within and around campus to create a welcoming, inclusive, and sustainable environment for students, faculty, staff, and the surrounding community.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Frostburg State University: Voluntary Separation Incentive Plans for Four Groups of Employees

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: Frostburg State University seeks Board approval of the following four proposed employee Voluntary Separation Programs covering certain employees:

- Voluntary Separation Program for Exempt Bargaining Unit Members
- Voluntary Separation Program for Nonexempt Bargaining Unit Members
- Voluntary Separation Program for Exempt Employees Who Are Not Eligible for Exempt Bargaining Unit
- Voluntary Separation Program for Nonexempt Employees Who Are Not Eligible for Nonexempt Bargaining Unit

The goal of the programs is to provide Frostburg State University flexibility to hire staff to assist in addressing mission critical needs with continued focus on the university's vision. Employees participating in one of the programs must separate from employment by February 28, 2022. The university will make an incentive payment to each employee approved for participation, as follows:

- $600 for each year of Frostburg State University full-time non-contractual employment up to $15,000 for employees with base salaries over $50,000, up to $16,500 for employees with base salaries between $40,000 and $50,000, and up to $18,000 for employees with base salaries below $40,000;
- An additional $200 for employees with 40 or more years of service; and
- 40% of the employee's base salary as of November 15, 2021.

Under each of the four plans:

- eligible employees must apply to be considered for participation beginning November 15, 2021 through January 10, 2022
- the University reserves 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
- employees will be notified on or before January 17, 2022, if they have been approved

A total of 45 employees are eligible for one of the Voluntary Separation Programs, including:

- 6 out of 83 exempt bargaining unit members
- 22 out of 169 nonexempt bargaining unit members
- 12 out of 115 exempt, non-bargaining unit employees
- 5 out of 20 nonexempt, non-bargaining unit employees

FSU VSIP

The attached copies of the plans provide additional details. These plans have been approved by the Attorney General's Office for legal sufficiency, and the plans applicable to bargaining unit employees have been bargained with the employees' exclusive representatives.

ALTERNATIVE(S): The Committee could recommend that the Board of Regents not approve the four Voluntary Separation Programs as presented or recommend alternatives.

FISCAL IMPACT: The anticipated cost associated with the voluntary incentive separation programs will depend on employee participation levels, associated salaries, and years of service. The University will cover the incentive payouts**, which are expected to be in the range of a total of $275,000 to $325,000, assuming a participation rate of 15%.**

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the four Voluntary Separation Plans for Frostburg State University as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 11/04/21
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

FSU VSIP

Frostburg State University
Exempt Bargaining Unit 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 February 28, 2022. 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) or Lee Ann Nightingale (lnightingale@frostburg.edu) in Human Resources.

Exempt staff: To be eligible the employee must be at least 59 years old on or before January 31, 2022 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 November 15, 2021 shall not be eligible, nor shall an employee who on or before November 15, 2021 has entered into a written agreement to separate from employment with the University. A staff member who, on or before November 15, 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 seven (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 November 15, 2021 to February 28, 2022.

Application Period: A defined application period will be open to the eligible employees beginning November 15, 2021 and ending January 10, 2022 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 January 10, 2022 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 January 10, 2022 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 January 17, 2022, 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 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 February 28, 2022. 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 February 28, 2022. With the written agreement of the President, an employee may separate from employment with the University earlier than February 28, 2022 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) $600 for each year of Frostburg State University full-time non-contractual employment up to $15,000 for employees with base salaries over $50,000, up to $16,500 for employees with base salaries between $40,000 and $50,000, or up to $18,000 for employees with base salaries below $40,000.
(2) Employees with 40 or more years of service shall have the above limits increased by $200.00 total (Not $200.00/year).
(3) 40% of the employee's base salary (calculated on a full-time basis) as of November 15, 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 November 15, 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 three installments. The first contribution (25%) will be made between March 1, 2022 and April 30, 2022, the second contribution (25%) will be made between July 1, 2022 and August 31, 2022, and the third contribution (50%) will be made between July 1, 2023 and August 31, 2023.

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 2022 or 2023, 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 as soon as possible to schedule an appointment.

SIGNATURE PAGE

FROSTBURG STATE UNIVERSITY

Troy Donoway, VP of Administration & Finance

Lisa Hersch, Chief Human Resources Officer

Denise Murphy, Assistant VP Budget & Finance

Brad Nixon, General Counsel

AMERICAN FEDERATION OF STATE, COUNTY & MUNICIPAL EMPLOYEES

Patrick Moran, President, AFSCME MD, Council #3

Stuart Katzenberg, AFSCME Council #3

Blair Knouse, AFSCME Local #239 President

William Shaffer, AFSCME Local #239 V. President

Cody Parsons, AFSCME, Local #239 Treasurer

Frostburg State University
Nonexempt Bargaining Unit 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 February 28, 2022. 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) or Lee Ann Nightingale (lnightingale@frostburg.edu) in Human Resources.

Non-Exempt staff: To be eligible the employee must be at least 59 years old on or before January 31, 2022 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 November 15, 2021 shall not be eligible, nor shall an employee who on or before November 15, 2021 has entered into a written agreement to separate from employment with the University. A staff member who, on or before November 15, 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 seven (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 November 15, 2021 to February 28, 2022.

Application Period: A defined application period will be open to the eligible employees beginning November 15, 2021 and ending January 10, 2022 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 January 10, 2022 AND receive a written receipt acknowledging that the completed Application, Agreement and Release has been submitted.**

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Approval: On or before January 17, 2022, 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 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 February 28, 2022. 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 February 28, 2022. With the written agreement of the President, an employee may separate from employment with the University earlier than February 28, 2022 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) $600 for each year of Frostburg State University full-time non-contractual employment up to $15,000 for employees with base salaries over $50,000, up to $16,500 for employees with base salaries between $40,000 and $50,000 or up to $18,000 for employees with base salaries below $40,000.
(2) Employees with 40 or more years of service shall have the above limits increased by $200.00 total (Not $200.00/year).
(3) 40% of the employee's base salary (calculated on a full-time basis) as of November 15, 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 November 15, 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 three installments. The first contribution (25%) will be made between March 1, 2022 and April 30, 2022, the second contribution (25%) will be made between July 1, 2022 and August 31, 2022, and the third contribution (50%) will be made between July 1, 2023 and August 31, 2023.

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 2022 or 2023, 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 as soon as possible to schedule an appointment.

SIGNATURE PAGE

FROSTBURG STATE UNIVERSITY

Troy Donoway, VP of Administration & Finance

Lisa Hersch, Chief Human Resources Officer

Denise Murphy, Assistant VP Budget & Finance

Brad Nixon, General Counsel

AMERICAN FEDERATION OF STATE, COUNTY & MUNICIPAL EMPLOYEES

Patrick Moran, President, AFSCME MD, Council #3

Stuart Katzenberg, AFSCME Council #3

Blair Knouse, AFSCME Local #239 President

William Shaffer, AFSCME Local #239 V. President

Cody Parsons, AFSCME, Local #239 Treasurer

Frostburg State University
Exempt Non-Bargaining Unit 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 February 28, 2022. 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) or Lee Ann Nightingale (lnightingale@frostburg.edu) in Human Resources.

Exempt staff: To be eligible the employee must be at least 59 years old on or before January 31, 2022 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 November 15, 2021 shall not be eligible, nor shall an employee who on or before November 15, 2021 has entered into a written agreement to separate from employment with the University. A staff member who, on or before November 15, 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 seven (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 November 15, 2021 to February 28, 2022.

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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 February 28, 2022. 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 February 28, 2022. With the written agreement of the President, an employee may separate from employment with the University earlier than February 28, 2022 and participate in the Voluntary Separation Program, provided that the employee meets the eligibility criteria prior to the date of separation from employment.

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Frostburg State University
Nonexempt Non-Bargaining Unit Staff
Voluntary Separation Program Summary

Purpose:

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UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via conference call
June 23, 2021

DRAFT Minutes of the Public Session

A special meeting of the Board of Regents Committee on Advancement was held via teleconference on June 23, 2021, at 4:00 pm. In attendance were Regents Barry Gossett, Linda Gooden, Gary Gill, Louis Pope, James Holzapfel, D'Ana Johnson, and Elena Langrill from the Office of the Attorney General. From the USM office: Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park: Brodie Remington, Interim Vice President for University Relations.

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

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

The public meeting was adjourned at 4:05.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Conference Call
June 23, 2021

DRAFT Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via teleconference on June 23, 2021, at 4:00 pm. In attendance were Regents Barry Gossett, Linda Gooden, Gary Gill, Louis Pope, James Holzapfel, D'Ana Johnson, and Elena Langrill from the Office of the Attorney General. From the USM office: Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park: Brodie Remington, Interim Vice President for University Relations.

Chairman Gossett called the meeting to order at 4:05 pm

Naming request from the University of Maryland, College Park (action)

The University of Maryland College Park is requesting to name the exterior plaza at the Parren J. Mitchell Art-Sociology building: "Nancy and Charles Clarvit Plaza" in recognition of a $225,000 gift by Nancy and Charles Clarvit. This gift is part of a total commitment of $2.25 million in support of the visual and graphic arts in the College of Arts and Humanities. The gift will enhance technology and support for student and faculty research. The renovated plaza will activate an underutilized space on campus, encourage interaction with art, and provide the community a place to congregate and to experience the work and research of faculty and students. With President Pines' ***Arts for All*** initiative, the university stands at a crucial juncture to embrace more fully the central role of art and creativity.

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

Motion to Adjourn

Regent Gossett called for a motion to adjourn. The motion was moved by Regent Pope, seconded by Regent Holzapfel, and unanimously approved. Regent Gossett adjourned the meeting at 4:15 pm.

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Via video conference and conference call
October 27, 2021

DRAFT Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on October 27, 2021, at 11:00 am. In attendance were Regents Gary Gill, Linda Gooden, Geoff Gonella, Louis Pope, D'Ana Johnson, Doug Peters, Hugh Breslin and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Vice Chancellor Tim McDonough, Vice Chancellor Ellen Herbst, Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From USM institutions: Jason Curtin (SU), Theresa Silanskis (UB), Greg Simmons (UMBC), Cathy Sweet (UMGC), Brodie Remington (UMCP), John Short (FSU), Brian DeFilippis (TU), John McKee (UMB), Joshua Humbert (CSU), Richee Smith Andrews (USG), Brent Swinton (BSU), and Dave Nemazie (UMCES).

Chairman Gill called the meeting to order at 11:02 am.

Fundraising updates (information)
At the end of the first quarter, the USM is at 18% of its goal of $322 million. Vice presidents discussed recent major gifts and their sense of how fundraising and engagement is adapting to the current environment. Many were pleased with how fundraising was progressing with students and faculty back on campus after the pandemic year.

USM Quasi-Endowment Grant Requests for 2022 (action)
The committee reviewed staff recommendations to award grants to USM institutions in support of fundraising efforts. Regent Gill asked Vice Chancellor Leonard Raley to provide some background on the quasi-endowment for the new regents. The program started in 2014 following the passage of SB431 in the 2013 legislative session. The program was – and remains – a great concept that provides resources to our campuses fundraising programs, specifically to raise funds for endowment. Regent Gill moved recommendation, seconded by Regent Peters and unanimously approved. This item will move to the Board of Regents meeting on November 12, 2021.

Regent's Scholarship Fund (information)
Vice Chancellor Raley updated the committee on Regents Scholarships. There are about $3.5 million in endowed funds which currently generate about $122,000 each year for prestigious merit-based scholarships for students at USM institutions. Some of these scholarships are restricted to specific campuses or majors. Most of them fund full scholarships-- the entire estimated costs of tuition, room, board, books, and academic materials for four years; partial

scholarships range from $3,000-5,000 per year for educational expenses. Most of these funds were raised back in the 1980s. USM staff is looking to streamline the use of some of these funds and is seeking input. Chancellor Perman noted the need for "last dollar" scholarships to help students close to graduation who were not completing degrees because of financial difficulty; Regent Peters spoke about scholarships he was able to award as a legislator and how helpful these were to students in need. There was a consensus that focusing on financial need, in particular "last dollar" scholarships, would be very meaningful.

Committee on Advancement Charge (action)
The committee reviewed its charge and approved it as it stands. This is done annually at the first meeting of the fiscal year. Regent Gill moved recommendation, seconded by Regent Johnson and unanimously approved.

Convene to closed session
Regent Gill read the Convene to Close statement. He then moved for recommendation, seconded by Regents Johnson and Pope, and unanimously approved.

The public meeting was adjourned at 11:46 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Video Conference Call
October 27, 2021

DRAFT Minutes of the Closed Session

A meeting of the Board of Regents Committee on Advancement was held via video conference on October 27, 2021, at 11:35 am. In attendance were Regents Gary Gill, Linda Gooden, Geoff Gonella, Louis Pope, D'Ana Johnson, Doug Peters, Hugh Breslin and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley; Vice Chancellor Tim McDonough, Vice Chancellor Ellen Herbst, Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From USM institutions: Jason Curtin, Vice President for Institutional Advancement (SU) and Brodie Remington, Interim Vice President for University Relations (UMCP).

Chairman Gill called the meeting to order at 11:35 am.

Naming request from Salisbury University (action)
Salisbury University is requesting to name its Intramural Field Complex: **The Doc Davis Intramural Complex** to recognize Doc Davis, the volunteer coach of Salisbury's Rugby Club since 1993. Doc is a well-known and respected local surgeon. His wife, Teri Davis, has committed to a cash amount of $200,000 and an irrevocable bequest of an additional $50,000. This gift amount more than meets the threshold gift amount for naming this facility, which cost $2.26 million to build in 2018.

Regent Gill moved for recommendation, seconded by Regents Gooden and Breslin, and unanimously approved. This item will move to the Board of Regents meeting on November 12, 2021.

Naming request from the University of Maryland, College Park (action)
The University of Maryland College Park is requesting to name the Mathematics Research Center in the College of Computer, Mathematical, and Natural Sciences (CMNS), the **Brin Mathematics Research Center,** in recognition of a gift of $4.75 million recently pledged by Michael (Misha) and Eugenia (Genia) Brin and the Sergey Brin Family Foundation. The naming recognizes the Brin family while also honoring Misha's tenure as a Professor Emeritus in the Mathematics Department at the University of Maryland.

Regent Gill moved for recommendation, seconded by Regents Gooden and Pope, and unanimously approved. This item will move to the Board of Regents meeting on November 12, 2021.

Motion to Adjourn
Regent Gill adjourned the meeting at 11:53 am.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Quasi endowment grants

COMMITTEE: BOR Full Board Meeting

DATE OF MEETING: November 12, 2021

SUMMARY: The Quasi-Endowment Fund, initiated in FY15, was established with $50 million committed by USM institutions and the USM Office. Spendable income from this quasi-endowment funds two components: a competitive grant program administered through the USM Office of Advancement, and direct funding of institution fundraising programs. The USM Office has reviewed and recommended grants for CY 2022 as summarized in the chart titled 2022 USM Quasi Endowment Grant Requests and Recommendations.

ALTERNATIVE(S):

FISCAL IMPACT:

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	Recommend approval	DATE: 10.27.21
BOARD ACTION:		DATE: 11.12.21

SUBMITTED BY: Leonard Raley, Vice Chancellor for Advancement, raley@usmd.edu 301-445-1941

UNIVERSITY SYSTEM of MARYLAND

USM Quasi-Endowment Grant Program
2022 Grant Requests and Recommendations

In FY15, the USM and its institutions established a $50 million quasi-endowment in support of endowment-building at each USM institution. The USM Office administers a grant program funded by its $10 million commitment to this quasi-endowment. Approximately $425,000 in funds are available through this competitive grant process. USM staff makes funding recommendations, which are reviewed and approved by the Board of Regents Advancement Committee.

INSTITUTION	DESCRIPTION	AMOUNT REQUESTED	STAFF RECOMMENDATION
Bowie State University	For matching endowment gifts, planning giving program support, and tech support.	$75,000	$50,000
Coppin State University	Development associate/proposal writer position that will enhance their capacity to raise funds from corporations and private foundations.	$70,562	$55,000
Frostburg State University	Communication highlighting their campaign themes and donors: Forging Forward: The Campaign for FSU. It will also be used to purchase additional smartphones for their Student Engagement Ambassadors (SEA), giving their students the ability to text and video for donor stewardship.	$55,000	$40,000
Salisbury University	To use for the continuation of a newly implemented prospect discovery and engagement system through Gravyty for the final year of We Are SU: The Campaign for Salisbury University.	$21,250	$15,000
Towson University	To initiate a Women's Giving Circle. Through collective philanthropy, the Women's Giving Circle will combine the knowlede, passion and commitment of donors, build community and create a permanent legacy.	$33,850	$20,000
University of Baltimore	Renewing the grant for Advancement Communications Administrator. This position plays an integral part in shaping new strategies and communication on UB's impact on its students and city during these uncertain times.	$75,000	$50,000
University of Maryland, Baltimore	To attract more gifts and increase the Foundation's endowment, UMB would like to extend the use of a part time content writer to assist with the Catalyst Campaign, producing donor stories and context for campaign magazines, websites and social media channels; data append among alumni; expand the use of ThruText to fund raise; and expand the use of ThankView technologies.	$45,300	$25,000
University of Maryland Baltimore County	Funding for an Assistant Athletic Director for Advancement and External Relations. The goal will be to raise additional funds for UMBC Foundation for major gifts and endowment for athletics and recreational sports.	$75,000	$55,000
University of Maryland Center for Environmental Sciences	Campaign video and event support to grow its endowment as they approach its centennial in 2025.	$75,000	$50,000
University of Maryland Eastern Shore	Matching grants to establish minimum endowments.	$70,000	$50,000
The Universities at Shady Grove	$36,000 in matching funds for an external consultant to support and execute endowment strategies consistent with USG's new strategic plan.	$36,000	$15,000
TOTAL REQUESTED		**$631,962**	
TOTAL AWARDED			**$425,000**

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Committee Charge

COMMITTEE: BOR Full Board Meeting

DATE OF MEETING: November 12, 2021

SUMMARY: The Regents on the Committee on Advancement reviewed and discussed the committee charge at the October 27, 2021 meeting. There were no changes.

ALTERNATIVE(S):

FISCAL IMPACT:

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	Recommend approval	DATE: 10.27.2021
BOARD ACTION:		DATE: 11.12.2021

SUBMITTED BY: Leonard Raley, Vice Chancellor for Advancement, raley@usmd.edu 301-445-1941

UNIVERSITY SYSTEM of MARYLAND

Committee on Advancement
Charge

The Committee on Advancement shall consider and report to the Board on all matters relating to the University System of Maryland's private fund-raising efforts, including policies, strategies, best practices and national standards affecting capital campaigns and ongoing fund-raising programs of individual institutions and the University System of Maryland.

This Committee shall give support to individual institutions and affiliated foundations in all development/advancement efforts, recognizing the vast majority of donors' interests lie with individual institutions, and in many cases, specific programs. This Committee shall also encourage individual institutions and affiliated foundations in seeking collaborative and joint fundraising between and among institutions and programs.

This Committee shall support efforts to bring more resources to advancement programs in order to build a thriving culture of philanthropy and engagement, which in turn improves scholarship, student access, and innovation across the USM.

This Committee shall review institutional and system-wide efforts and make recommendations to the Board regarding the enhancement of system interests through entrepreneurial and private fund-raising activities, including gifts, donations, bequests, endowment, grants, venture, cooperative agreements, and other public-private opportunities.

The Committee will encourage all system institutions to establish positive and noteworthy stewardship standards, reflected in the regular communication with donors about the intent, use, and outcomes of the application of the funds received. This Committee will review requests related to the naming of academic programs and facilities.

This Committee acknowledges the critical role of affiliated foundations in these efforts, and in particular good stewardship and management of funds. This Committee shall consider and report to the Board on all matters relating to System-affiliated foundations, alumni associations and similar 501 (c) (3) organizations affiliated with the USM and monitor activities to assure adequate institutional controls are in place.

Per Regents policy, this committee shall review selected Regent's Advancement policies annually and each policy shall be reviewed at least once every four years.

October 2020

Board of Regents
Committee on Education Policy and Student Life

Minutes
Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Tuesday, September 14, 2021. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Beams, Gooden, Johnson, Leggett, Oludayo, Smarick, and Wood. Senior Vice Chancellor Joann Boughman was also present.

The following were also in attendance on Zoom: Dr. Beise, Dr. Bishop, Dr. Boughman, Dr. Caraco, Dr. Clegg, Dr. Coleman, Dr. Cooper, Ms. Esters, Dr. Foust, Dr. Frank, Dr. Freeman, Dr. Goodman, Dr. Grasso, Ms. Illyn, Dr. Izsak, Dr. Johnson, Dr. Kaza, Ms. Langrill, Dr. Lee, Dr. Lewis, Dr. Lilly, Dr. Marzullo, Dr. Mathias, Mr. McDonough, Dr. Murray, Dr. Niemi, Dr. Olmstead, Mr. Patty, Dr. Rous, Dr. Shapiro, Mr. Skevakis, Dr. Spitzer, Professor Tatum, Dr. Travis, Dr. Vanko, and Dr. Young.

Guests also participated via the public, listen-only line.

Chair Gourdine extended a special welcome to the new regents: Regent Signe Pringle from Maryland's Department of Commerce; Regent Andrew Smarick formerly of the Maryland Higher Education Commission and the Maryland State Board of Education; Regent Ada Beams, voting student regent from the University of Maryland, College Park; and Regent Tola Oludayo, non-voting student regent from Bowie State University.

Prior to beginning the action items, Chair Gourdine asked Dr. Boughman, Senior Vice Chancellor for Academic and Student Affairs, to explain the steps of the academic program proposal process from campus submission through final MHEC approval. Dr. Boughman briefly described the development of academic program proposals at the campus level; reviews by the USM Office of Academic and Student Affairs, institutions within the state, and the Maryland Higher Education Commission; presentation to the Board of Regents; and the possibility of objections to the creation of a new degree program. This description and subsequent discussion laid the foundation and gave context to this critical part of EPSL's work.

Action Items

New Academic Program Proposals

Towson University: Bachelor of Science in Computer and Mathematical Science

Dr. David Vanko, Dean of the Fisher College of Science and Mathematics, and Dr. Sidd Kaza, Chair, Department of Computer Science, presented the proposal for Towson to develop a Bachelor of Science in Computer and Mathematical Science developed by the Departments of Computer and Information Sciences in partnership with the Department of Mathematics. The program consists of two concentrations: an Applied Mathematics and Computer Science concentration and a Computer and Mathematical Sciences Secondary Education concentration. The proposed Applied Mathematics and Computer Science concentration addresses a growing need for a combined major providing an opportunity for students pursuing computer science to bolster their mathematical and analytical skills and mathematics majors to build foundational computer science skills. The Computer and Mathematical Sciences Secondary Education concentration will lead to dual teacher certification for Computer Science and Mathematics Secondary Education (grades 7-12), addressing the teacher shortage in this area. Supplementing the current programmatic offerings at Towson,

the proposed program answers two complementary needs – (1) educating more secondary school teachers in mathematics and computer science and (2) producing more computing professionals with skills both in mathematics and computer science. These needs are present within Maryland and nationally.

Currently, there is not a single degree program in the state that is targeted at preparing graduates in both mathematics and computer science. The nearest comparison to the proposed program would be universities that allow students to simultaneously meet the requirements for their mathematics and computer science programs, receiving a double major degree. Moreover, the program would be among only three approved programs in the state of Maryland for undergraduates wishing to pursue computer science secondary education and the only degree program that prepares graduates for dual certification in both mathematics and computer science. Additionally, this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

Regent Gourdine asked why the program is beyond the standard 120 credits. Regent Beams also inquired if the extra credits would be a barrier to transfer students or other students. The presenters noted that it was not intentional and explained that going over is not uncommon. They do not believe this poses a barrier, as there are summer and winter course options as well as an intentional ordering of courses and partnerships with the community colleges to make the process smooth. Dr. Boughman noted that approval of this program constitutes an exception to Board policy and Towson will also need to present their justification to MHEC.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer a Bachelor of Science in Computer and Mathematical Science. The motion was moved by Regent Gooden, seconded by Regent Leggett, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, Baltimore: Master of Science in Clinical Informatics

Dr. Michael Grasso, Assistant Professor of Internal Medicine, Emergency Medicine, and Computer Science and Dr. Flavius Lilly, Vice Provost, Academic & Student Services and Vice Dean, Graduate School presented the proposal for UMB to develop a Master of Science in Clinical Informatics. The program is a mixture of didactic coursework and practical training, with 34 credits required for the MS. All didactic courses will be accessible online. The practical courses will have both on-site and online options. The proposed degree will allow students with a professional healthcare background to be trained in best practices of clinical informatics. The program will be geared toward physicians, nurses, pharmacists, other healthcare professionals, biologists, and scientists, who will study and apply informatics approaches to enhance their professional skills. The program will focus on biomedical data, computational systems, and clinical process improvement, which students will apply to the practice of medicine, to enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship. The Master of Science in Clinical Informatics will be organized around two post-baccalaureate certificates in data science (currently offered by UMBC) and clinical information (proposal forthcoming) and includes hands-on practicums and conferences. Full-time and part-time plans of study will be available. The curriculum will be a joint effort, using clinical and practical courses taught at UMB along with data science courses from UMBC. The program will prepare students from a wide range of healthcare backgrounds for careers in clinical data science and clinical informatics. They will find employment as chief medical information officers, researchers, educators, and in industry, all of which are in high demand.

There are no master's degrees in clinical informatics is Maryland or Washington D.C. The closest related programs are at the University of Virginia, the Children's Hospital of Pennsylvania, Johns Hopkins University, George Washington University, Morgan State University, and the University of Maryland Global Campus. These related programs, however, differ substantively from the proposed program. 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.

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

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, College Park: Bachelor of Arts in Technology and Information Design
Dr. Betsy Beise, Associate Provost; Dr. Keith Marzullo, Dean, College of Information Studies; Dr. Tamara Clegg, Associate Professor, College of Information Studies; and Dr. Kate Izsak, Assistant Dean for Academic Affairs, College of Information Studies presented the proposal for the University of Maryland, College Park to establish a Bachelor of Arts in Technology and Information Design. This program is designed to teach students to frame important problems at the intersection of people and information; to design solutions for those problems; and to realize, deploy and iterate on those solutions. Students will participate in hands-on studio and laboratory classes in user-centered design, technology development, problem-solving, and cross-disciplinary communication. Graduates may become designers, planners, technology consultants, project managers, and entrepreneurs in such wide-ranging fields as user experience, mobile development, healthcare, law, entertainment, policy, smart-city development, and libraries and archives. The core elements of the curriculum include courses in information science, design, introduction to contemporary societal issues, statistics, modeling, and simulation. Students will take an additional 18 credits of elective courses in a range of topics that includes information organization and user assessment, data privacy and security, design related to human disability and aging, ethics, policy, and artificial intelligence. Learning outcomes include an ability to implement design thinking strategies in user design with specific attention to ethics and equity; and development of solutions using skills such as scope assessment, people organization, management, testing, evaluation, and auditing.

An industry occupational outlook handbook shows a projected rate of growth of 12% from 2018 to 2028 in computer and information technology occupations and notes that this rate of growth is "much faster than the average for all occupations." Currently, there are no similar programs in the state, and UMD expects the rapid increase in demand to continue, exceeding the existing supply of skilled workers, making this degree program a crucial contributor to industry and society. The Information Design major will not result in unreasonable duplication of an existing program within the state. However, there are programs in the area (entrepreneurship programs at Morgan State, Mount St. Mary's, and UMBC) with some curricular similarity, but those programs do not have the overall curriculum nor the innovative combination of skills and content proposed here. Additionally, this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

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

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Annual Review of Committee Bylaws and Charge and Role and Responsibilities

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this report to the committee. She noted that in June 2019, the Association of Governing Boards recommended that the Board's committees review and/or develop committee bylaws, charges, and practices to ensure expectations and structures remain consistent with System priorities. The EPSL section of the bylaws and the charge, role, and responsibilities document were first drafted in Summer 2019 with the most recent review occurring in November 2020. Reaffirmation of the documents or amendments to the document(s) are due to the Board's Committee on Governance and Compensation.

In Summer 2021, Chair Gourdine, Dr. Boughman, and Dr. Boughman's senior leadership team, which includes Drs. MJ Bishop, Nancy Shapiro, Antionette Coleman, and Zakiya Lee, reviewed the drafts and do not believe amendments are needed. Dr. Lee briefly reviewed the documents to refresh the memories of returning regents and to provide a foundation for new regents. Regent Smarick asked if the committee played any role in the presidential search process. Dr. Boughman said no and noted that that process is led by guidelines and handled at the full Board of Regents level.

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

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Information Items

Fall 2021 Update

Dr. Boughman, on behalf of Chancellor Perman, offered insight into several Fall 2021 issues. Dr. Boughman reported on:

- Vaccination rates average 90% or higher at most USM institutions. Institutions where the rate is lower are actively working to get more students, faculty, and staff vaccinated by partnering with county health departments to offer vaccine clinics. Regent Beams noted that an appointment model and continued encouragement was key in getting a lot of students tested and/or vaccinated over the spring and summer.
- The positivity rate across the USM is 1% or less.
- There is increased concern about the Delta variant, breakthrough infections, other respiratory viruses, and the flu season.
- Institutions continue to work with county health departments around testing, vaccinating, and contact tracing.

Regent Leggett asked about arrangements and considerations being made as the weather changes and activities move inside. Dr. Boughman noted that masks are still mandatory in buildings on campus and spacing is still encouraged. Regents Gooden and Gourdine thanked campus officials for their hard work, congratulated all on the successes, and encouraged the campus communities to remain vigilant.

Report on Academic Program Actions Delegated to the Chancellor, AY 2020-2021

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this report to the committee. In accordance with Board Resolution III-7.03, this annual report is submitted to the Board of Regents to account for all academic program actions delegated to the Chancellor. Between September 2020 and August 2021, the Chancellor approved 23 new certificates, 1 modified certificate, 11 modified degrees, 15 title changes, 3 off-site offerings of existing degrees at a USM regional higher education center, and 1 reactivated area of concentration within an existing degree. He also approved the suspension or discontinuation of 8 degrees, 1 area of concentration within an existing degree, and 1 certificate. In addition, the Board of Regents approved 15 new degree programs. A chart detailing the Chancellor's actions and programs approved by the Board for a total of 96 approvals for this report was circulated in advance. Dr. Coleman noted that the number of actions is not far off from pre-COVID numbers, indicating that despite the pandemic, institutions were forward-thinking and created programs to address the needs of students and the workforce.

Tentative Annual Agenda, 2021-2022

The Tentative Agenda for 2021-2022 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g., enrollment projections, campus crime reporting, financial aid), while others respond to specific requests for information and recommendations from the regents. Following are topics that were offered for consideration:

- COVID's effect on enrollment at USM institutions
- Program duplication – What are the USM's and state's roles in determining potential duplication. Regent Gooden shared that she plans to convene a task force to look at what USM can do to understand and work with MHEC more effectively, so more program proposals make it through the approval process. We also need to understand how the settlement of the Coalition case affects program duplication conversations.
- Regent Wood wondered about the criteria for determining the suitability of a course for an online delivery and who makes those decisions. Dr. MJ Bishop offered insight into this question, as a number of measures are in place.

Regents and school officials were invited to share additional topics with Regent Gourdine, Dr. Boughman, or Dr. Lee.

Motion to Adjourn

Regent Gourdine thanked all for a productive first meeting. She called for a motion to adjourn. The motion was moved by Regent Johnson, seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 11:05 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Towson University: Bachelor of Science in Computer and Mathematical Sciences

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 14, 2021

SUMMARY: The Department of Computer and Information Sciences at Towson University, in partnership with the Department of Mathematics, proposes a new Computer and Mathematical Sciences degree program. This program consists of two concentrations: an Applied Mathematics and Computer Science concentration and a Computer and Mathematical Sciences Secondary Education concentration addressing Maryland's growing need for Mathematics and Computer science educators.

The proposed Applied Mathematics and Computer Science concentration addresses a growing need for a combined major providing an opportunity for students pursuing computer science to bolster their mathematical and analytical skills and mathematics majors to build foundational computer science skills.

The Computer and Mathematical Sciences Secondary Education concentration will lead to dual teacher certification for Computer Science and Mathematics Secondary Education (grades 7-12). The most recent Maryland teacher staffing report identifies Computer Science and Mathematics as "areas of critical shortage," while the state requires high schools to begin offering at least one computer science course beginning AY 2021-2022 as per 2018 MD House Bill 281. This concentration is designed to address the needs of Maryland schools, many of whom may not be able to hire a dedicated computer science educator but would benefit from hiring an educator certified to teach both mathematics and computer science. The dual certification also addresses graduates' needs, offering them greater flexibility and opportunity to secure employment.

The Departments of Computer and Information Sciences and Mathematics have the resources, experience, and expertise to offer the proposed program to the benefit of the Maryland School districts, future graduates, and the reputation of Towson University.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Bachelor of Science in Computer and Mathematical Sciences.

COMMITTEE RECOMMENDATION: Approval	DATE: September 14, 2021
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

TOWSON UNIVERSITY

TOWSON.EDU

TOWSON UNIVERSITY

June 25, 2021

Kim E. Schatzel, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

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

Dear Chancellor Perman:

Towson University seeks review and approval of a **Bachelor of Science in Computer and Mathematical Sciences** under Code of Maryland Regulations (COMAR) 13B.02.03.06.

This program includes two concentrations: Applied Mathematics and Computer Science, and Computer and Mathematical Sciences Secondary Education, addressing Maryland's growing need for Mathematics and Computer science educators.

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/wrf

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. David Vanko, Dean Fisher College of Science and Mathematics
Dr. Maggie Reitz, Vice Provost

o: 410.704.2356 f: 410.704.3488
presidentsoffice@towson.edu
www.towson.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

x New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

_____

x Within Existing Resources, or

_____ Requiring New Resources

Towson University

Institution Submitting Proposal

Computer and Mathematical Sciences

Title of Proposed Program

Bachelor of Science	Fall 2021
Award to be Offered	Projected Implementation Date
0833-01	13.1311
Proposed HEGIS Code	Proposed CIP Code
Computer and Information Sciences	Sidd Kaza
Department in which program will be located	Department Contact
410-704-2633	**skaza@towson.edu**
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	6/28/21 Date

B.S. Computer and Mathematical Sciences

Executive Summary

The Department of Computer and Information Sciences at Towson University, in partnership with the Department of Mathematics, proposes a new Computer and Mathematical Sciences degree program. This program consists of two concentrations: an Applied Mathematics and Computer Science concentration, and a Computer and Mathematical Sciences Secondary Education concentration addressing Maryland's growing need for Mathematics and Computer science educators.

The proposed Applied Mathematics and Computer Science concentration addresses a growing need for a combined major providing an opportunity for students pursuing computer science to bolster their mathematical and analytical skills and mathematics majors to build foundational computer science skills.

The Computer and Mathematical Sciences Secondary Education concentration will lead to dual teacher certification for Computer Science and Mathematics Secondary Education (grades 7-12). The most recent Maryland teacher staffing report identifies Computer Science and Mathematics as "areas of critical shortage," while the state requires high schools to begin offering at least one computer science course beginning AY 2021-2022 as per 2018 MD House Bill 281. This concentration is designed to address the needs of Maryland schools, many of whom may not be able to hire a dedicated computer science educator but would benefit from hiring an educator certified to teach both mathematics and computer science. The dual certification also addresses graduates' needs, offering them greater flexibility and opportunity to secure employment.

The Departments of Computer and Information Sciences and Mathematics have the resources, experience, and expertise to offer the proposed program to the benefit of the Maryland School districts, future graduates, and the reputation of Towson University.

A. Centrality to institutional mission statement and planning priorities

This program aligns with and supports the Towson University Strategic Plan[1]:
Educate: Both concentrations include innovative and rigorous mathematics and computer science courses that prioritize engaged learning.

Innovate: Being among the first undergraduate Computer Science Education programs in the state, this program exemplifies innovative approaches to learning in STEM teacher preparation. It will also allow faculty to study the successes and challenges of the program, leading to the generation of new knowledge about computer science teacher preparation (a relatively new field of study).

Engage: The Secondary Education concentration, in cooperation with Towson UTeach, will partner with local public schools which serve as Professional Development Sites, bringing expertise about computer science education to the community. After graduation, teacher candidates will serve the region and the state with their ability to offer high-quality computer science courses in local school districts.
Include: Equity in computer science education is a founding principle of this new program. Special attention will be paid in several courses (including COSC418 and COSC 492) to concerns of equity, inclusion, diversity, and justice in computing and computer science education.

[1] https://www.towson.edu/about/mission/strategicplan.html

Support: The Applied Mathematics and Computer Science concentration will allow for recruiting exceptionally talented computer science and mathematics majors into the dual-focused major, allowing them to build their mathematical and computing expertise simultaneously. The Secondary Education concentration will allow recruiting computer science and mathematics majors to the teaching profession. Both concentrations will support students through engaging campus experiences such as clubs, internships, and undergraduate research experiences.

Sustain: This program promotes sustainability by educating computer science teachers who will be able to sustain the profession by offering high-quality educational experiences to high school students, leading to *more, better prepared*, and *more diverse* computer science majors in the future.

Notable Design Features of the Proposed Program

The proposed Computer and Mathematical Sciences program's Applied Mathematics and Computer Science concentration addresses needs of a growing number of CS students who want to add a strong mathematical background to their CS degree, as well as mathematics majors who want to add a strong computing component to their pure or applied math degree. Given the current demand for computer scientists, especially those equipped with the strong problem-solving skills that come with a strong math background, the interest in this program from both students and industry is expected to grow further. The proposed Applied Mathematics and Computer Science concentration will work to satisfy the currently unmet demand. The Applied Mathematics and Computer Science concentration requires a minimum of 124 credits comprised of: 49 credits in computer science and related core requirements; 44 credits in mathematics, and 31 additional credits to complete the Towson Core Curriculum.

Towson University's proposed Computer and Mathematical Sciences Secondary Education concentration is specifically designed as a dual-certification concentration for computer science and mathematics secondary education. It requires a minimum of 127 credits, is comprised of 36 credits in computer science, 38 credits in mathematics, 25 credits in education, and 28 additional credits in core curriculum. In line with the University's mission statement seeking to meet the educational needs of the state, we have consulted with education, computer science, and mathematics faculty as well as advisers from four local community colleges. We have determined that in each case there exists a potential 2+2 pathway that includes a two-year degree at the community college level and culminates in a bachelor's degree leading to dual certification in computer science and mathematics.

The decision to develop a dual-certification concentration addresses the flexibility of needs of Maryland school districts. Many schools are not currently in the position to hire full-time teachers in computer science, despite a growing interest to do so. Graduates of this program will help school districts meet their staff needs in computer science, while also serving as mathematics instructors. This type of dual certification approach is supported by national organizations like Code.org (https://code.org/files/TeacherPathwayRecommendations.pdf) as well as conversations among Steering Committee members of the Maryland Center for Computing Education (MCCE). This program also aligns with the University's mission statement seeking to promote economic and workforce development to keep Towson graduates working in Maryland by providing a pathway for graduates who wish to teach computer science to find employment within the Maryland school system.

A dual-certification program in computer science and mathematics will also widen the prospects for recruiting students to this major. To date, there are few pre-service teacher preparation programs in Maryland that lead to secondary education certification in computer science. While awareness of the program matures in the early years, we expect that recruitment from computer science and mathematics majors will contribute significantly to the population of the major.

We note that all courses associated with an SPA assessment for CAEP certification of TU's existing Mathematics Secondary Education major are embedded in the proposed Computer and Mathematical Sciences Secondary Education major. Thus, in terms of certification, graduates of the Mathematics Secondary Education major and those of the proposed Computer and Mathematical Sciences Secondary Education major will not be distinguishable.

B. Critical and compelling regional or State-wide need as identified in the State Plan

There is a dramatic shortage of computing professionals in the U.S. Less than 80,000 bachelor's degrees in computing were awarded in 2019[2], while there were 500,000 unfilled computing jobs[3]. This has serious strategic and economic implications for the nation. As a result, there has been a concerted, national effort to integrate computer science education throughout K-12, jump-started by President Obama through the Computing for All initiative. Indeed, computational thinking has now been identified as a skill as fundamental as reading, writing and arithmetic for today's students, and critical for the U.S. to remain internationally competitive in the future[4]. The National Academies of Science, The National Science Foundation, and Code.org (sponsoring the annual Hour of Code[5], involving 100 million students from 180 countries) highlight some of the ongoing efforts to encourage and support efforts to provide and integrate computational thinking into curricula from elementary through secondary school (and on through the university level). Supplementing the current programmatic offerings at Towson, this new program answers two complementary needs – (1) educating more secondary school teachers in mathematics and computer science; and (2) producing more computing professionals with skills both in mathematics and computer science.

In recent years, computer science education in Maryland has gained greater prominence at the secondary school level. In 2016, the Maryland State Department of Education (MSDE) approved computer science courses as fulfilling the technology education requirement in Maryland public schools. The 2018 MD House Bill 281 requires that beginning in 2021-2022, each MD public school system must require each of its high schools to offer at least one computer science course. This, and a complementary national effort, has been the catalyst for the growing demand for computer science courses in Maryland schools, which, in turn, has created a rapidly growing need for properly trained teachers. This need will likely only increase in the foreseeable future. Current bills under consideration by the Maryland House of Delegates include HB 820, which would require each county school board, beginning in 2023-2024, to submit a report on CS course data, such as enrollment and demographics; HB 823, which would allow students to partially satisfy their mathematics requirements by completing a credit in certain CS courses under certain circumstances; and HB 824, which would create a cybersecurity safety guide and training course to be implemented in public schools. This ongoing legislation demonstrates the increasing attention to Computer Science education at the secondary level, and, if passed into law, will create additional demand for highly qualified computer science teachers.

Increasing the capacity for computer science courses in Maryland high schools can significantly increase the number and diversity of students choosing to major in computer science in college. According to Code.org, students who learn computer science in high school are six times more likely to major in it,

[2] https://educationdata.org/number-of-college-graduates/
[3] https://csedweek.org/resource_kit/blurbs
[4] J.M. Wing, "Computational Thinking," CACM Viewpoint, March 2006, pp. 33-35
[5] https://hourofcode.com/us

while women are 10 times more likely[6]. To meet this challenge, school systems need teachers with the depth of knowledge of computer science commensurate with teachers in the other STEM disciplines. The proposed Computer and Mathematical Sciences program is designed to address this need of teachers and as a result address the greater need for a diverse workforce in the region.

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

The proposed program would be one of the first undergraduate program in the state with the designation of 13.132 (Computer Teacher Education). The most recent Maryland teacher staffing report 2016-2018[7] declares that educators for computer science and mathematics (grades 7-12) are "areas of critical shortage" and the Maryland State Department of Education states a need to expand computer science teacher certification options. This program attempts to address this public policy need. Table 1 (below) identifies the number of teacher candidates graduating from an approved program in Mathematics-Secondary Education from all Institutions of Higher in the state of Maryland[8]. Table 1 also demonstrates that Towson University is the leading institution in terms of the number of teacher candidates in Mathematics Secondary Education, indicating that we are well-positioned to offer this new program. Furthermore, the same Maryland State Department of Education data indicates that in all the years that data was collected (2013-2017), there were 0 graduates from Maryland IHEs who completed an approved Computer Science 7-12 certification program. This program attempts to address this public policy need.

Year	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*	*Total*
Bowie State University	0	1	1	3	**5**
Frostburg State University	4	2	0	2	**8**
Hood College	0	0	0	2	**2**
Johns Hopkins University	1	1	3	1	**6**
Loyola University Maryland	2	5	1	5	**13**
McDaniel College	2	1	0	3	**6**
Mount St. Mary's University	4	2	1	2	**9**
Notre Dame of Maryland University	8	12	9	7	**36**
Salisbury University	4	8	12	10	**34**
St. Mary's College of Maryland	0	1	1	3	**5**

6 https://code.org/advocacy/state-facts/MD.pdf
7 http://marylandpublicschools.org/stateboard/Documents/10252016/TabF.pdf
8 MSDE Approved Programs Dashboard: https://mldscenter.maryland.gov/webcenter/faces/oracle/webcenter/page/scopedMD/sa8bbbac1_8caf_4819_a5a1_7b1d774ceb9d/Page6.jspx

Stevenson University	0	0	2	1	**3**
Towson University	18	15	8	13	**54**
Univ. of MD Eastern Shore	1	1	0	1	**3**
Univ. of MD University College	7	1	3	4	**15**
Univ. of MD, Baltimore County	7	11	9	3	**30**
Univ. of MD, College Park	11	9	11	13	**44**
Washington College	1	1	0	0	**2**
Total	**70**	**71**	**61**	**73**	**275**

Table 1: Initial teacher certification program graduates by university and year.

D. Reasonableness of program duplication

There exists no current single degree program in the state that is targeted at preparing graduates in both Mathematics and Computer science. The nearest comparison to the proposed program would be Universities that allow students to simultaneously meet the requirements for their Mathematics and Computer science programs, receiving a double major degree. For instance, University of Maryland[9] and McDaniel College[10] allow students to pursue a double major in Mathematics and Computer Science. A dual major degree requires students to complete the requirements of their primary major and take additional units to meet the requirements of the second major. For example, at McDaniel College the computer science major requires up to 54 total hours and the dual major of Computer Science of Mathematics requires an additional 17 hours. In contrast, the proposed program described herein is a single integrated program offering education in the areas of Computer Science and Mathematics.

The proposed program's Secondary Education concentration emphasizes the institutional goals of making Towson a first-choice institution for an increasing percentage of students. This program would be among only three approved programs in the state of Maryland for undergraduates wishing to pursue computer science secondary education, and the *only* degree program that prepares graduates for dual certification in both mathematics and computer science. The only two other programs in the state that lead to certification in computer science secondary education (at Washington College and University of Maryland – College Park, both approved since 2018) are both single-certification options. Graduates from the secondary education concentration will be certified to teach Mathematics, for which there is a growing need (see Section C. above), and Computer Science, helping to meet the MD House Bill 281 requirement that each high school is required to offer at least one computer science course and the increasing national demand for computer science educators.

[9] University of Maryland Math and Computer Science Dual major. https://www-math.umd.edu/double-major.html#cs

[10] McDaniel College Computer Science and Mathematics dual major. http://catalog.mcdaniel.edu/preview_program.php?catoid=41&poid=3923&returnto=2712&print

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Similar programs do not currently exist at HBIs, or elsewhere in the state. This program will have no impact on the uniqueness and institutional identities and missions of HBIs.

F. Relevance to Historically Black Institutions (HBIs)

Similar programs do not currently exist at HBIs, or elsewhere in the state. This program will have no impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with COMAR 13B.02.03.10 (See COMAR Title 13B.02.03.10 for the regulation.)

The Applied Mathematics and Computer Science concentration in this program will not be a screened major and any student admitted to Towson University will be able to select this concentration.

The Secondary Education concentration will require the students to be admitted to the Towson University UTeach program (https://www.towson.edu/fcsm/departments/uteach/admission.html). The updated requirements are guided by the Towson Teacher Education Executive Board standards, and currently include completion of 45 college units, an overall 3.0 GPA, and satisfactory completion of a criminal background check.

Program Educational Objectives:

1. Graduates will be able to apply their depth of understanding in computer and mathematical sciences to facilitate successful careers in computer science and related fields.
2. Graduates will be able to apply their broad knowledge in the fundamental areas of computer and mathematical sciences to allow them to continue their professional development and sustain a life-long career in in the field either through graduate study or continuing self-directed learning and development activities.
3. Graduates will apply their teamwork, communication, and interpersonal skills to enable them to work effectively with interdisciplinary teams and practice their profession with regard to ethical and societal responsibilities.

The program educational objectives directly support the institutional mission by focusing on the development of knowledge in a specialized field, critical thinking skills, and effective communications skills. They also emphasize the institutional goals of developing an awareness of local and global culture and as well as high standards for integrity and societal contributions.

All students in the Computer and Mathematical Sciences Major must complete the shared coursework. Each student will also select the Applied Mathematics and Computer Science or Secondary Education concentration and fulfil all the requirements listed for that concentration. The two concentrations in the program will be assessed independently to support the student learning outcomes for each.

Applied Mathematics and Computer Science Concentration

The Applied Mathematics and Computer Science concentration requires students to complete 124-126 units, distributed between 49 units required from computer science and related core requirements, 44-46 units required from mathematics, and 31 additional units from the core curriculum. These are designed to combine the bulk of the core requirements of the computer science and mathematics majors and to maximize potential synergies between the majors and among their electives so that this concentration replicates the benefits of a double major (in computer science and mathematics) at a lower course load.

Applied Mathematics and Computer Science Concentration Requirements

Required Computer Science Courses (34 credits)

COSC 236	Introduction to Computer Science I	4
COSC 237	Introduction to Computer Science II	4
COSC 290	Principles of Computer Organization	4
COSC 336	Data Structures and Algorithm Analysis	4
COSC 350	Data Communications and Networking	3
CIS 377	Information Systems Security	3
COSC 412	Software Engineering	3
COSC 439	Operating Systems	3
COSC 455	Programming Languages: Design & Implementation	3
COSC 457	Database Management Systems	3

Computer Science Elective Courses: Choose 2 of the following (6 credits)

COSC 397	Internship in COSC	3
COSC 417	Introduction to the Theory of Computing	3
COSC 459	Computer Simulation and Modeling	3
COSC 461	Artificial Intelligence	3
COSC 465	Robotics	3
COSC 471	Computer Graphics	3
COSC 483	Design and Analysis Algorithms	3
COSC 495	Independent Study[2]	3

Required Mathematics Courses (32 credits)

MATH 265	Elementary Linear Algebra	4
MATH 267	Introduction to Abstract Mathematics	4
MATH 273	Calculus I	4
MATH 274	Calculus II	4
MATH 275	Calculus III	4
MATH 330	Introduction to Statistical Methods	4
or MATH 331	Probability	4
MATH 369	Introduction to Abstract Algebra	4
MATH 372	Real Analysis I	4

Math Elective Courses – Group 1: Choose 2 of the following (6-7 credits)

MATH 314	Introduction to Cryptography	3
MATH 331	Probability	4

MATH 332	Mathematical Statistics	3
MATH 374	Differential Equations	3
MATH 377	Mathematical Models	3
MATH 379	Fourier Analysis with Applications	3
MATH 435	Numerical Analysis I	3
MATH 437	Operations Research	3
MATH 439	Computational Probability Models	3

Math Elective Courses – Group 2: Choose 2 of the following (6-7 credits)

MATH 315	Applied Combinatorics	4
MATH 451	Graph Theory	3
MATH 457	Differential Geometry	3
MATH 463	Linear Algebra	3
MATH 465	Number Theory	3
MATH 467	Algebraic Structures	3
MATH 472	Real Analysis II	3
MATH 475	Complex Analysis	3
MATH 477	Topology	3

Required Core Courses (9 credits)

COMM 131	Public Speaking **(Core 5)**	3
ENGL 317	Writing for Business and Industry **(Core 9)**	3
COSC 418	Ethical and Societal Concerns CS **(Core 14)**	3

Total (93-95 required; 31 additional core) 124+
Course catalogue descriptions are included in Appendix I.

Secondary Education Concentration

The Secondary Education concentration will satisfy the Specialized Professional Associations (SPA) assessment for the Council for the Accreditation of Educator Preparation (CAEP) for Mathematics Secondary Education programs. In addition, the concentration will also align with Computer Science Teachers Association Standards (CSTA). Student achievement in each of the following standards will be assessed. Standard 1-16 SPA standards for Mathematics Secondary Education and Standards 17-21 are CSTA standards.

Standard 1: Knowledge of Mathematical Problem Solving
Standard 2: Knowledge of Reasoning and Proof
Standard 3: Knowledge of Mathematical Communication
Standard 4: Knowledge of Mathematical Connections
Standard 5: Knowledge of Mathematical Representation
Standard 6: Knowledge of Technology
Standard 7: Dispositions
Standard 8: Knowledge of Mathematics Pedagogy
Standard 9: Knowledge of Number and Operation
Standard 10: Knowledge of Different Perspectives on Algebra
Standard 11: Knowledge of Geometries
Standard 12: Knowledge of Calculus
Standard 13: Knowledge of Discrete Mathematics

Standard 14: Knowledge of Data Analysis, Statistics, and Probability
Standard 15: Knowledge of Measurement
Standard 16: Field-Based Experiences
Standard 17: Computer Science Knowledge and Skills
Standard 18: Equity and Inclusion
Standard 19: Professional Growth and Identity
Standard 20: Instructional Design
Standard 21: Classroom Practice

Secondary Education Concentration Requirements

Required Computer Science Courses

CIS 377	Information Systems Security	3
COSC 236[1]	Introduction to Computer Science I	4
COSC 237	Introduction to Computer Science II	4
COSC 336	Data Structures and Algorithm Analysis	4
COSC 412	Software Engineering	3
COSC 418	Ethical and Societal Concerns CS **(Core 14)**	3
COSC 109	Computers and Creativity **(Core 4)**	3
ITEC 250	Fundamentals of Computer Networks	3
COSC 482	Teaching Computer Science in Secondary Schools	3
COSC 492	Internship Secondary Education-Computer Science	6

Required Mathematics Courses

MATH 265	Elementary Linear Algebra	4
MATH 267	Introduction to Abstract Mathematics	4
	or MATH 263 Discrete Math	3
MATH 273	Calculus I	4
MATH 274	Calculus II	4
MATH 275	Calculus III	4
MATH 310	Functions and Modeling **(Core 9)**	3
MATH 330	Introduction to Statistical Methods	4
MATH 353	Euclidean and Non-Euclidean Geometry	3
MATH 423	Teaching Mathematics in the Secondary Schools	3
MATH 426	Internship Secondary Education – Mathematics	6

Required Education Courses

SEMS 110	Intro to STEM Teaching I	1
SEMS 120	Intro to STEM Teaching II	1
SEMS 230	Knowing & Learning	3
SEMS 240	Classroom Interactions	3
SEMS 250	Perspectives in Science and Mathematics **(Core 5)**	3
SEMS 370	Project-Based Instruction	3
SEMS 498	Intern. Math and Science Secondary Education	3
SEMS 430	Seminar in STEM Education	1
SCED 460	Using Reading & Writing in the Secondary Schools	4
SCED 461	Teaching Reading in the Secondary Content Areas	3

Total (100 required; 28 additional core) 127+
Course catalogue descriptions are included in Appendix I.

H. Adequacy of articulation

Towson has transfer agreements with community colleges with programs in the CIS Department and beyond. Many courses (that lie outside of articulation agreements) transfer through the transfer equivalency system at Towson (https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=5238dc5e-5503-4fd6-86a5-13b67093b7d0&aid=8f38118f-ccf9-4534-8f42-bbf970321b39).

Since this program is based on lower-level courses that already exist, we anticipate no issues in transferring equivalent courses form community colleges and other four-year institutions using our current mechanisms.

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

Faculty who will contribute to the program:

Faculty Member	Highest Degree Earned - Field and Year	Rank [1]	FT/PT	Courses Teaching [2]
Acharya, Subrata	Ph.D., Computer Science (2008)	P	FT	*NSF Rotation 2020-2021
Ali-Gombe, Aisha	Ph.D., Engineering and Applied Science-Computer Science (2017)	AST	FT	COSC 236
Alkharouf, Nadim	Ph.D. Computational Sciences and Informatics (2004)	P	FT	COSC 236
Brown, Cheryl Thomas	M.S., Information & Telecommunications Systems (1995)	I	FT	CIS 377
Chakraborty, Suranjan	Ph.D., Information Systems (2008)	P	FT	COSC 237
Conover, Adam	Sc.D., Applied Information Technology (2008)	AST	FT	COSC 236, COSC 455
Davani, Darush	Sc.D. Engineering and Applied Science (1985)	P	FT	COSC 175, COSC 459, COSC 465

Dehlinger, Josh	Ph.D., Computer Science (2008)	P	FT	CIS/COSC/ITEC 397, COSC 495
Deng, Lin	Ph.D., Information Technology (2017)	AST	FT	COSC 412
Dierbach, Charles	Ph.D., Computer Science (1991)	ASC	FT	COSC 109, COSC 237, COSC 495
Downing-Harris, Terry	M.S., Business Administration (2005)	I	FT	COSC 175
Dudley, Alfreda	Ph.D., Technology & Culture (2008)	P	FT	COSC 418
Eyer, Robert	M.S. Computer Science (2001)	I	FT	COSC 236
Hilberg, Scott	Ed.D., Organizational Innovation & Leadership (2007)	P	FT	
Hong, Sungchul	Ph.D., Management Science (1999)	ASC	FT	COSC 457
Hornberger, Alex	M.S. Computer Science	I	FT	CIS 377
Hossain, Moinul	Ph.D., Electrical and Computer Engineering (2020)	AST	FT	ITEC 250
Karne, Ramesh	Ph.D. Computer Science (1992)	P	FT	COSC 439
Kaza, Sidd	Ph.D., Management Information Systems (2008)	P	FT	COSC/CIS As needed.
Kelleher, Tina	Ph.D., Literature (2005)	I	FT	COSC 418
Kim, Yanggon	Ph.D., Computer Sciences (1995)	P	FT	COSC 290

Liao, Weixian	Ph.D., Computer Engineering (2018)	AST	FT	COSC 236
Loksa, Dastyni	Ph.D., Information Science – Computer Science Education (2020)	AST	FT	COSC 236
Lu, Chao	Ph.D., Engineering (1988)	P	FT	COSC 290
Meiselwitz, Gabriele	Ed. D., Instructional Technology (2005)	P	FT	COSC 109
Nguyen, Nam	Ph.D., Computer Science	ASC	FT	COSC 336, COSC 483
O'Leary, Michael	Ph.D., Mathematics	P	FT	
Pak, Jinie	Ph.D., Information Systems (2014)	ASC	FT	CIS 377, COSC 418
Saeedloei, Neda	Ph.D., Computer Science (2011)	AST	FT	COSC 455, COSC 461
Sanders, Willie	M.S., Applied Information Technology (2017)	I	FT	CIS 377
Song, Yeong-Tae	Ph.D., Computer Science (1999)	P	FT	COSC 290, COSC 412
Tang, Katherine	Ph.D., Computer Science (2011)	ASC	FT	COSC 336, COSC 439, COSC 471
Tavakolan, Mona	D. Sc., Towson University (2014)	AST	FT	ITEC 250
Taylor, Blair	D.Sc., Applied Information Technology (2008)	ASC	FT	CIS 377, COSC 236
Tessler, Chuck	Ph.D., Computer Science (2019)	AST	FT	COSC 439
Wang, Kathy	Ph.D., Computer and Information Science (2008)	AST	FT	COSC 418
Wijesinha, Alexander	Ph.D., Computer Science (1996)	P	FT	COSC 350

Wilbanks, Linda	Ph.D., Computer Science (1991)	I	FT	CIS 377
Yu, Wei	Ph.D., Computer Engineering (2008)	P	FT	COSC 237
Zimand, Iliana	M.S., Computer Science (1999)	I	FT	COSC 236, COSC 237
Zimand, Marius	Ph.D., Computer Science (1996)	P	FT	COSC 336
Mostafa Aminzadeh	Ph.D. in Statistics	P	FT	Math 27x, 330, 331
Sergiy Borodachov	Ph.D. in Mathematics	P	FT	Math 2xx, 374, 379, 435, 457, 472, 475
Christopher Cornwell	Ph.D. in Mathematics	AST	FT	Math 2xx, 369, 457, 463, 467, 477
Linda Cooper	Ph.D. in Mathematics Education	P	FT	SEMS 240, SEMS 370, Math 330, Math 426
Kimberly Corum	Ph.D. in Mathematics Education	AST	FT	SEMS 370, Math 426
Yunwei Cui	Ph.D. in Statistics	ASC	FT	Math 27x, 330, 331, 332, 439
Min Deng	Ph.D. in Statistics	P	FT	Math 331, 332
Kristin Frank	Ph.D. in Mathematics Education	AST	FT	Math 310, 420, 423, 426
Mathew Gluck	Ph.D. in Mathematics	I	FT	Math 2xx, 372, 374, 377, 435, 457, 472, 475
T Elizabeth Goode	Ph.D. in Mathematics	ASC	FT	Math 2xx, 369, 451,

Vincent Guingona	Ph.D. in Mathematics	AST	FT	Math 2xx, 315, 369, 372, 463, 465, 467
Ge Han	Ph.D. in Mathematics	ASC	FT	Math 27x, 330, 331, 332
Xuezhang Hou	Ph.D. in Mathematics	P	FT	Math 2xx, 372, 374, 379, 472, 475
Min Ji	Ph.D. in Actuarial Science	ASC	FT	Math 27x, 330, 331, 332
Gail Kaplan	Ph.D. in Mathematics	P	FT	Math 310, 320, 423, 426
Opel Jones	Ph.D. in Mathematics	I	FT	Math 2xx, 315, 369, 451
Alexei Kolesnikov	Ph.D. in Mathematics	P	FT	Math 2xx, 314, 315, 369, 377, 437, 467
Angel Kumchev	Ph.D. in Mathematics	P	FT	Math 2xx, 369, 372, 374, 463, 465, 467, 472, 475
Lindsey-Kay Lauderdale	Ph.D. in Mathematics	AST	FT	Math 2xx, 314, 315, 369, 451, 463, 465, 467
Nathan McNew	Ph.D. in Mathematics	AST	FT	Math 2xx, 314, 315, 369, 451, 463, 465, 467
Michael O'Leary	Ph.D. in Mathematics	P	FT	Math 27x, 314, 374, 377, 435, 437, 472, 475
Miriam Parnes	Ph.D. in Mathematics	I	FT	Math 2xx, 315, 369, 374, 463, 467
Moustapha Pemy	Ph.D. in Mathematics	P	FT	Math 27x, 331, 372, 374, 437, 439, 472

Tatyana Sorokina	Ph.D. in Mathematics	P	FT	Math 2xx, 372, 374, 435, 457, 463, 472, 477
Sandy Spitzer	Ph.D. in Mathematics Education	P	FT	SEMS 230, Math 426
Leonid Stern	Ph.D. in Mathematics	P	FT	Math 2xx, 369, 463, 465, 467
Jing Tian	Ph.D. in Mathematics	AST	FT	Math 2xx, 372, 374, 377, 379, 435, 457, 472, 475
Mircea Voisei	Ph.D. in Mathematics	ASC	FT	Math 2xx, 372, 374, 472
Rajeev Walia	Ph.D. in Mathematics	I	FT	Math 27x, 369, 374, 463
Xiaoyin Wang	Ph.D. in Mathematics	P	FT	Math 330, 332
Na Zhang	Ph.D. in Mathematics	AST	FT	Math 27x, 330, 331, 439
Jay Zimmerman	Ph.D. in Mathematics	P	FT	Math 2xx, 369, 451, 457, 465, 467, 475

[1] Code: P=Professor, ASC=Associate Professor, AST=Assistant Professor, I=Instructor, A=Adjunct, O=Other

[2] 2xx and 27x indicates teaching any 200 or 270 Math courses, respectively.

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

Towson University students and faculty benefit from the library's participation in two local library consortia, the University System of Maryland, and Affiliated Institutions (USMAI) and the Baltimore Academic Library Consortium (BALC). Towson University students and faculty can order materials through the shared USMAI catalog from other University System of Maryland Libraries and have them delivered directly to the Cook Library in three to five days. The University of Maryland College Park's EPS Library has a particularly strong computer and information science collection to support their well-known Computer Engineering program. University of Maryland at Baltimore County (UMBC) and Bowie State University have solid collections to support their accredited computer science programs. In

addition, students and faculty can check out materials from nearby BALC libraries such as Loyola University's library, another accredited computer science institution and member of the Baltimore Academic Library Consortium.

Through the Cook Library's **ILLiad online interlibrary loan system**, students and faculty may request items not available through the USMAI catalog or articles not accessible in print or online format through Cook Library. ILLiad facilitates the electronic delivery of interlibrary loan materials to the desktops of Towson faculty and students. In special cases, Cook Library can rush materials to users in 24 hours, but most interlibrary loan requests are filled within 10 to 14 days. Generally, materials are free to Towson University borrowers, but if the lending library charges special fees, these are passed on to borrowers. The interlibrary loan statistics enable the library to identify journals that should be owned at Towson University because of their high use.

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

This program will be housed in the department of Computer & Information Sciences and will utilize the existing physical facilities, infrastructure, and instructional equipment. The program will leverage existing classroom space and optimize timing of courses to offer the proposed program without requiring additional facilities, infrastructure, or instructional equipment. The computing resources available to students, as provided by the department and the university campus computing by OTS, gives students access to abundant computing resources. In addition, the Secondary Education concentration will utilize the existing infrastructure of the Towson UTeach program that includes two Towson UTeach designated classrooms as well as a student resource center (available for students to study, tutor, and team build).

Classrooms / Teaching Labs

The department has **eight traditional classrooms** and **nine teaching laboratories**, each outfitted with a front instructor's projection station and a front electric projection screen. Each of the classrooms and labs hold approximately 30 students, except for **one larger class** that holds up to 60 students.
Each classroom and teaching lab are equipped with a ceiling mounted Panasonic PT-RZ570 projector and Crestron control system. The instructor can project an image to the class from a variety of systems or viewing devices. The instructor's station is also outfitted with:

- Separate cables (audio, HDMI, Ethernet, and video) for the instructor to connect a laptop or other HDMI devices to the projection system.
- A Mid Atlantic Products PO-915RV-RN Power Amp and Crestron DMPS-300C Audio Mixer
- Bogen HFCSI recessed ceiling speakers (four)

The equipment meets the needs of instructors with different teaching styles, from markers and whiteboard to more web-enhanced and multi-media presentations. Equipment and instructor needs are reviewed each semester and updated as necessary.

Open Project Labs

The department has **two open project labs** that are available for student use. The labs are open from 8am-10pm Monday-Thursday, 8am-5pm Fridays, and 10am-3pm on Saturday and Sunday. Extended hours are available upon request and during Final Exams Week. Students in the secondary education

concentration also have access to the UTeach Student Resource Center which includes additional space and contexts for student work.

Research Labs

The department also has **nine research labs** located in the building to facilitate co-located work, meetings, and research. These labs would be accessible to students of the proposed program should they choose to contribute to research or are interested in more further engaging with the topics addressed in the lab.

- Research Project Lab
- Bare Machine Computing and Software Engineering Lab
- Human Computer Interface (HCI) Lab
- Advanced Network and Honeynet Lab
- Computer Vision Lab
- Forensics and Wireless/RFID Lab
- Learning Management Systems and Voice Over IP Lab
- Network Security Lab
- Bioinformatics Lab

Additionally, the department also has **four specialized technology teaching and research labs**, as follows:

- Security Lab
- Linux-VM Lab
- IT Program Lab
- Hardware Lab

Campus Computing Facilities

The university has a **wireless network** that gives students access to the university systems. Computer labs are also available for all students on campus in Cook Library, maintained by OTS. These labs are available from 8am - 9:30pm Monday-Thursday, 8am - 4pm on Friday, 10am - 5:30pm on Saturday, and 12pm - 9pm on Sunday.

Administrative Offices

The department has adequate office space and facilities for the administrators in the program. The “front/lobby area” of the department is directly off the main hallway. It contains a reasonable-sized waiting area staffed by the same fulltime level-two administrative assistant every day. The offices of the department chair, associate chair, and the Student Services Coordinator are easily accessible to the lobby area expediating addressing any needs for a student, staff, or faculty to speak with the administrators.

Faculty Offices

Each full-time faculty member in the department has their own office. All faculty offices are in the same area, with various printer stations at the perimeters.

Resident Students Computing Access

The **Towson University Resident Network** (ResNet) is a secure network managed by OTS that provides students access to campus computing from their dormitories.

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

The proposed program requires minimal additional resources as it is built upon the existing courses in the Mathematics and Computer Science Majors. All but two courses are permanent running courses in the two majors already. Reallocated funds are used to staff the courses (all but two of which already serve existing majors). We predict the hiring of one master teacher at the clinical track.

We do not anticipate needing any additional funding to cover the first year of the program. While we anticipate needing a new faculty member starting in year 2, the expected tuition from students in the proposed program will be enough to cover the salary and benefits of a new faculty member. Please see details in Table 1: Resources and Table 2: Expenditures.

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

The adequacy of the course content and learning outcomes for both concentrations within the program will be evaluated by a program committee which will be instituted when the program is approved. The program committee shall meet 3 times a semester and will oversee the program. The department of Computer and Information Sciences will be the home department for the program working on close coordination with the Department of Mathematics. While mid-semester meetings will focus on course development issues, the department retreat in August will be used to develop long-term strategic goals for the program and address any changes to accreditation requirements.

The program will be assessed within the 7-year assessment cycles at Towson University.
Faculty will be evaluated each semester using quantitative, qualitative and peer evaluations as measures. The evaluations will be reflected upon in the annual faculty reviews.

Student performance and outcomes will be assessed by many metrics including:

- Records of job offers and career advancement.
- Records of admission to graduate program
- Faculty evaluation of students' internship experiences combined with recommendations from industry professional.
- Faculty evaluation of students' paper discussing how they would be solving ethical issues related to computer science and related field.

The faculty committee will review the curriculum each semester. Appendix II includes the full Assessment Plan for this program.

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

Towson University is one of the most diverse higher education institutions in the nation and is staunchly committed to building an inclusive, equitable and diverse campus community. In Fall 2020, a new diversity and equity strategic plan was launched at Towson focusing on TU's aspiration to become a more inclusive and equitable institution of distinction. The Fisher College of Science and Mathematics and Department of Computer and Information Sciences will align their diversity and inclusion plans with the university in 2021. In 2021, the CIS department also begins work on a department-wide effort to increase inclusion and retention of minorities in the computing programs through a grant from the Center of Inclusive Computing at Northeastern University. The CIS department has a student population that has 50% minorities (by race), and this program will use this population as a feeder group. Long-term, enhancing teachers' preparation and ability to offer computer science courses in Maryland high schools is likely to promote diversity within the Department Computer and Information Science (since empirical data suggests that students from historically under-represented populations, such as women and BIPOC, are more likely to choose computing as a career if they take a computer science course in high school)[11].

O. Relationship to low productivity programs identified by the Commission

Not Applicable.

P. If proposing a distance education program, please provide evidence of adequacy of the program addressing the Council of Regional Accrediting Commissions (C-RAC) Interregional guidelines for the evaluation of distance education (as required in COMAR 13B.02.03.22C).

Not Applicable

[11] https://code.org/diversity

Q. Program Resources and Expenditures Tables

TABLE 1: RESOURCES					
Fill in items highlighted in blue only					
Resources Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Reallocated Funds[1]	**402,960**	**419,078**	**435,842**	**453,275**	**471,406**
2. Tuition/Fee Revenue[2]	**80,916**	**120,456**	**159,996**	**183,720**	**188,592**
a. Annual Full-time Revenue of New Students					
Number of Full-time Students	9	14	19	22	22
Annual Tuition Rate	$7,296	$7,296	$7,296	$7,296	$7,296
Subtotal Tuition	$65,664	$102,144	$138,624	$160,512	$160,512
Annual Fees	$612	$612	$612	$612	$612
Subtotal Fees	$5,508	$8,568	$11,628	$13,464	$13,464
Total Full-time Revenue of New Students	$71,172	$110,712	$150,252	$173,976	$173,976
b. Annual Part-time Revenue					
Number of Part-Time Students	2	2	2	2	3
Credit Hour Tuition Rate	$304	$304	$304	$304	$304
Annual Fees Per Credit Hour	$102	$102	$102	$102	$102
Annual Credit Hours Per Student	12	12	12	12	12
Subtotal Tuition	$7,296	$7,296	$7,296	$7,296	$10,944
Subtotal Fees	$2,448	$2,448	$2,448	$2,448	$3,672
Total Part Time Revenue	$9,744	$9,744	$9,744	$9,744	$14,616
3. Grants, Contracts & Other Sources[3]	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 - 4)	$483,876	$539,534	$595,838	$636,995	$659,998

TABLE 2: EXPENDITURES					
Fill in blue shaded areas only.					
Expenditure Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Total Faculty Expenses	$0	$99,750	$103,740	$107,890	$112,205
(b + c below)					
a. #FTE	**0.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary		**75,000**	**78,000**	**81,120**	**84,365**
c. Total Benefits	0	24,750	25,740	26,770	27,840
2. Total Administrative Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
b. Total Salary	**0**	**0**	**0**	**0**	**0**
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
b. Total Salary					
c. Total Benefits	0	0	0	0	0
4. Equipment	**5,000**	**5,000**	**5,000**	**5,000**	**5,000**
5. Library					
6. New or Renovated Space					
7. Other Expenses	**7,200**	**7,200**	**7,200**	**7,200**	**7,200**
TOTAL (1-7)	$12,200	$111,950	$115,940	$120,090	$124,405

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
University of Maryland, Baltimore: Master of Science in Clinical Informatics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 14, 2021

SUMMARY: The University of Maryland, Baltimore Graduate School seeks to offer a Master of Science (MS) in Clinical Informatics. We intend to offer it as a mixture of didactic coursework and practical training, with 34 credits required for the MS. All didactic courses will be accessible online. The practical courses will have both on-site and online options. The proposed degree will allow students with a professional healthcare background to be trained in best practices of Clinical Informatics. The program will be geared toward physicians, nurses, pharmacists, other healthcare professionals, biologists, and scientists, who will study and apply informatics approaches to enhance their professional skills. The program will focus on biomedical data, computational systems, and clinical process improvement, which students will apply to the practice of medicine, to enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship.

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

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

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

COMMITTEE RECOMMENDATION: Approval		DATE: September 14, 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
220 Arch Street, 14th Floor
Baltimore, MD 21201
410 706 2477
rward@umaryland.edu

www.umaryland.edu

July 26, 2021

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

Dear Chancellor Perman:

The University of Maryland, Baltimore is seeking authorization to offer a Master of Science (MS) in Clinical Informatics. Our proposed program leverages institutional expertise from both UMB and UMBC to tackle systemic problems in Clinical Informatics. In order to enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship, this program will apply biomedical data, computational systems, and clinical process improvement to the practice of medicine.

The program will be offered as a mixture of didactic coursework and practical training, with 34 credits required for a MS. All didactic courses will be accessible online. The practical courses will have both on-site and online options. The proposed degree will allow students with a professional healthcare background to be trained in best practices of Clinical Informatics. The program will be geared toward physicians, nurses, pharmacists, other healthcare professionals, biologists, and other scientists, who will study and apply informatics approaches to enhance their professional skills. The program will focus on biomedical data, computational systems, and clinical process improvement, which students will apply to the practice of medicine and to clinical decision support, in order to enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship. We plan to offer this program beginning with the Fall 2022 term.

Thank you for your time and consideration of this request. Please contact me if you need additional information.

Regards,

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, Baltimore
Institution Submitting Proposal

Master of Science in Clinical Informatics
Title of Proposed Program

Master of Science (MS)	**Fall 2022**
Award to be Offered	Projected Implementation Date
	51.2706
Proposed HEGIS Code	Proposed CIP Code
University of Maryland Graduate School	**Dr. Courtney Resnick**
Department in which program will be located	Department Contact
410-706-1527	**cresnick@umaryland.edu**
Contact Phone Number	Contact E-Mail Address

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

July 26, 2021
Date

A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND, BALTIMORE FOR A MASTER OF SCIENCE IN CLINICAL INFORMATICS

TABLE OF CONTENTS

A. Centrality to Institutional Mission and Planning Priorities:

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

The University of Maryland, Baltimore (UMB) submits this proposal to create a Master of Science in Clinical Informatics. We intend to offer it as a mixture of didactic coursework and practical training, with 34 credits required for a Master of Science (MS). All didactic courses will be accessible online. The practical courses will have both on-site and online options. The proposed degree will allow students with a professional healthcare background to be trained in best practices of Clinical Informatics. The program will be geared toward physicians, nurses, pharmacists, other healthcare professionals, biologists, and scientists, who will study and apply informatics approaches to enhance their professional skills. The program will focus on biomedical data, computational systems, and clinical process improvement, which students will apply to the practice of medicine, in order to enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship.

The Master of Science in Clinical Informatics will be organized around two PBCs in Data Science (currently offered by UMBC) and Clinical Information (proposal forthcoming), along with hands-on practicums and conferences. The PBC in Data Science will be hosted by UMBC, and the other courses will be hosted by UMB to form a joint institutional collaboration. Full-time and part-time plans of study will be available to students. The curriculum will be a joint effort, using clinical and practical courses taught at UMB along with data science courses from UMBC. The hands-on practicums will be supervised by UMB and UMBC faculty with advanced training in Clinical Informatics and Computer Science and focus on relevant clinical projects at the University of Maryland Medical Center and the University of Maryland School of Medicine.

The program will prepare students from a wide range of healthcare backgrounds for careers in clinical data science and clinical informatics. They will provide leadership and expertise in the procurement, customization, development, implementation, management, evaluation, and continuous improvement of clinical information systems. They will work with a large range of computational systems, including electronic health record systems, decision-support systems, practice management tools, imaging systems, clinical research systems, and public health systems. They will find employment as Chief Medical Information Officers (CMIOs), researchers, educators, and in industry, all of which are in high demand. In addition, by obtaining ACGME certification, qualified physicians who complete the program can become board-eligible in the ABMS specialty of Clinical Informatics. For other health professionals and scientists, completion of this program, along with other professional activities, can lead to eligibility as a Fellow of the American Medical Informatics Association.

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

UMB has a long history of developing qualified healthcare professionals. The program in Clinical Informatics continues this tradition by recognizing the need for interdisciplinary professionals with training in both informatics and healthcare. The new medical subspecialty in Clinical Informatics is further evidence of the need for multidisciplinary individuals to lead the data revolution in healthcare. The knowledge and skills in Clinical Informatics are crucial to future success in patient care, biomedical research, and public health, as well as to health policy design and implementation The American Medical Informatics Association (www.amia.org) estimates that 70,000 trained specialists are needed in the near future to support these efforts, with other estimates in 2018 as high as 150,000 specialists, if all hospitals followed the Electronic Medical Record Adoption Model (JAMIA Open. 2018 Oct; 1(2): 188–194).

The M.S. in Clinical Informatics program directly aligns with the first theme of UMB's strategic plan, "Health, Justice, and Social Impact", in order to "deepen and expand local and global engagement by providing health, legal, and social work programs and engaging in research to promote social justice and improve health." Our proposed program leverages institutional expertise to tackle systemic problems in Clinical Informatics. In order to enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship, this program will apply biomedical data, computational systems, and clinical process improvement to the practice of medicine. The proposed program also supports UMB's second theme, "Research and Scholarship", by harnessing our interdisciplinary strengths across UMB and UMBC in Clinical Medicine and Computer Science, respectively. Related to this, the proposed program also supports UMBC's strategic goal, "Collective Impact in Research, Scholarship, And Creative Achievement", by increasing national prominence in selected multidiscipline areas, including Information Technology. The UMB and UMBC campuses, with their complementary strengths in Clinical Medicine and Computer Science, will make ideal partners for this training program.

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

   The program will be well-resourced and will rely on existing faculty at UMB and UMBC, with much of the coursework already developed. Versions of the most courses already exist and will be updated with best practices for online learning in collaboration with UMB's Faculty Center for Teaching and Learning. Because of this, the UMB Graduate School will have the capacity to offer the proposed degree program within existing resources and to ensure continued funding to support the program into the foreseeable future.

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

The UMB Graduate School has an ongoing commitment to sustaining new degree programs it has developed. The Graduate School has committed significant resources in the realm of administrative support including a vice dean, assistant dean, and program director who will provide leadership for the quality and sustainability of the Master of Science in Clinical Informatics. Additionally, leadership within the UMBC Department of Computer Science and Electrical Engineering and leadership within the UMBC Professional Studies in Data Science have expressed their commitment to this proposed program. Helping to manage this collaboration will be Dr. Michael Grasso at UMB and Dr. Anupam Joshi at UMBC. Dr. Grasso is a practicing physician in the Department of Emergency Medicine and a board-certified Clinical Informaticist. He is also a Ph.D. Computer Scientist, who completed this training at UMBC. Dr. Joshi is also a Ph.D. Computer Scientist, Chair of the Department of Computer Science and Electrical Engineering and is an active member of the UMB ICTR research group. Dr. Ergun Simsek, program director of the UMBC Data Science program, will provide additional leadership. Drs. Grasso and Joshi have worked together for the past 20 years on various research grants, educational activities, and peer-reviewed publications.

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

The 2017-2021 Maryland State Plan articulates three primary goals for postsecondary education: access, success, and innovation. The proposed M.S. in Clinical Informatics aligns well with the State Plan.

- Access – The proposed program ensures equitable access. Placing the bulk of the program online offers non-traditional students as well as those not geographically located in the Baltimore a pathway to completing the program. The format also allows them to balance their educational objectives with competing demands of family and work.
- Success – Programs such as this one are expected to attract students from diverse backgrounds originating both locally and internationally. UMB has a full-service student support model to ensure early identification of students who may be struggling academically and to intervene to improve the likelihood of graduate school completion.
- Innovation – The curriculum focuses on the new and innovating area of Clinical Informatics, with immersion experiences that provide hands-on experiences with real-world challenges. For those who qualify, it can also lead to eligibility in the Clinical Informatics subspecialty as well as a Fellow of the American Medical Informatics Association.

The program curriculum will also address bias, equity, and social determinants of health. Disparity is an important challenge in the delivery of healthcare, and as such, it carries over into clinical information systems and decision-support algorithms. Big data analytics and machine learning approaches are especially susceptible to unintended bias, which can lead to discriminatory or exclusionary practices. Bias, equity, and social determinants of health are included in the curriculum objectives under “Fundamentals” and “Clinical Decision Making and

Care Process Improvement" and are incorporated into the Foundations in Clinical and Health Informatics course and the Clinical Decision Support Systems in Healthcare course.

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

At UMB and UMBC, we regularly receive inquiries about Clinical Informatics training for healthcare professionals, including training leading to board-eligibility and fellow accreditation. The existing UMBC Data Science program with which we will collaborate has roughly 200 active students and continues to grow. Clinical Informatics is a rapidly growing interdisciplinary field, which applies biomedical data, process improvement, and information technology to the delivery of healthcare. The U.S. Bureau of Labor Statistics predicts a growth rate of more than 8% in employment opportunities over the next 10 years (https://www.bls.gov/), with many related health informatics jobs on the rise (https://www.monster.com/career-advice/article/health-informatics-jobs), and with the demand especial high in the Baltimore-Washington region (https://www.transparencymarketresearch.com/healthcare-informatics-market.html).

The critical role of health professions trained in informatics is recognized as integral to the success of our national health agenda. The amount of clinical data that is now available from health record systems is larger than healthcare providers have ever dealt with. National policy, including the Health Information and Technology for Economic Clinical Health Act (HITECH) and Health Insurance Portability and Accountability Act (HIPAA) have imposed important requirements and incentives on healthcare providers with respect to electronic health records. Physicians, nurses, pharmacists, scientists, and researchers trained in informatics are uniquely equipped to direct optimal implementation of health information technology for clinical care delivery and continuous quality improvement. Expansion of the health informatics workforce and development of leadership at local and national levels are priorities for our national healthcare system. The demand for informatics expertise will only grow as our healthcare system continues to evolve.

D. Reasonableness of Program Duplication

No programs exist in Maryland or Washington D.C. that offer a Master's Degree in Clinical Informatics and which also leads to board-eligibility for physicians in Clinical Informatics. The closest programs are at the University of Virginia (ACGME Program #3225132001) and the Children's Hospital of Pennsylvania (ACGME Program #3224132001).

We are aware of other local Health Informatics programs. Johns Hopkins University offers an applied and research Master's Degree in Health Science Informatics, as well as a PBC in Clinical Informatics, but these programs have a more scientific or research emphasis and lack an option for board-eligibility. George Washington University offers a Biomedical Informatics program, which has an emphasis on epidemiology and genomics, and does not lead to board-eligibility. Morgan State University offers an excellent Bioinformatics program, with a specific emphasis on Computational Biology, which focuses more on genetics and not on the application of

Informatics for the delivery of healthcare. University of Maryland Global Campus offers a program with a focus on Health Administration.

UMBC offers a Data Science graduate program, which we will collaborate with, and which will provide some courses for this new program. The Data Science program provides an excellent foundation in Computer Science, which we will augment with courses on healthcare fundamentals, clinical decision support, clinical process improvement, and practicums.

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

The proposed program does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

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

The proposed program does not have relevance to the identity of HBIs in Maryland.

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 Clinical Informatics program was proposed by the UMB faculty. A series of meetings was held by Dr. Flavius Lilly and Dr. Mary Jo Bondy and included more than a dozen representatives from the School of Medicine, School of Nursing, School of Pharmacy, School of Law, and School of Social Work. The group recognized the compelling need for specific education and training in Clinical Informatics that was focused on the practice of medicine and improved clinical outcomes.

   The faculty realized that many of the courses required to offer this program already existed (or existed but required updates) at UMB and UMBC, and that there was considerable expertise to create a world-class educational experience for students. All the Data Science courses already exist and are currently being taught. The CLIN 601, 602, and 604 already exist, and have been taught in the past, but need to be updated.

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

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

   By the completion of the proposed M.S. in Clinical Informatics, students will develop core competencies in four key areas: foundations and theory, clinical decision making and care process improvement, health information systems, and leadership and change management, as defined by the American Medical Informatics Association

(https://www.amia.org/sites/amia.org/files/AMIA-Clinical-Informatics-Core-Content.pdf).

- Foundations and Theory – At the end of this program, students will have basic knowledge that provides health informaticians with a common vocabulary and understanding of the environment in which they function. Students will be able to:
    - Describe the key concepts of Clinical Informatics, Nursing Informatics, Pharmacy Informatics, and Clinical Research Informatics.
    - Analyze key concepts, models, and theories of informatics.
    - Understand ethics, professionalism, legal, equity and social determinants of health, and regulatory issues.
    - Describe the key concepts of the health system, including organizational structures, the delivery of care, economics, policy.
    - Analyze quality improvement efforts regarding safety, effectiveness, efficiency, patient-centeredness, timeliness, and equity.
- Clinical Decision Making and Care Process Improvement – At the end of the program, students will understand the knowledge and skills that enable a health informatician to implement effective clinical decision-making systems and participate in the development of clinical processes that support effective, efficient, safe, timely, equitable, and patient-centered care. Students will be able to:
    - Understand the nature and cognitive aspects of human decision making.
    - Analyze various decision science approaches, including decision analysis, probability theory, advanced modeling, and cost-effective analysis.
    - Apply decision science using various approaches, understanding various users of these approaches, evaluating their effectiveness, and understanding legal, regulatory, quality, and safety issues.
    - Understand evidence-based medicine, evidence sources, evidence grading, implementation of guidelines, and information retrieval and analysis.
    - Analyze methods for clinical workflow analysis, redesign, and process improvement.
    - Understand the existence of bias in decision support algorithms and apply methods for identifying and addressing bias in decision-support systems.

- Health Information Systems - At the end of the program, students will understand the knowledge and skills that enable a health informatician to participate in the development or selection of an information system for clinicians; prepare clinicians prior to implementation and support them during implementation and ongoing operation of a clinical information system; and evaluate the effectiveness of a system in meeting clinical needs. Students will be able to:
    - Understand computer systems, including programming, control structures, data structures, software development methods, computing architectures, networking, security, data management, data manipulation, and data sharing.
    - Analyze approaches to human factors engineering.
    - Critically evaluate health information systems applications by type of functionality, setting where systems are used, telehealth capabilities, and relationship to the electronic health record.
    - Understand the system lifecycle, including governance, analysis, implementation, testing, evaluation, training, maintenance, and evolution.
    - Apply computing techniques to develop and validate software components and data artifacts.
- Leadership and Managing Change - At the end of the program, students will understand the knowledge and skills that enable clinical informaticians to lead and manage changes associated with implementing clinical information systems and promoting adoption by health professionals. Students will be able to:
    - Understand the dimensions of effective leadership, including governance, negotiation, conflict management, and motivation.
    - Build effective of interdisciplinary leadership teams and communication strategies.
    - Evaluate organizational structures, behavior, and change theory.

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 Clinical Informatics.

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

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

Students must complete the following 4 core courses at UMB (12 credits) to complete a PBC in Clinical Informatics, 3 courses (10 credits) in practical activities at UMB, and an additional 4 courses at UMBC (12 credits) to complete a PBC in Data Science, for a total of 34 program credits.

Course Name	UMB PBC Clinical Informatics	UMBC PBC Data Science	UMB Practical Courses
CLIN 601 Foundations in Clinical and Health Informatics	X		
CLIN 602 Advanced Foundations in Clinical and Health Informatics	X		
CLIN 603 Computer Programming for Healthcare Personnel	X		
CLIN 604 Decision Support Systems in Healthcare	X		
CLIN 610 Clinical Informatics Practicum			X
CLIN 611 Advanced Clinical Informatics Practicum			X
CLIN 612 Clinical Informatics Conference			X
DATA 601 Introduction to Data Science		X	
DATA 602 Introduction to Data Analysis and Machine Learning		X	
DATA 603 Platforms for Big Data Processing		X	
DATA 604 Data Management		X	

PBC Clinical Informatics Courses, 12 credits (UMB)

- CLIN 601 Foundations in Clinical and Health Informatics (3 credits)

  This course will cover the fundamentals of informatics as it applies to healthcare and research. The course focuses on the expanding role of information technology for the delivery of healthcare and provides a theoretical and practical introduction to the assessment, implementation, and management of these systems. The course underscores the application of these systems to the practice of medicine, in order to

enhance health outcomes, improve patient care, and strengthen the clinician-patient relationship. Topics will emphasize the clinical informatics board-certification core content, which include fundamentals of clinical and biomedical informatics, clinical decision making and process improvement, health information systems, equity and social determinants of health, and management.

- CLIN 602 Advanced Foundations in Clinical and Health Informatics (3 credits)

  This course will cover advanced concepts of informatics as it applies to healthcare and research, with a focus on critical thinking skills. The course is the second of a two-part series of courses in Clinical Informatics. The focus of the course will be on the software engineering and socio-technical challenges specific to the design, development, validation, and implementation of these systems. Topics will include clinical software engineering, continuous process improvement, decision support systems, bioinformatics, public health informatics, telehealth, clinical imaging systems, personalized medicine, and health informatics literature.

- CLIN 603 Computer Programming for Healthcare Personnel (3 credits)

  This course will provide an introductory overview of computer science and programming for students who are not working in technology-based professions. This course is meant for beginners, with no prior experience in computer programming, and is meant to introduce healthcare professionals to the fundamentals of computer programming and information systems. Topics include fundamental programming concepts, fundamental data structures, scripting languages, web-based systems, algorithm design, database design, human factors, and software lifecycles.

- CLIN 604 Decision Support Systems in Healthcare (3 credits)

  This course will give students an overview of information systems and decision systems used in health organizations. The course will examine the design, development, and implementation of decision support systems, focusing on how they fit into clinical workflows across various healthcare settings. Students will examine the analytical foundations of these systems, identify areas that might benefit from these systems, and gain an understanding in the challenges surrounding their implementation. Topics include decision support, evidence-based care, process improvement, privacy and security, unintended bias, database analysis and design, and data and information flow.

Practical Courses, 10 credits (UMB)

- CLIN 610 Clinical Informatics Conference (1 credits)

This course will give students the opportunity to discuss and learn about important issues in the use of information technology to improve patient care. The conference meets monthly each semester, *with students required to enroll for a minimum of 4 semesters to complete the M.S. in Clinical Informatics.* Activities in the conference include grand rounds, journal club, and board review activities. Student can join the conference in-person or online.

- CLIN 611 Clinical Informatics Practicum (3 credits)

  This course will give students the ability to demonstrate the knowledge and skills that have been acquired, with a focus on data collection, project management, and presentation skills. Students will be embedded in an informatics setting within the University of Maryland Medical System, work with interdisciplinary teams to address significant informatics challenges in both clinical and academic settings. As an alternative to embedding students on-site at the University of Maryland, distance-learning students can work online to develop a proposal and perform independent work under the supervision of an advisor.

- CLIN 612 Advanced Clinical Informatics Practicum (3 credits)

  This course will give advancing students the ability to demonstrate substantive application of the knowledge and skills that have been acquired, with a focus on performing independent research. Students will be embedded in an informatics setting within the University of Maryland Medical System or an academic setting within the University of Maryland. As an alternative to embedding students on-site at the University of Maryland, distance-learning students can work online to develop a proposal and perform independent work under the supervision of an advisor.

Data Science Courses, 12 credits (UMBC)

- DATA 601 Introduction to Data Science (3 credits)

  The goal of this class is to give students an introduction to and hands on experience with all phases of the data science process using real data and modern tools. Topics that will be covered include data formats, loading, and cleaning; data storage in relational and non-relational stores; data analysis using supervised and unsupervised learning using Python; data visualization; and scaling up for Big Data.

- DATA 602 Introduction to Data Analysis and Machine Learning (3 credits)

  This course provides a broad introduction to the practical side of machine-learning and data analysis. Topics covered include decision trees, logistic regression, linear discriminant analysis, linear and nonlinear regression, basic functions, support vector

machines, neural networks, ensemble methods, evaluation methodologies, experiment design, and Bayesian networks.

- DATA 603 Platforms for Big Data Processing (3 credits)

  The goal of this course is to introduce methods, technologies, and computing platforms for performing data analysis at scale. Topics include the theory and techniques for data acquisition, cleansing, aggregation, management of large heterogeneous data collections, processing, information, and knowledge extraction. Students are introduced to map-reduce, streaming, and external memory algorithms and their implementations using Hadoop and its eco-system (HBase, Hive, Pig and Spark). Students will gain practical experience in analyzing large existing databases.

- DATA 604 Data Management (3 credits)

  This course is specifically designed to support the range of complex data challenges data practitioners face today from optimizing relational database systems to managing big data. Students will get an overview of relational database management systems, SQL programming, and emerging big data technologies. Advanced topics include parallel and GPU computing using expert driven course materials and hands on labs from Nvidia.

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

   Not applicable.

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

   There are no specialized accreditation or graduate certification requirements for the proposed M.S. in Clinical Informatics.

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

   There is a Memorandum of Understanding between UMB and UMBC (Appendix B)

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

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

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

The Graduate School at UMB affirms that all advertising, recruiting and admissions materials will accurately represent the M.S. in Clinical Informatics, 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 faulty member will teach in the proposed program.

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework in the M.S. in Global Health program:

Name	Terminal Degree and Discipline	Rank and FT/PT Status	Course
UMB Faculty			
Michael Grasso	MD, PhD, Medicine, Computer Science	Assistant Professor, FT	Foundations in Clinical and Health Informatics, Advanced Foundations in Clinical and Health Informatics, Clinical Informatics Conference
Jon Mark Hirshon	MD, PhD, Medicine, Epidemiology	Professor, FT	Decision Support Systems in Healthcare
Dan Lemkin	MD, Medicine	Assistant Professor, FT	Advanced Clinical Informatics Practicum
Zachary Dezman	MD, MS, Medicine, Epidemiology	Assistant Professor, FT	Clinical Informatics Practicum

Mark Sutherland	MD, Medicine	Assistant Professor, FT	Clinical Informatics Practicum
UMBC Faculty			
Anupam Joshi	PhD, Computer Science	Professor, FT	Concepts in Computer Programming for Healthcare Personnel
Ergun Simsek	PhD, Computer Science	Professor, FT	Data 601 Introduction to Data Science
Murat Guner	PhD, Computer Science	Lecturer, PT	Data 602 Introduction to Data Analysis and Machine Learning
Waleed Youssef	PhD, Computer Science	Lecturer, PT	Data 603 Platforms for Big Data Processing
Patricia Stanton	PhD, Computer Science	Lecturer, PT	Data 604 Data Management

In addition to those listed above, the following faculty have also expressed a desire to help develop this program.

- Fadia Shaya, PhD, MPH, School of Pharmacy
- Bimbola Akintade, PhD, MBA, ACNP-BC, School of Nursing
- Eun-Shim Nahm, PhD, RN, School of Nursing
- Rick Barth, PhD, MSW, School of Social Work
- Jeff Fink, MD, School of Medicine
- John Hong, MD, School of Medicine
- Lee-Ann Wagner, MD, School of Medicine

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

UMB has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)

- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation and presentation face-to-face class sessions and recurring webinars. Additionally, the Faculty Center for Teaching and Learning which houses expert Instructional and Educational Medial Specialists, uses of a video camera to record lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

J. Adequacy of Library Resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection 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 Medicines National Network of Libraries of Medicine. In addition to the library services and collections, the building also houses computing services. Faculty librarians are dedicated to providing direct service to students. They use subject expertise to develop online resources and provide in-person consultations.

The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. The library consists of 57 employees including 27 faculty librarians. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs, and tools that promote discovery, creativity, and innovation. With wireless connectivity throughout the building, the HS/HSL has 45 group study rooms, three computer classrooms, an Innovation Space which includes 3D printers; a presentation and practice studio, art gallery, and multiple technology enhanced meeting spaces. Through the HS/HSL's website (www.hshsl.umaryland.edu,) the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty, and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians

have many years of instructional experience in the classroom, in the community, and the online environment. In FY16, faculty librarians reached 4,131 faculty, staff, and students through online, and in-person instructional sessions offered through the curriculum and in library-sponsored workshops.
In FY16, the HS/HSL licensed 116 databases, 4,524 journals, 18,018 e-books, and maintained a print collection of 360,104 volumes. One hundred percent of the current journal subscriptions are available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others. The HS/HSL is also home to the National Network of Libraries of Medicine/Southeastern Atlantic Region (NNLM/SEA), whose mission is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only eight regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, the Southeastern/Atlantic Region serves ten southeastern states, Puerto Rico, the U.S. Virgin 18 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. Faculty have offices provided within their respective departments and the Graduate School has identified office space to house the Program Manager Specialist and instructional technology personnel. UMB has adequate facilities, infrastructure, and equipment to support any distance learning needs of the Master's Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

L. Adequacy of Financial Resources with Documentation

No new general funds will be required for implementation of the proposed MS and PBC which will be coordinated and administered fully through the Graduate School. A budget is included in Appendix A.

M. Adequacy of Provisions for Evaluation of Program

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

flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

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

UMB is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Recruitment efforts for the M.S. in Clinical Informatics will include specific outreach to Historically Black Institutions to make students aware of the program and related opportunities designed to improve their competitiveness in the job market and reach their professional goals if they are admitted and successfully complete the program.

O. Relationship to Low Productivity Programs Identified by the Commission

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

P. Adequacy of Distance Education Programs

Context of Online Education at UMB

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

1. Education Pipeline. The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.

2. Changing Demographics. Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old (*SD*= 9.66). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.

3. Technology Shift. Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009. Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. In 2019, the top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).

4. Growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones, and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.

5. Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of traditional onsite college courses, opening accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g., course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g., provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

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

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

Supporting Students in Distance Education

All the courses for the M.S. in Clinical Informatics will be online. Students enrolled in the practicum courses will have the option of working on-site or online. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements, and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

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

Evaluation and Assessment of Online Courses

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

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

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

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.

- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate.

APPENDIX A: BUDGET

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$94,900	$108,400	$118,845	$150,120	$162,630
a. Number of FTE	0.80	0.90	0.90	1.10	1.10
b. Total Salary	$78,300	$90,400	$95,000	$120,000	$130,000
c. Total Benefits	$16,600	$18,000	$23,845	$30,120	$32,630
2. Admin. Staff (b + c below)	$19,320	$9,660	$4,830	$4,830	$4,830
a. Number of FTE	0.2	0.1	0.05	0.05	0.05
b. Total Salary	$14,000	$7,000	$3,500	$3,500	$3,500
	$5,320	$2,660	$1,330	$1,330	$1,330
3. Support Staff (b + c below)	$0				
a. Number of FTE	0.1	0.1	0.1	0.1	1.1
b. Total Salary	$5,500	$5,610	$5,722	$5,837	$5,953
c. Total Benefits	$2,090	$2,132	$2,174	$2,218	$2,262
4. Technical Support and Equipment	$5,000	$2,000	$2,000	$2,000	$2,000
5. Library		$5,000	$5,000	$5,000	$5,000
6. New or Renovated Space					
7. Other Expenses	$20,000	$10,000	$10,000	$10,000	$10,000
TOTAL (Add 1 – 7)	**$139,220**	**$135,060**	**$140,675**	**$171,950**	**$184,460**

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c +g below)	**$69,878**	**$158,390**	**$201,948**	**$247,184**	**$252,128**
a. Number of F/T Students*	0	0	0	0	0
b. Annual Tuition/Fee Rate	$0	$0	$0	$0	$0
c. Total F/T Revenue (a x b)	**0**	**0**	**0**	**0**	**0**
d. Number of P/T Students	9	20	25	30	30
e. Credit Hour Rate	$706	$720	$734	$749	$764
f. Annual Credit Hour Rate	11	11	11	11	11
g. Total P/T Revenue (d x e x f)	**$69,878**	**$158,390**	**$201,948**	**$247,184**	**$252,128**
3. Grants, Contracts & Other External Sources	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$69,342**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 – 4)	**$139,220**	**$158,390**	**$201,948**	**$247,184**	**$252,128**

APPENDIX B: MOU – UMBC + UMB

MEMORANDUM OF UNDERSTANDING

Between the University of Maryland, Baltimore Graduate School and

University of Maryland Baltimore County

Master of Science

Clinical Informatics

This Cooperative Program Agreement (the "Agreement") is made effective on the date of the last signature below, by and between the University of Maryland, Baltimore ("UMB") acting through its academic department the University of Maryland Graduate School (the "UMB Graduate School") and the University of Maryland Baltimore County ("UMBC"). Hereinafter collectively referred to as the "Parties."

WHEREAS, the UMB Graduate School has developed a curriculum for a Master of Science in Clinical Informatics ("CLIN"). Enrolled students will earn two Post-Baccalaureate Certificates (PBCs). The first PBC will be in Clinical Informatics and will be developed by UMB. The second PBC will be the existing Data Science PBC offered by UMBC.

WHEREAS, UMB will develop additional practical courses for students enrolled in the Master of Science in Clinical Informatics program. The two PBCs will be combined with these practical courses to complete the Master of Science program.

NOW, THEREFORE, UMB and UMBC agree to the following terms and conditions:

A. PROGRAM ORGANIZATION AND DEVELOPMENT

The Parties agree to collaborate regarding seeking all approvals necessary from MHEC and any other applicable regulatory agencies for the Program. Each party agrees to comply with all laws and regulations that apply to the program.

UMB RESPONSIBILITIES

1. Certify student eligibility, based on UMB admissions criteria, for enrollment in the CLIN degree program and award the CLIN degree upon successful completion of degree requirements.

2. Maintain student records pertaining to matriculation and progression toward the CLIN degree.

3. Conduct orientation and advising for students entering the CLIN degree program.

4. Designate a Program Director dedicated to the CLIN degree program(s). The Program Director's responsibilities will include, but are not limited to, institutional responsibilities and resources, assume admissions administrative/clerical responsibilities based on the Graduate Schools' admissions policies and procedures, and chair the curriculum and student progression committees. The Program Director will act as a liaison between UMB and UMBC to address logistical and administrative issues. Additionally, the Program Director will work closely with a UMBC faculty designee overseeing the Data Science PBC to ensure effective operations of all academic and student affairs functions.

UMBC RESPONSIBILITIES

1. Designate a faculty member as a co-Program Director with appropriate skills and effort to meet the demands of UMB's CLIN program. The responsibilities of this position will include:

a. Work in conjunction with the Program Director at UMB to maintain and execute UMBC's Data Science courses that may be part of the CLIN program curriculum;

b. Provide input and assistance to the UMB Program Director in the initial establishment of the Admissions criteria, Curriculum and Student Progression committees;

c. Serve on an ongoing basis on the Admissions, Curriculum and Student Progression committees;

d. Oversee the delivery and maintenance of UMBC's coursework described herein (Appendix A) for students enrolled in the CLIN program in accordance with the CLIN curriculum;

e. Meet regularly with the UMB Program Director and other leadership at UMB to ensure effective coordination, leadership, and management of the CLIN degree program.

2. Designate UMBC faculty to serve on the Curriculum, Student Progression, and Admissions Committees for the CLIN program. The administrative responsibilities for these committees will be a joint responsibility of the UMB and UMBC Program Directors.

3. Designate UMBC faculty who will be responsible for teaching Data Science courses and evaluating students in those courses.

B. CURRICULUM

1. Overall curriculum design and direction will come from the CLIN Curriculum Committee, composed of UMB and UMBC faculty, the both the UMB and UMBC CLIN Co-Program Directors.

2. UMBC may make curriculum changes to the Data Science PBC as it deems necessary and within MHEC guidelines and without the need to proceed through the process in Paragraph 3 below. The UMBC faculty designee will, however, notify the CLIN Curriculum Committee of any such curriculum changes.

3. The CLIN Curriculum Committee will meet on a regular basis and curricular changes initiated by the CLIN Curriculum Committee will be sponsored by appropriate individuals originating from the UMB Graduate School, or UMBC, to facilitate courses or any other relevant changes through the UMB curriculum approval process. Changes to the CLIN curriculum will be effective if a unanimous vote by the Committee has been

reached, and all modifications to the CLIN curriculum will be in writing. Should changes of 33% or more of the MS or PBC curriculum be necessary, Maryland Higher Education Commission approval is required.

4. Courses in Clinical Informatics and Data Science PBCs are complementary but are not interdependent. Courses in the Clinical Informatics and Data Science PBCs can be taken in any order, as designated by UMB and UMBC respectively. The Master of Science includes 34 total credits, which break down as 12 credits for the UMB Clinical Informatics PBC, 12 credits for the UMBC Data Science PBC, and 10 credits in practical courses hosted at UMB. See the table below along with Appendix A for a detailed description of all courses.

Course Name	UMB PBC Clinical Informatics	UMBC PBC Data Science	UMB Practical Courses
CLIN 601 Foundations in Clinical and Health Informatics	X		
CLIN 602 Advanced Foundations in Clinical and Health Informatics	X		
CLIN 603 Computer Programming for Healthcare Personnel	X		
CLIN 604 Decision Support Systems in Healthcare	X		
CLIN 610 Clinical Informatics Practicum			X
CLIN 611 Advanced Clinical Informatics Practicum			X
CLIN 612 Clinical Informatics Conference			X
DATA 601 Introduction to Data Science		X	
DATA 602 Introduction to Data Analysis and Machine Learning		X	
DATA 603 Platforms for Big Data Processing		X	
DATA 604 Data Management		X	

C. ADMISSIONS CRITERIA

To be accepted into the UMB MS or PBC in Clinical Informatics program, applicants will be required to apply to the CLIN degree program(s) at UMB. The selection of students will be made cooperatively by the joint Admissions Committee. The administration of admissions and enrollment in the CLIN MS and PBC in Clinical Informatics program will happen at UMB. To be accepted into the UMBC PBC in Data Science applicants will be required to apply to that degree program at UMBC. The selection of students will be made cooperatively by the joint Admissions Committee. The administration of admissions and enrollment in the PBC in Data Science will happen at UMBC.

D. COMMITTEE ROLES & RESPONSIBILITIES

UMB and UMBC recognize that it is with mutual interest that faculty play a meaningful role in defining the curriculum of the CLIN program and the two PBCs. Considering that faculty participation in such decision-making occurs primarily through the work of committees, UMB and UMBC faculty will work collaboratively on the Admissions Committee, Curriculum Committee, and Student Progression Committee.

UMB will:

1. Develop an Admissions Committee with UMB and UMBC to establish screening criteria and engage in the selection of applicants. Screening criteria shall include but not be limited to: Total GPA 3.0 or greater; demonstration of English proficiency consistent with both UMB and UMBC graduate school admission requirements. The composition of and number of members on the Admissions Committee shall be mutually determined by UMB and UMBC. This committee may include admissions staff.

2. Develop a Curriculum Committee with UMB and UMBC to develop, review and make policy determinations regarding the CLIN curriculum, establish degree requirements, determine student educational objectives, monitor content and workload of courses, monitor, and propose changes in pedagogy, review proposals for new courses and course reductions, and evaluate the curriculum annually. The Curriculum Committee will also verify and certify that faculty are properly trained to teach online.

3. Develop a Student Progression Committee with UMB and UMBC to review and evaluate the overall achievement and performance records of students pursuing the CLIN degree for the purposes of promotion, graduation, program alteration, remediation, retention, repetition, and dismissal. Students must maintain at least a C average to remain in the program based on the academic policy and procedures at UMB and UMBC. The Student Progression Committee will additionally assist with degree certification. The composition of and number of members on the Student Progression Committee shall be mutually determined by UMB and UMBC.

UMBC will:

1. Ensure participation of the faculty designee and other UMBC faculty members on the Admissions, Curriculum, and Student Progression Committees. In general, the Faculty Program Director and one additional faculty member will serve on each committee.

The faculty Program Directors at each institution are listed below:

University of Maryland, Baltimore

Michael A. Grasso, MD, PhD

University of Maryland Baltimore County

Ergun Simsek, PhD

E. ADMINISTRATION, INSTRUCTIONAL DESIGN AND FACULTY TRAINING

The two institutions' academic officers shall appoint a cross-institutional implementation team that will meet and document further the operational details of the cooperative program. This documentation will be appended to this agreement prior to the program launch.

F. FINANCIAL OBLIGATIONS

Tuition, Fees, Student Financial Assistance and Scholarships

1. Tuition and fees will be set by each institution for its own courses and activities. UMB will be the home school for all UMB and UMBC Clinical Informatics students for purposes of student financial assistance.

2. UMB office of University Student Financial assistance will process and disburse student aid based on the combined registered hours at both UMB and UMBC for each semester of an academic year. UMBC agrees it will not award any loans to Clinical Informatics students.

3. To ensure compliance with federal financial aid regulations, students will receive financial aid from only one institution, UMB. If UMBC chooses to award scholarships, the amount of the scholarship will be calculated by UMB as a reduction to tuition cost. UMBC will promptly inform UMB of scholarships awarded, and UMB will account for the scholarship in determining the loan amount each student requires. UMB will classify such scholarships as an outside resource. UMB's current process will be to send a check or use RSTARS to UMBC for each student to cover tuition and fees at UMBC, by term. Any desired modifications to this process will be discussed and mutually agreed upon between UMB and UMBC.

4. UMBC will be required to submit semester grade reports and scheduled enrollment status updates to UMB. The list must include the student's name, ID number, email address and telephone number.

5. UMBC will notify the UMB University Student Financial Assistance of all enrollment changes, and the receipt of any scholarships and financial aid or scholarship resources that come to its attention that are received by a Cooperative Program student within 5 business days. If a change of enrollment occurs, a student's aid may be adjusted and the student may be billed. Financial assistance will be calculated on the combination of registered hours at both UMB and UMBC. Refunds will be issued in accordance with the policies of UMB and will be issued on the same schedule as those to other UMB students.

6. UMB will notify UMBC if a student in the program withdraws, is suspended, or has another such significant enrollment change.

7. For students who complete the UMBC data science certificate before entering the master's program, those courses count toward the CLIN program.

8. Students enrolled in the program at UMB will enroll in the data science courses at UMBC through inter-institutional enrollment.

G. TERM AND TERMINATION

2. Unless otherwise terminated, this Agreement will run for a term of five years and be renewable. It may be reviewed and revised at any time by mutual written consent of the UMB and UMBC.

3. Either party may terminate this Agreement upon 90 days advance written notice to the other party in the event of a material breach by the other party that is not resolved within 90 days of written notice.

4. Either party may terminate this Agreement without cause upon 365 days advance written notice to the other party. A decision to terminate the agreement must take into consideration a reasonable plan to teach-out students currently enrolled.

5. Each institution reserves the right to suspend their portion of the curriculum (the PBC for UMBC and the overall MS for UMB). Written notice of at least six months must be provided prior to notification to the State of the intention to suspend the program. Discontinuation may follow suspension, or the program may be reactivated.

G. PROGRAM REVIEW

1. At the end of each academic year, the parties will discuss the effectiveness of this Agreement and make suggestions as to what mutually agreeable programmatic changes or amendments, if any, should be made to the Agreement in writing.

2. UMB will be responsible for program review to the University System of Maryland for the MS.

3. Academic assessment consistent with MSCHE standards will be conducted on an iterative cycle consistent with other academic programs.

H. POLICIES

Each Party will apply its unique institutional policies, including but not limited to academic policies, to its portion of the curriculum and to the Program students' enrollment at that Party's school. Each Party's minimum grade requirement for transfer of credits from another school will apply to credits student earns at the other Party's school as part of the Program.

The Parties agree to communicate as necessary to manage institutional policy issues which may arise affecting students enrolled in the Program and agree to work cooperatively to identify and promptly resolve any such issues that may arise. As needed to implement the Program and address issues related to a Program student's enrollment in either Party's school, the Parties may share the information in the education records of Program students, subject to any applicable provisions of USM policy and the Family Educational Rights and Privacy Act. As a condition of admission to the Program, each Party will require a Program student to acknowledge that the Parties may share information from the educational records of the students.

I. ADDITIONAL TERMS

1. When students are enrolled in a UMBC course, they are subject to the UMBC code of conduct and all other UMBC policies; when students are enrolled in a UMB course, they are subject to the UMB code of conduct and all other UMB policies.

2. Each party may use the name and institutional trademark of the other party for the limited purposes of use in press releases and advertising announcing this Program and institutional announcements promoting the Program and seeking applicants. Neither university will modify the trademarks of the other university or use them in connection with any activity

other than the purposes set forth herein without the prior written permission of the other university. This permission will automatically terminate upon the expiration or termination of this MOU.

3. Each Party will be responsible for direct and indirect expenses related to its portion of the Program. The Parties will not be individually responsible for any cost incurred by the other unless otherwise agreed in writing. In addition, neither Party is authorized to act for the other for any reason including but not limited to the incurring of any costs, liabilities, or exposures. This Agreement does not affect in any way the institutional reimbursement rules, policies, and requirements that each institution has for its own staff, faculty, and students.

4. The parties will not discriminate**.** The parties will not discriminate against any employee, applicant or student enrolled in their respective programs on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, marital status, gender identity or expression, creed, genetic information, or any other status or characteristic protected by law.

5. This Agreement shall be governed by and construed in accordance with the laws of Maryland. This Agreement may be executed in any number of counterparts, each of which shall be an original, but which together constitute one and the same instrument.

READ AND AGREED BY THE PARTIES:

FOR: UNIVERSITY OF MARYLAND BALTIMORE

_____ _____

Flavius Lilly, Vice Provost Date

FOR: UNIVERSITY OF MARYLAND BALTIMORE COUNTY

_____ _____

Janet C. Rutledge, Vice Provost Date

APPENDIX C: PLAN OF STUDY

Full-Time Plan of Study, Fall Start

Semester	Course	Credits	CI PBC (UMB)	DS PBC (UMBC)	P (UMB)
Year 1					
Fall A	CLIN 601 Foundations in Clinical and Health Informatics	3	X		
Fall B	CLIN 602 Advanced Foundations in Clinical and Health Informatics	3	X		
Fall A/B	DATA 601 Introduction to Data Science	3		X	
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Spring A	CLIN 603 Computer Programming for Healthcare Personnel	3	X		
Spring B	CLIN 604 Decision Support Systems in Healthcare	3	X		
Spring A/B	DATA 602 Introduction to Data Analysis and Machine Learning	3		X	
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Year 2					
Fall A/B	DATA 603 Platforms for Big Data Processing	3		X	
Fall A	CLIN 611 Clinical Informatics Practicum	3			X
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Spring A/B	DATA 604 Data Management	3		X	
Spring B	CLIN 612 Advanced Clinical Informatics Practicum	3			X
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X

Full-Time Plan of Study, Spring Start

Semester	Course	Credits	CI OBC (UMB)	DS PBC (UMBC)	P (UMB)
Year 1					
Spring A	CLIN 603 Computer Programming for Healthcare Personnel	3	X		
Spring B	CLIN 604 Decision Support Systems in Healthcare	3	X		
Spring A/B	DATA 601 Introduction to Data Science	3		X	
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Fall A	CLIN 601 Foundations in Clinical and Health Informatics	3	X		
Fall B	CLIN 602 Advanced Foundations in Clinical and Health Informatics	3	X		
Fall A/B	DATA 602 Introduction to Data Analysis and Machine Learning	3		X	
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Year 2					
Spring A/B	DATA 603 Platforms for Big Data Processing	3		X	
Spring A	CLIN 611 Clinical Informatics Practicum	3			X
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Fall A/B	DATA 604 Data Management	3		X	
Fall B	CLIN 612 Advanced Clinical Informatics Practicum	3			X
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X

Part-Time Plan of Study, Fall Start

Semester	Course	Credits	CI	DS	P
Year 1					
Fall A	CLIN 601 Foundations in Clinical and Health Informatics	3	X		
Fall B	CLIN 602 Advanced Foundations in Clinical and Health Informatics	3	X		
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Spring A	CLIN 603 Computer Programming for Healthcare Personnel	3	X		
Spring B	CLIN 604 Decision Support Systems in Healthcare	3	X		
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Year 2					
Fall A/B	DATA 601 Introduction to Data Science	3		X	
Fall A/B	DATA 602 Introduction to Data Analysis and Machine Learning	3		X	
Spring A/B	DATA 603 Platforms for Big Data Processing	3		X	
Spring A/B	DATA 604 Data Management	3		X	
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Year 3					

Fall A	CLIN 611 Clinical Informatics Practicum	3			X
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Fall B	CLIN 612 Advanced Clinical Informatics Practicum	3			X

Part-Time Plan of Study, Spring Start

Semester	Course	Credits	CI	DS	P
Year 1					
Spring A	CLIN 603 Computer Programming for Healthcare Personnel	3	X		
Spring B	CLIN 604 Decision Support Systems in Healthcare	3	X		
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Fall A	CLIN 601 Foundations in Clinical and Health Informatics	3	X		
Fall B	CLIN 602 Advanced Foundations in Clinical and Health Informatics	3	X		
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Year 2					
Spring A/B	DATA 601 Introduction to Data Science	3		X	
Spring A/B	DATA 602 Introduction to Data Analysis and Machine Learning	1		X	
Fall A/B	DATA 603 Platforms for Big Data Processing	3		X	
Fall A/B	DATA 604 Data Management	3		X	
Fall A/B	CLIN 610 Clinical Informatics Conference	1			X
Year 3					
Spring A	CLIN 611 Clinical Informatics Practicum	3			X
Spring A/B	CLIN 610 Clinical Informatics Conference	1			X
Spring B	CLIN 612 Advanced Clinical Informatics Practicum	3			X

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
University of Maryland, College Park: Bachelor of Arts in Technology and Information Design

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 14, 2021

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Bachelor of Arts in Technology and Information Design. This program is designed to teach students to frame important problems at the intersection of people and information; to design solutions for those problems; and to realize, deploy and iterate on those solutions. Students will participate in hands-on studio and laboratory classes in user-centered design, technology development, problem-solving and cross-disciplinary communication. Graduates may become designers, planners, technology consultants, project managers, and entrepreneurs, in such wide-ranging fields as user experience, mobile development, healthcare, law, entertainment, policy, smart-city development, libraries and archives.

The program requires 55 credits of coursework directly related to the major, in addition to the University's general education requirements. The core elements of the curriculum include 37 credits of courses in information science, design, introduction to contemporary societal issues, statistics, modeling, and simulation. Students will take an additional 18 credits of elective courses in a range of topics that includes information organization and user assessment, data privacy and security, design related to human disability and aging, ethics, policy, and artificial intelligence. Learning outcomes include an ability to implement design thinking strategies in user design with specific attention to ethics and equity; and development of solutions using skills such as scope assessment, people organization, management, testing, evaluation, and auditing.

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

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

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

COMMITTEE RECOMMENDATION: Approval	DATE: September 14, 2021
BOARD ACTION:	DATE:

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

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

July 6, 2021

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

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Arts program in Technology and Information Design. 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,

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

DJP/mdc

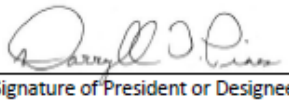
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Jennifer King Rice, Senior Vice President and Provost
Keith Marzullo, Dean, College of Information Studies

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Technology and Information Design
Title of Proposed Program

Bachelor of Arts	**Fall 2022**
Award to be Offered	Projected Implementation Date
070202	**30.3101**
Proposed HEGIS Code	Proposed CIP Code
College of Information Studies	Kate Izsak
Department in which program will be located	Department Contact
301-405-1246	kworboys@umd.edu
Contact Phone Number	Contact E-Mail Address
	07-06-2021
Signature of President or Designee	Date

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

Description. The College of Information Studies (iSchool) at the University of Maryland is proposing a new Bachelor of Arts in Technology and Information Design, known as InfoDesign. This program is designed to teach students to frame important problems at the intersection of people and information; to design solutions for those problems; and to realize, deploy and iterate on those solutions. Students will participate in hands-on studio and laboratory classes in user-centered design, technology development, problem-solving and cross-disciplinary communication. Graduates may become designers, planners, technology consultants, project managers, or entrepreneurs, in such wide-ranging fields as user experience, mobile development, healthcare, law, entertainment, policy, smart-city development, libraries and archives. The locus of study of this program is closely connected to graduate programs in the iSchool in Information Management, in Human-Computer interaction, and in Library and Information Science. The iSchool's mission combines these areas of research strength "to foster access to information, improve information interfaces, and expand how information is used in an evolving world."

Relation to Strategic Goals. The University's mission statement includes an intent to create a climate of intellectual growth and mutual respect, that addresses policy issues critical to the state, nation, and world, that sits at the forefront of multi-disciplinary knowledge, and that improves student learning and success through expanded use of innovative teaching methods and opportunities for collaboration and engagement. The iSchool's vision statement reads, "We envision a world... where information and technology can be fully leveraged to solve real world problems and foster a culture of trust and respect." The iSchool's mission is to use our groundbreaking and innovative research and academics to strengthen information institutions, foster responsible information use, increase information reliability, and ensure equitable access to information. In support of these goals, the InfoDesign program will teach students to use technology in the service of the greater good; to apply and expand their creativity; to approach life and work with a start-up mentality, in which they must try solutions and fail first to succeed; to see opportunities for innovation amidst grand challenges; and to engage in rapid development and prototyping and subsequently conduct rapid evaluation and assessment efforts to make their ideas real. The major will teach students the importance of developing a deep understanding of people, places and communities and understanding the dynamics of people, information, and technology at the micro, meso, and macro scales.

Funding. Resources for the new program will be drawn from a reallocation of resources from within the iSchool, leveraging the growing popularity of its master's programs. Details of the budget are presented in section L below. No new tuition revenue to support the program is assumed; it is expected that the major will draw from existing academic majors, including the iSchool's relatively new B.S. in Information Science, which has grown to an enrollment of over 1200 majors since its inception just five years ago in 2016. The new Bachelor of Arts will serve students whose interests are less focused on the technical aspects of information science but more on meeting the needs of humans as information consumers.

Institutional Commitment. The Provost and President fully support the development of this program. The iSchool's significant increase in growth in the undergraduate sector has been supported by the university with additional resources for tenure track and professional track instructional faculty, as well as planned enhancements in space.

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

Need. As technology and information use continues to evolve and increase in influence in business, public life, and personal lives, an academic program that incorporates human understanding, technological development, and information design is more important than ever. Technology and information use will not only continue to shape the businesses and workforce needs of the future, but also continue to have a profound effect on nearly all aspects of our lives. From a practical standpoint, this program will emphasize entrepreneurship and job creation of human-centered technological and information science jobs, that is, jobs that cannot be easily replaced by automation. From a social standpoint, the program will also emphasize the ethical and social impact of technology and information design, as well as the importance of applying technological innovation to problems facing humanity. This program, therefore, responds to a regional, statewide, and national need to increase knowledge about information and design in a way that responds to societal needs in our rapidly changing world.

State Plan. This program addresses three components within the Maryland State Plan for Postsecondary Education: (1) student success; (2) innovation; and (3) workforce development. To the first component, this degree program is geared towards students whose interdisciplinary interests make them a poor fit for other, disciplinarily defined degree programs. Students who begin their undergraduate degree believing that they are particularly interested in computer science, business, or education (for example), may discover that they are in fact interested in the intersection between design, information, and technology. A degree program designed specifically to support such students will increase the likelihood of retention and graduation. Secondly, as the Secretary notes in his opening to the Maryland State Plan, Maryland is well known for its quality of higher education, and its reputation as "the most innovative state in the nation." This degree program - the first of its kind in Maryland, and one of very few across the nation - will advance both. Third, to support the goal of "student success with less debt", this unique program will provide alternative educational pathways for students, reducing the likelihood that they will leave with debt and without a degree. The market demand for the primary skills this degree will provide ensures that our graduates will have access to well-paying jobs that assist in rapidly paying down any student debts that they may have accrued.

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

The USBLS Occupational Outlook Handbook shows a projected rate of growth of 12% from 2018 to 2028 in Computer and Information Technology Occupations (CITO) and note that this rate of growth is "much faster than the average for all occupations." Within CITO, there are two subcategories that are a particularly good fit for graduates of this degree program: Computer and Information Research Scientists; and Web Developers. The projected increase for Computer and Information Research Scientists is 16%, and the USBLS handbook notes that such individuals "are likely to enjoy excellent job prospects, because many companies report difficulties finding these highly skilled workers." The projected increase for Web Developers is 13% and is driven specifically by the "growing popularity of mobile devices and e-commerce."

Within Arts and Design Occupations, the only relevant occupation is that of Graphic Designer. Graphic Designers are only projected to increase 3%, less than average. USBLS notes that Graphic Designers face

challenges on the market, but we anticipate that the focus on information and technology will set our graduates apart.

Within Business and Financial Occupations, the category of Management Analyst (also known as Business Analyst or Process Consultant) is an apt fit, and these are projected to increase by 14%. The USBLS handbook notes that "demand for the services of these workers should grow as organizations continue to seek ways to improve efficiency and control costs."

Currently, there are no similar programs in the state, and consequently we expect the rapid increase in demand to continue, exceeding the existing supply of skilled workers, making this degree program a crucial contributor to industry and society. We anticipate 80 students graduating per year, beginning three years after implementation of this degree.

D. Reasonableness of Program Duplication

The InfoDesign major will not result in unreasonable duplication of an existing program within the state. Programs in the area with some curricular similarity fall into two categories: 1) those with a business or entrepreneurship focus; and 2) those with a fine arts and physical design focus. These programs represent pieces of the new proposed major, but not the overall curriculum nor the innovative combination of skills and content proposed here.

Morgan State University (MSU) and Mount Saint Mary's University (MSMU) offer programs in entrepreneurship that have some overlap with InfoDesign. MSU's major in Entrepreneurship is housed within its Earl G. Graves School of Business & Management and is heavily focused on commercialization, customer identification and validation, business plan development and intellectual property protection. It does not have the emphasis on design and creativity central to the InfoDesign program. MSMU's Entrepreneurship major is an interdisciplinary program but is similar to MSU's, with emphasis on skills such as financial management, small business development, business plan design, and social media and marketing. The InfoDesign major will include some emphasis on these types of skills, but they will be integrated with the development of design principles. The University of Maryland, Baltimore County (UMBC) offers an Entrepreneurship minor and supporting coursework most closely aligned with the computer science and information systems undergraduate programs in the College of Engineering and Information Technology. This is a supplementary, not stand-alone, program that does not have a dedicated design focus.

The Maryland Institute College of Art (MICA) offers a BFA in Interactive Arts, which shares some similarities to InfoDesign. Focused on "crafting interactions across an array of media and forms," the Interactive Arts program more narrowly emphasizes human-computer interaction, with specific attention to technologies such as P2P/Blockchain, Artificial Intelligence (AI), and Virtual Reality/Augmented Reality (VR/AR). Students focus on coding and immersive media, rather than on the broader cycle of iterative design that underpins InfoDesign. Students in the MICA program also take a first year of fundamentals in fine arts, making the program inaccessible to students not interested in developing traditional drawing and color theory skills. MICA also offers a Game Design concentration (similar to a minor) that teaches design skills, but again, specifically within a specific context. The University of Baltimore offers a similar program, a B.A. in Simulation and Game Design, which focuses primarily on coding skills, without discussion of design principles applied to broader subject matter.

Much closer to InfoDesign is MICA's Product Design BFA. The Product Design program is a hands-on curriculum focused on reimagining objects and inventing new ones through the same type of ethical values and iterative design processes that underpin InfoDesign. The Product Design BFA, however, is focused on the design of physical objects, rather than the proposed major's broader focus that includes design of intangible products. Like the Interactive Arts program, the Product Design program is restricted to fine arts students who take a first year of fundamentals in fine arts, making the program inaccessible to students not interested in developing traditional drawing and color theory skills.

While not in Maryland, Virginia Tech could prove to be a relatively local competitor to InfoDesign with its B.S. in Industrial Design or its BFA in Creative Technologies. However, the Industrial Design program is constructed similarly to MICA's Product Design program, which emphasizes the creation of tangible objects. And the Creative Technology program focuses on design within the limited scope of digital and new media technologies.

E. Relevance to Historically Black Institutions (HBIs)

Because there is no analogous program in the state, and because we anticipate the largest source of students to be those who internally transfer from another major, the creation of the InfoDesign major should not have an impact on any of the state's HBIs.

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

We do not anticipate any impact on the identities of the State's HBIs.

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

Curricular Development. The development of this curriculum has grown out of the intersecting expertise in UMD's iSchool, on people, information, and society. Beginning in 2018, the iSchool's faculty and administrative leaders worked with the iSchool's Leadership, Entrepreneurship, Advocacy, and Development (iLead) advisory group to identify a set of challenges anticipated to shape iSchool education, nationally, over the coming decade. Suggestions included the need for graduates who could grapple with life and work challenges related to AI and robotic automation, and who could foster entrepreneurship in small communities, particularly among underrepresented or under-resourced groups. Skills associated with gathering and analyzing data would be critical to support these efforts. Using a collaborative process of "design fiction" the iSchool faculty identified an additional series of educational objectives, including producing graduates who could create more engaging news across multiple media and support better understanding of platforms that govern finances, social networks and news consumption; creation of jobs that balance equity and productivity through entrepreneurship; and producing technical professionals who understand organizations and their ethical and political impact.

Graduates will know how to design, reason, and act in circumstances with high levels of uncertainty, thus preparing them to respond to grand challenges with long and noisy feedback loops. They will be able to function in complex environments and work across many levels of analysis because grand challenges typically require integrated efforts across many interlocking levels of a problem.

Faculty Oversight. The program will be managed by a Faculty Director, who will be appointed by the Dean for a three-year term and may be reappointed. The Faculty Director, in collaboration with the Assistant and Associate Deans, academic administrators, and members of the faculty, will provide intellectual leadership for the proposed major. The Faculty Director will chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the major. Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core elements of the data science courses in the curriculum.

Educational Objectives and Learning Outcomes. The educational objectives of the program are as shown below. Upon completion of the program, students will be able to:

1. Frame important problems at the intersection of people and information:
   a) Analyze the interplay of people, information, and technology at various scales (e.g., individuals or small groups, communities or organizations, regions, or institutions);
   b) Leverage a systems-thinking approach through modeling and simulation;
   c) Design solutions for these problems.

2. Implement design thinking skills, including user research, ideation, prototyping, and participatory design:
   a) Communicate ideas to gather momentum and iterate through sketching, prototyping and data visualization;
   b) Iteratively assemble existing components to form new solutions within a supportive culture of critique;
   c) Attend to the ethical and equitable implications of their designs.

3. Realize, deploy, and iterate on these solutions at appropriately selected scale(s):
   a) Assess the scale of the problem and the appropriate deployment of potential solutions;
   b) Organize people to properly implement solutions through leadership and entrepreneurship skills;
   c) Evaluate success of a solution in a socially embedded setting, to include the employment of skills such as testing, evaluation, and auditing.

Metrics to monitor and assess student outcomes are based on our shared vision of high standards for the entire learning experience at the iSchool and include standards for the courses and activities, faculty effectiveness, and administrative and technical support services for students. Faculty and content designers will use these metrics to guide the development and any necessary revisions of each course. Assessment strategies will include direct measures of student learning, such as evaluation of students' performance in integrative design studio courses by supervisors and instructors based upon stated program objectives; the evaluation of students' portfolios; internal and external reviews of studio projects; and performance on examinations given in foundational core and specialization courses. Indirect measures will include job placement data; surveys of graduates and employers; exit interviews; and satisfaction surveys. Appendix B has a curriculum map indicating which courses will be assessed for which outcomes. Students graduating from InfoDesign will also be eligible for the Greater Washington Partnership Capital CoLab Digital Generalist and Data Analytics Specialist credentials (see https://capitalcolab.com/).

Institutional assessment and documentation of learning outcomes. The degree to which InfoDesign is meeting its goals will be assessed by a process that is consistent with that outlined in the UMD

Undergraduate Program Learning Outcomes Assessment Plan. The Undergraduate Program Committee will direct the assessment process. Assessments will be conducted annually in the spring semester, beginning in the first year of the program. The assessment report to the Provost each fall will include the results of the assessment and recommendations for program improvement that are based on these results.

Course requirements. The program requires 55 credits of coursework directly related to the major, in addition to the University's general education requirements. These include 17 credits of core courses, plus an additional 18 credits (6 courses) from a suite of electives, shown in the table below (courses labeled with an asterisk are new).

Core Courses	Title	Credits
INST104*	Design Across Campus	3
INST126	Introduction to Programming for Information Science	3
IDEA258	Special Topics in Innovation (IDEA258A Becoming a Design Thinker: Tools and Mindsets for Innovation)	1
INST201	Introduction to Information Science	3
SOCY105	Introduction to Contemporary Social Problems	3
STAT100	Elementary Statistics and Probability	3
INST204*	Designing Fair Systems	3
PLCY380	Innovation and Social Change: Do Good Now	3
INST367*	Prototyping and Development Technologies Studio	3
INST406*	Cross-disciplinary Design Communication Lab	3
INST454*	Modeling and Simulating Systemic Problems	3
INST466	Technology, Culture, and Society	3
INST491*	Integrated Capstone for Technology and Information Design	3
	Total Core Courses	**37**
Major Electives	**18 credits (6 courses) from the list below**	
INST311	Information Organization	3
INST352	Information User Needs and Assessment	3
INST366	Privacy, Security and Ethics for Big Data	3
INST401	Design and Human Disability and Aging	3
INST402	Designing Patient-Centered Technologies	3
INST404*	Youth Experience Design Studio	3
INST405*	Game Design Studio	3
INST441	Information Ethics and Policy	3
INST460*	Video Games as Emergent Experiences	3
INST463*	AI and Society	3
	Total Credits	**55**

A typical four-year plan can be found in Appendix D, and course descriptions can be found in Appendix C. All other course descriptions are available in the University's Undergraduate Catalog (https://academiccatalog.umd.edu/).

General Education. Students will complete some of their general education requirements by way of fulfilling major requirements, with space in the curriculum for all other General Education requirements. Students who transfer to UMD with an associate degree from a Maryland community college are deemed to have completed their General Education requirements except for Professional Writing, which is typically taken in their third year of study.

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.

Student Support. Students enrolled in this program will have access to all the resources necessary to succeed and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major. Existing administrative and advising resources will be used, which include a Director of Undergraduate Operations, a team of undergraduate advisors, and two coordinators. Advising capacity will expand as the program grows.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

Montgomery College is typically the largest feeder of transfer students to the university on the College Park campus. As the program develops, outreach will continue with other local community colleges in, for example, Frederick and Prince Georges County. Students who complete the associate degree at a Maryland Community College and transfer to the University of Maryland are deemed to have completed their general education requirements, except for Professional Writing. The University does not, typically, create specific articulation agreements with community colleges for programs such as this one that may have a variety of pathways for entry. The four-year plan provides a strong indicator of what courses should be taken at the community college prior to transfer.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core course and list of electives for the major.

Faculty training. Faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has assessed library resources required for this program. The assessment concluded that the University Libraries can meet, with its current resources, the curricular and research needs of the program.

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

No additional facilities are needed to deliver the program: most courses will be taught in any of the University's 334 general purpose classrooms. The iSchool is also in the process of designing a community space, code-named "TinkerTech" that will include infrastructure for virtual and augmented reality game design and other digital media design, providing student access to software and technology through common licensing. The University is in the process of repurposing space on the ground floor of Hornbake Library to accommodate the iSchool's expansion. This area will have studio-friendly classrooms and team workspaces in addition to office space.

L. Adequacy of Financial Resources

Resources for the program will come primarily from a reallocation of resources within the iSchool. No new tuition revenue is assumed. Tables 1 and 2 contain a listing of resources and expenditures, with explanatory information below.

Resources:

1. Reallocated Funds: The University anticipates that some additional startup costs will be incurred until a full cohort of students is enrolled in the program. Reallocated resources will come from a redirection of effort from within the iSchool and from general university funds.
2. Tuition revenue: The University does not anticipate an overall increase in enrollment, and thus no new additional tuition revenue is projected for those students.
3. Grants, Contracts and External Sources: none
4. Other Sources: none

Expenditures:

1. Most courses are already available and taught by faculty across the engaged colleges. Additional instructional FTE will be required to staff new sections of courses beginning in FY23, which is year 1 of program delivery.
2. Approximately 3.0 FTE of administrative support will be assigned to assist with program management, student advising, and class coordination once the program is in full operation.
3. Approximately 1.0 FTE of staff support will be technical support for system software administration and data management.
4. Teaching assistants will be allocated for the program each semester to assist with classroom instruction/discussion.
5. Equipment funding includes computing needs and hourly undergraduate student employees.
6. No new library resources are required for the program, but expenses include software licenses and annual cloud storage fees.
7. Renovations to or reallocation of space is not required.
8. Operational expenses include tuition remission for graduate teaching assistants.

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://irpa.umd.edu/Assessment/loa_overview.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 allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The student populations in the colleges engaged in this new major are among the most diverse at the university, with percentages of URM students five to 10 percentage points above that of the overall undergraduate student population. More generally, diversity, equity, and inclusion (DEI) sit at the core of the values of the engaged colleges. Educators and scholars in these units serve as powerful thought leaders in anti-racism scholarship, health disparities, and racial inequities in access to technology and information. The program is grounded in the importance of applying DEI principles across the curriculum.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Tables 1 and 2: Resources and Expenditures

Tuition revenue is based on AY2020-21 rates for the University. It does not include mandatory fees or laboratory fees. The University is not anticipating overall enrollment growth on the College Park campus because of this new major, so no new tuition revenue is included for the on-campus delivery.

Resources	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1.Reallocated Funds	$375,000	$950,000	$1,000,000	$1,325,000	$1,400,000
2. Tuition/Fee Revenue (c+g below)	$0	$0	$0	$0	$0
a. #FT Students					
b. Annual Tuition/Fee Rate	$14,046	$14,468	$14,902	$15,349	$15,809
c. Annual FT Revenue (a x b)	$0	$0	$0	$0	$0
d. # PT Students					
e. Credit Hour Rate	$475.90	$490.18	$504.88	$520.03	$535.63
f. Annual Credit Hours	14	14	14	14	14
g. Total Part Time Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$375,000**	**$950,000**	**$1,000,000**	**$1,325,000**	**$1,400,000**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. TTK Faculty (b+c below)	$161,625	$332,948	$342,936	$529,836	$545,731
a. #FTE	1.0	2.0	2.0	3.0	3.0
b. Total Salary	$125,000	$257,500	$265,225	$409,773	$422,066
c. Total Benefits	$36,625	$75,448	$77,711	$120,063	$123,665
2. PTK Faculty (b+c below)	$0	$239,722	$246,914	$254,321	$261,951
a. #FTE	0.0	2.0	2.0	2.0	2.0
b. Total Salary	$0	$185,400	$190,962	$196,691	$202,592
c. Total Benefits	$0	$54,322	$55,952	$57,630	$59,359
3. Admin. Staff (b+c below)	$94,780	$97,623	$100,552	$103,569	$106,676
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$70,000	$72,100	$74,263	$76,491	$78,786
c. Total Benefits	$24,780	$25,523	$26,289	$27,078	$27,890
4. Total Support Staff (b+c below)	$64,650	$133,179	$137,174	$141,290	$145,528
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	$50,000	$103,000	$106,090	$109,273	$112,551
c. Total Benefits	$14,650	$30,179	$31,084	$32,017	$32,977
5. Graduate Assistants (b+c)	$0	$91,009	$187,478	$241,378	$248,619
a. #FTE	0.0	2.0	4.0	5.0	5.0
b. Stipend	$0	$51,500	$106,090	$136,591	$140,689
c. Total Benefits	$0	$12,515	$25,780	$33,192	$34,187
d. Tuition Remission	$0	$39,509	$81,388	$104,787	$107,931
6. Equipment	$25,000	$25,000	$25,000	$25,000	$25,000
7. Library	$5,000	$5,000	$5,000	$5,000	$5,000
8. New or Renovated Space	$0	$0	$0	$0	$0
9. Other Expenses: Operational Expenses	$25,000	$25,000	$25,000	$25,000	$25,000
TOTAL (Add 1 - 8)	**$376,055**	**$949,481**	**$1,070,054**	**$1,325,393**	**$1,363,505**

Notes: Graduate assistants are included in the budget to support instruction, and other expenses include tuition remission for graduate teaching assistants. "Equipment" includes hourly wages for undergraduate student employees.

Appendix A: Faculty who will support the Social Data Science Program

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests for all faculty can be found on the iSchool's web site (https://www.ischool.umd.edu/about); All faculty listed below 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 the program.

Faculty Name	Highest Degree Earned - Field and Institution	Rank
Elizabeth Bonsignore	Ph.D., Information Studies, University of Maryland	Assistant Research Scientist
Joel Chan	Ph.D., Cognitive Psychology, University of Pittsburgh	Assistant Professor
Tamara Clegg	Ph.D., Interactive Computing, Georgia Tech	Associate Professor
Vedat Diker	Ph.D., Information Science, SUNY Albany	Principal Lecturer
Niklas Elmqvist	Ph.D., Computer Science, Chalmers University of Technology (Sweden)	Professor
Dan Greene	Ph.D., American Studies, University of Maryland	Assistant Professor
Jonathan Lazar	Ph.D., Information Systems, University of Maryland, Baltimore County	Professor
Alex Leitch	Master of Design, Art, Media and Design, Ontario College of Art and Design	Lecturer
Wayne Lutters	Ph.D., Information and Computer Science, University of California, Irvine	Associate Professor
Katie Shilton	Ph.D., Information Studies, University of California, Los Angeles	Associate Professor
Mega Subramanian	Ph.D., Information Studies, Florida State University	Associate Professor
Jessica Vitak	Ph.D. in Media and Information, Michigan State University	Associate Professor
Caro Williams-Pearce	Ph.D., Curriculum and Instruction, University of Wisconsin	Assistant Professor

Appendix B: Student Learning Outcome Curriculum Map

SLO / Core Course Mapping	IDEA258	INST126	INST104	INST201	SOCY105	STAT100	PLCY338D	INST362	INST367	INST406	INST454	INST466	INST491
Frame important problems at the intersection of people and information													
FRAME: Analyze the interplay of people, information, and technology at various scales (e.g., individuals or small groups, communities or organizations, regions or institutions)					2		3	3					4
FRAME: Leverage a systems-thinking approach through modeling and simulation	1										4		
Design solutions for these problems													
DESIGN: Implement design thinking skills, including user research, ideation, prototyping, and participatory design	2		1				3	3		3			4
DESIGN: Communicate ideas to gather momentum and iterate through sketching, prototyping and data visualization	1		1	2	1		1	2	4	4			4
DESIGN: Iteratively assemble existing components to form new solutions within a supportive culture of critique	1	3											4
DESIGN: Attend to the ethical and equitable implications of their designs			1	3						2		4	
Realize, deploy, and iterate on these solutions at appropriately selected scale(s)													
REALIZE: Assess the scale of the problem and the appropriate deployment of potential solutions	1										4		2
REALIZE: Organize people to properly implement solutions through leadership and entrepreneurship skills	2						2	2					4
REALIZE: Evaluate success of a solution in a socially embedded setting, to include the employment of skills such as testing, evaluation, and auditing	1		1				3	2	2				4

Levels of Mastery
1: Awareness
2: Content Literacy
3: Expert Experience-Guided
4: Expert Experience-Independent

Appendix C: Course Descriptions for the core courses of the Social Data Science major

Courses in this list represent the core curriculum required of all students, beyond their Fundamental Studies general education requirements. Most courses are already approved and have been offered. All approved course descriptions can also be found in the University's Undergraduate Catalog (https://academiccatalog.umd.edu/).

Core Course requirements (37 credits)

INST104 Design Across Campus (3). Explores different design meanings and methodologies in various disciplines through modules created by faculty members in INFO, ARCH, ARHU, BSOS, CMNS and ENGR. (NEW)

INST126 Introduction to Programming for Information Science (3). An introduction to computer programming for students with very limited or no previous programming experience. Topics include fundamental programming concepts such as variables, data types, assignments, arrays, conditionals, loops, functions, and I/O operations.

IDEA258A Becoming a Design Thinker: Tools and Mindsets for Innovation (1). Boost your creative confidence. Unleash your inner design thinker. Learn how to see the world like a designer. Become an idea-generating machine by embracing methods and mindset that bolster creativity and lead to innovation in this 1-credit course open to all majors. You'll only pass if you learn how to fail.

INST201 Introduction to Information Science (3). Examining the effects of new information technologies on how we conduct business, interact with friends, and go through our daily lives. Understanding how technical and social factors have influenced the evolution of information society. Evaluating the transformative power of information in education, policy, and entertainment, and the dark side of these changes.

SOCY105 Introduction to Contemporary Social Problems (3). An examination of contemporary social problems through sociological perspectives; ways in which social problems are part of the organization of society; a detailed study of selected social problems including social conflict and social inequality.

STAT100 Elementary Statistics and Probability (3). Simplest tests of statistical hypotheses; applications to before-and-after and matched pair studies. Events, probability, combinations, independence. Binomial probabilities, confidence limits. Random variables, expected values, median, variance. Tests based on ranks. Law of large numbers, normal approximation. Estimates of mean and variance.

INST204 Designing Fair Systems (3). Explores how policy shapes design and how design can act as de facto policy. Introduces students to interdisciplinary research on fairness, accountability, transparency, and justice in technical systems, bringing together fields such as law, computer science, and political theory. Students will learn how to assess the impact of automated decision-making in domains such as criminal justice and transportation, conduct audits of these systems, and re-design them for increased community input. (NEW)

PLCY380 Innovation and Social Change: Do Good Now (3). Introduces students to the concept of social innovation while exploring the many mechanisms for achieving social impact. It is team-based, highly interactive and dynamic, and provides an opportunity for students to generate solutions to a wide range of problems facing many communities today. Deepens students' understanding of entrepreneurship and innovation practices by guiding them through the creation and implementation process as applied to a project idea of their choice.

INST367 Prototyping and Development Technologies Studio (3). Builds upon students' experiences with interaction design to develop a deeper understanding of the process of defining, iterating, developing, and researching products. When interacting with systems, people build expectations and mental models of how

things work, based upon their previous experience with similar products or processes, and the successful or unsuccessful nature of their interactions determines the success of the design. This studio course is about how to build a product that people find usable, useful, and desirable, and conduct research throughout that building process from contextual inquiry to evaluating the final product. (NEW)

INST406 Cross-disciplinary Design Communication Lab (3). Best practices of writing and sketching for designers. Students learn how to solicit needs from clients and other stakeholders; how to craft proposals, be they technical or process-oriented; how to create visually compelling documents; and how to present written analyses for audiences of varying levels of expertise. (NEW)

INST454 Modeling and Simulating Systemic Problems (3). Growing complexities in organizations and societies have brought about systemic problems that cannot be fully understood and addressed using solely traditional linear approaches, and purely local solutions limited to a single organization. This course explores paradigms, methods and tools for articulating complex, non-linear, feedback-driven relationships in a range of socio-technical systems, which may span distributed organizations and other social structures, through formal models. Those models can then be simulated to identify the root causes of the systemic problems present and develop solution strategies for addressing those problems. (NEW)

INST466 Technology, Culture and Society (3). Individual, cultural, and societal outcomes associated with development of information & communication technologies (ICTs), including pro- and anti-social factors. Unpacking how gender, race, ethnicity, sexual orientation, disabilities, and political affiliations affect consumption and production of online experiences. Unpacking how structures of dominance, power and privilege manifest at individual, institutional and cultural levels. Understanding the relationship between local and global problems in technology development. Comparing global and historical variation in the design, deployment, use and regulation of technology. Prerequisite: minimum grade of C- from INST201 or INST301; minimum grade of C- from PSYC100 or SOCY105; must be in the Information Science or Technology and Information Design programs.

INST491 Integrated Capstone for Technology and Information Design (3). Capstone course for the major. Students collaborate in teams on a second semester-long project for a real-world client, bringing together lessons from across the Technology and Information Design curriculum to frame the client's problems, design a solution to them, and realize the solution in context. Students apply knowledge they have gained in the program to work with clients to craft design proposals, conduct user and system analyses, and review project successes and failures. (NEW)

Major elective options (students will choose 18 credits):

INST311 Information Organization (3). Examines the theories, concepts, and principles of information, information representation and organization, record structures, description, and classification. Topics to be covered in this course include the methods and strategies to develop systems for storage, organization, and retrieval of information in a variety of organizational and institutional settings, as well as policy, ethical, and social implications of these systems. Must be in the Technology and Information Design or Information Science programs.

INST352 Information User Needs and Assessment (3). Focuses on use of information by individuals, including the theories, concepts, and principles of information, information behavior and mental models. Methods for determining information behavior and user needs, including accessibility issues will be examined and strategies for using information technology to support individual users and their specific needs will be explored.

INST366 Privacy, Security and Ethics for Big Data (3). Evaluates major privacy and security questions raised by big data, Internet of Things (IoT), wearables, ubiquitous sensing, social sharing platforms, and other AI-driven systems. Covers history of research ethics and considers how ethical frameworks can and should be applied to digital data.

INST401 Design and Human Disability and Aging (3). Focuses on the design of consumer products and information systems to enable their use by persons with a wider range of physical, sensory, and cognitive abilities. Overviews aging and major types of impairment as they relate to resulting problems using consumer products and information systems. Focuses on principles of design of mass market products.

INST402 Designing Patient-Centered Technology (3). What does it mean to design a human-centered digital health technology specifically for patients? What are the methods we can use to gather design considerations, and how to use the findings to inform the design? Through a combination of project- and lecture-based class, students will learn topics such as Patient-Centered Technology; Co-Design; Health Monitoring; Persuasive System Design; Goal Setting & Gamification; Health Literacy, and Patient-Clinician Communication. We will apply these concepts to support the unique needs of older adults and patients with a variety of conditions (e.g., diabetes, stroke, dietary issues, enigmatic disease), and to support an individual's health and well-being.

INST404 Youth Experience Design Studio (3). Explores historical, organizational, and contemporary contexts for formal and informal learning spaces, principles of teaching and learning, and information literacy. Students will use methods of design thinking specifically in and for youth contexts, including user-centered design, understanding user needs, ideation, contextual design, participatory design, iterative prototyping, and visual design. (NEW)

INST405 Game Design Studio (3). Games are a structured form of play that are typically undertaken for recreational--but sometimes also educational and even professional--purposes. But what constitutes a successful game? In this course, you will learn the fundamentals of game design: applying elements and principles of game design, such as goals, rules, and challenges to create games, such as board games, card games, and digital games. You will be introduced to the basic tools and methods of game design: paper and digital prototyping, design iteration, design critique, and user testing. As part of the course, you will be designing and remixing several games of different types, each which you will be able to add to your growing portfolio of game design concepts. (NEW)

INST441 Information Ethics and Policy (3). Explores via case studies the legal, ethical, and technological challenges in developing and implementing policies for managing digital assets and information. Emphasizes access questions pertinent to managing sensitive information and the roles and responsibilities of information professionals. Prerequisite: One course with minimum grade of C- from (INST341, PLCY380)

INST460 Video Games as Emergent Experiences (3). Videogames are designed objects that players bring their own history to, resulting each time in a unique emergent experience. If you've ever wondered why, you love a certain game, but others hate it, why you prefer one genre of game over another, or why the frustration you feel in complicated games is often actually enjoyable, this is the class for you! We will examine design principles instantiated in various games, analyze how failure and feedback support productive gameplay, discuss how mechanics and aesthetics contribute to emergent experiences, and develop an understanding of the field of games scholarship. (NEW)

INST463 AI and Society (3). Reviews the technical, legal, and business history of artificial intelligence, and contemporary deployments in domains such as hiring, health, policing, and advertising. Students will discuss both high-level ethical issues and concrete policy dilemmas related to, e.g., self-driving cars, and compare their impact in different social and geographic settings. Students will conduct independent research on the design, testing, deployment, and assessment of AI technologies. (NEW)

Appendix D: Sample Four Year Plan for Social Data Science Major

Fall			Spring		
Year 1					
ENGL101 (FSAW)	Academic Writing	3	STAT100 (FSAR) (MC)	Elementary Statistics and Probability	3
IDEA258A (MC)	Become a Design Thinker	3	INST126 (MC)	Intro: Programming for Info Science	3
INST104 (MC)	Design Across Campus	3	SOCY105 (DSHS) (MC)	Intro: Contemp. Social Problems	3
Gen Ed (DSHU) (SCIS)	Humanities/I-Series	3	Gen Ed (DVUP) (SCIS)	Diversity: Plural Societies/I-Series	3
MATH115 (FSMA)	Pre-Calculus	3	Gen Ed (FSOC)	Oral Communication	3
	Total credits	15		Total Credits	15
Year 2					
INST201 (DSHS) (MC)	Introduction to Information Science	3	PLCY380 (MC)	Innovation and Social Change	3
INST204 (MC)	Designing Fair Systems	3	Gen Ed (DVCC)	Diversity: Cultural Competence	3
Gen Ed (DSNL)	Natural Science Lab	4	INST311 (ME)	Info Organization	3
Gen Ed (SCIS)	I-Series	3	Gen Ed (DSNS)	Natural Science	3
Gen Ed (DSHU)	Humanities	3	Elective		3
	Total Credits	16		Total Credits	15
Year 3					
INST406 (MC)	Design Communication Lab	3	INST367 (MC)	Prototyping and Development Studio	3
INST367 (MC)	Prototyping and Development Studio	3	INST404 (ME)	Youth Experience Design Studio	3
INST352 (ME)	Info User Needs and Assessment	3	INST441 (ME)	Information Ethics and Policy	3
ENGL39X (FSPW)	Professional Writing	3	Gen Ed (DSSP)	Scholarship in Practice	3
Elective		3	Elective		3
	Total Credits	15		Total Credits	15
Year 4					
INST454 (MC)	Modeling and Simulating Systemic Problems	3	INST491 (MC) (DSSP)	Integrated Capstone	3
INST466 (MC)	Technology, Culture and Society	3	INST463 (ME)	AI and Society	3
INST405 (ME)	Game Design Studio	3	Electives		8
Electives		6			
	Total Credits	15		Total Credits	14
Total Credits: 120					

Category	Credits	Code
Major Requirements: 55 Credits		
Major Core Courses	37	MC
Major Elective Courses	18	ME
Major courses may double-count to fulfill General Education requirements (see below).		
General Education Requirements: 40 Credits Minimum		
Fundamental Studies: 15 Credits		
Fundamental Studies Academic Writing	3	FSAW
Fundamental Studies Professional Writing	3	FSPW
Fundamental Studies Oral Communication	3	FSOC
Fundamental Studies Mathematics	3	FSMA
Fundamental Studies Analytic Reasoning[2]	3	FSAR
[2] If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FSAR, do not need to take a less advanced Math course to fulfill the FSMA requirement).		
Distributive Studies: 25 Credits		
Distributive Studies Natural Sciences	3	DSNS
Distributive Studies Natural Science Lab Course[3]	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice[4]	6	DSSP
[3] A second DSNL course can fulfill the DSNS course requirement. [4] Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.		
I-Series Courses: 6 Credits [5] The signature courses of the UMD General Education program, I-Series courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.		
I-Series Course	6	SCIS
[5] I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.		
Diversity: 4-6 Credits[6]		
Diversity Understanding Plural Societies[7] Courses examine how diverse cultural and ethnic groups co-exist.	3-6	DVUP
Diversity Cultural Competence Courses help students develop skills to succeed in a diverse world.	0-3	DVCC
[6] These credits may be double counted with courses taken for the Distributive Studies requirement. [7] Students may take either two DVUP courses or one DVUP course and one DVCC course.		

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Annual Review of Committee Bylaws and Charge and Role and Responsibilities

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 14, 2021

SUMMARY: As recommended in the University System of Maryland Governance Review Final Report submitted by the Association of Governing Boards on April 18, 2019, USM Board of Regents committees should bring clarity to committee work by reviewing and/or developing committee bylaws, charges, and practices to ensure expectations and structures remain consistent with current System priorities.

In accordance with established procedures, today, the committee conducts its annual review and approval of the Education Policy and Student Life (EPSL) section of the Board of Regents Bylaws as well as the EPSL Charge, Role, and Responsibilities guidance.

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

FISCAL IMPACT: There is no fiscal impact.

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

COMMITTEE RECOMMENDATION: Approval		DATE: September 14, 2021
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

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

(Adopted by the Board of Regents, April 5, 1989; Amended, September 27, 1990; Amended February 27, 1991; Amended June 9, 1995; Amended August 25, 1995; Amended December 1, 1995; Amended April 12, 1996; Amended April 4, 1997, Amended December 8, 2000, Amended August 23, 2002; Amended September 12, 2003; Amended December 12, 2003, Amended October 21, 2005, Amended September, 2008, Amended April 15, 2011, Amended December 7, 2012, Amended April 11, 2014, Amended June 10, 2016, Amended December 9, 2016, Amended February 22, 2019; Amended April 6, 2020 to be effective immediately, amended April 16, 2021 to be effective July 1, 2021)

Article X
Section 4. Committee on Education Policy and Student Life. – 9.14.21 Review

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

a. This Committee shall consider and report or recommend to the Board proposals for new academic programs and review and report to the board on the review of existing academic programs that align with the institution's mission, strategic plan, and priorities.
b. This Committee shall also consider and report or recommend to the Board on matters and policies relating to faculty, including but not limited to conditions affecting recruitment, appointment, rank, tenure, and retention, and issues brought to the Advisory Councils and USM Office of Academic and Student Affairs.

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

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

D. This Committee shall also consider and report or recommend to the Board related matters brought to it by the Chancellor or the Board.

UNIVERSITY SYSTEM of MARYLAND

Board of Regents
Committee on Education Policy and Student Life
Charge, Role, and Responsibilities

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

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

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

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

Approved by EPSL on November 23, 2020 *Reviewed by EPSL on September 14, 2021*

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

Approved by EPSL on November 23, 2020 *Reviewed by EPSL on September 14, 2021*

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, AY 2020 - 2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 14, 2021

SUMMARY: In accordance with Board Resolution III-7.03, a report of program actions delegated to the Chancellor is submitted annually to the Board of Regents. Between September 2020 and August 2021, the Chancellor approved 23 new certificates, 1 modified certificate, 11 modified degrees, 15 title changes, 3 off-site offerings of existing degrees at a USM regional higher education center, and 1 reactivated area of concentration within an existing degree. He also approved the suspension or discontinuation of 8 degrees, 1 area of concentration within an existing degree, and 1 certificate.

In addition, the Board of Regents approved 15 new degree programs.

A chart detailing the Chancellor's actions and programs approved by the Board for a total of 96 approvals for this report is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 14, 2021
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Academic Program Actions
AY 2020 - 2021

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates, Concentrations/Modified Programs and Degree Changes	Title Changes	
Bowie State University		B.S. in Computer Science existing program – Off-Site at USMSM (3-17-2021) U.D.C. in Entrepreneurship – New (8-20-2021) U.D.C. in Data Analytics – New (8-20-2021)		
Coppin State University		M.Ed. in Rehabilitation Counseling – Substantial Modification (11-30-2020) MS in Addiction Counseling – Substantial Modification (11-30-2020) U.D.C. in Entrepreneurship and Innovation – New (1-25-2021) P.B.C. in Applied Molecular Biology and Biochemistry – New (4-12-2021) P.B.C. in Polymer and Materials Sciences – New (4-12-2021)		M.S. in Applied Molecular Biology and Biochemistry (9-18-2020) M.S. in Polymers and Materials Sciences (9-18-2020) B.S. in Data Science (6-17-2021) M.S. in Health Information Management (6-17-2021)
Frostburg State University	Suspend BS in Ethnobotany (1-25-2021) Suspend BS in Environmental Analysis and Planning (4-12-2021)	B.S. in Health and Physical Education – Substantial Modification (4-12-2021) U.D.C. in Manufacturing Leadership Management – New (4-12-2021) U.D.C. in Small Business Management – New (4-12-2021) B.S. in Philosophy – Substantial Modification (8-13-2021)		

1

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UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Salisbury University	Suspend M.S. in Athletic Training (6-8-2021)		MS in Applied Health Physiology to *MS in Health and Human Performance* (1-25-2021) B.S. in Community Health to *B.S. in Public Health* (3-17-2021)	
Towson University	Discontinue AOC in Legal Studies in the existing Bachelor of Business Administration (8-20-2021)	M.A. in Gifted and Creative Education – Online (3-17-2021) M.Ed. in Reading Education – Online (3-17-2021) B.S. in Elementary Education existing program – Off-Site at USMSM (4-12-2021) M.Ed. in Special Education – Online (4-12-2021) P.B.C. in Autism Spectrum Disorder in the Classroom – Online (4-12-2021) P.B.C. in Foundation Special Education – Online (4-12-2021) P.B.C. in Action Research for School Improvement – Online (5-24-2021) P.B.C. in Community Engagement and Leading School Change – Online (5-24-2021) Master of Science in Nursing (M.S.N.) – Substantial Modification (7-19-2021) P.B.C. in Arts Integration – Online (7-19-2021) P.B.C. in Professional Studies within M.A. in Professional Studies – New (7-19-2021)		

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Baltimore	Discontinue B.A. in International Studies (7-19-2021) Discontinue B.A. in Nonprofit Management and Community Leadership (7-19-2021) Discontinue BS in Real Estate and Economic Development (7-19-2021) Discontinue M.S. in Forensic Science – Forensic Accounting (7-19-2021) Discontinue – P.B.C. in Forensic Accounting (7-19-2021)	M.A. in Global Affairs and Human Security – Online (7-19-2021) M.S. in Negotiations and Conflict Management – Online (7-19-2021)		
University of Maryland, Baltimore		Professional Certificate Program in Neonatal Nurse Practitioner – New (1-25-2021) Professional Certification Program in Nursing Anesthesia – New (1-25-2021) P.B.C. in Medical Cannabis Clinical Science – New (7-19-2021) P.B.C. in Medical Cannabis Pharmaceutical Science – New (7-19-2021) P.B.C. in Medical Cannabis Science, Therapeutics, and Policy – New (7-19-2021) P.B.C. in Medical Physics – New (7-19-2021)	P.B.C. in Global Health Systems and Innovation to *P.B.C. in Global Health Systems* (11-30-2020)	M.S. in Health Professions Education (2-19-2021) M.S. in Diversity, Equity and Inclusion Leadership (4-16-2021) Ph.D. in Palliative Care (6-17-2021)

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Baltimore County		P.B.C. in Professional Studies – Modified (3-17-2021) P.B.C. in Dementia Care Services -New (6-8-2021) U.D.C. in Arabic – New (7-19-2021) U.D.C. in Japanese – New (7-19-2021)	B.A. in Health Administration and Policy to *B.A. in Public Health* (1-25-2021) U.D.C. in Web Development to *U.D.C .in User Experience, Web and Mobile Development* (1-25-2021)	
University of Maryland, College Park		Master of Professional Studies in Game, Entertainment and Media Analytics – New Iteration (1-25-2021) Master of Finance – Online (1-25-2021) Master of Quantitative Finance – Online (1-25-2021) M.S. in Accounting – Online (1-25-2021) M.S. in Business and Management – Online (1-25-2021) M.S. in Geospatial Information Sciences – Online (1-25-2021) M.S. in Information Systems – Online (1-25-2021) M.S in Marketing Analytics – Online (1-25-2021)	Master of Professional Studies in Corporate Innovation to *Master of Profession Studies in Product Management* (4-12-2021) B.A. in Germanic Studies to *B.A. in German Studies* (5-24-2021) M.A. in German Language and Literature Studies to *M.A. in German Studies* (5-24-2021) Ph.D. in German Language and Literature Studies to *Ph.D. in German Studies* (5-24-2021) U.D.C. in Lesbian, Gay, Bisexual and Transgender Studies to *U.D.C. in LGBTQ* (5-24-2021)	B.S. in Mechatronics (2-19-2021) Program received MHEC objection. UMCP withdrew program August 2021. Master of Extension Education (4-16-2021) B.S. in Fermentation Science (6-17-2021) B.S. in Social Data Science (6-17-2021)

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
		B.S. in Electrical Engineering Minor in Computer Engineering existing program – Off-Site at USMSM (3-17-2021) M.P.S. in Security and Terrorism Studies – New Iteration (3-17-2021) P.M.C. in Bilingual Speech- Language Pathology for Practitioners – New (4-12-2021) P.B.C. in Technology Management – New (4-12-2021) Master's in Professional Studies in Data Journalism – New Iteration (5-24-2021) Master of Public Health – Substantial Modification (5-24-2021) P.B.C. in Latin American and Caribbean Studies – New (6-8-2021) P.B.C. of Professional Studies Program Planning, Monitoring, and Evaluation – New Iteration (7-19-2021) P.B.C. in Dual Language Education – New (8-13-2021)	Ph.D. in Survey Methodology to *Ph.D. in Survey and Data Science* (5-24-2021) B.A in Women's Studies to *B.A. in Women, Gender, and Sexuality Studies* (5-24-2021) U.D.C. in Women's Studies to *U.D.C. in Women, Gender, and Sexuality Studies* (5-24-2021) U.D.C. in Latin American Studies to *U.D.C. in Latin American and Caribbean Studies* (6-8-2021)	

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Maryland Eastern Shore	Suspend B.S. in Mathematics Program (11-30-2020)			B.A. in Digital Media Studies (9-18-2020) B.S.in Sport Management (2-19-2021)
University of Maryland Global Campus		Doctor of Management with an A.O.C. in Community College Policy and Administration – Substantial Modification (11-30-2020) U.D.C. in Business Analytics – New (7-19-2021) Doctor of Management A.O.C. in Community College Policy and Administration – Reactivate (8-13-2021) P.B.C. in Acquisition and Contract Management – New (8-20-2021)	M.S. in Accounting and Information Systems to *M.S. in CyberAccounting* (5-24-2021)	B.S. in Cloud Computing Systems (4-16-2021) B.S. in Data Science (4-16-2021)

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UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Education Policy and Student Life Tentative Annual Agenda, 2021-2022

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 14, 2021

SUMMARY: The Tentative Agenda for 2021-2022 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 14, 2021
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Draft – September 7, 2021

USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE
TENTATIVE AGENDA 2021-2022

Tuesday, September 14, 2021
1. New Academic Program Proposals (Action)
2. Annual EPSL Bylaws and Charge Review (Action)
3. Report on Academic Program Actions Delegated to the Chancellor, AY 2020-2021 (Information)
4. Fall 2021 Update (Information)
5. Tentative Annual Agenda, 2021-2022 (Information)

Monday, November 8, 2021
1. New Academic Program Proposals (Action)
2. Notification of Awards: Regents Scholarships and Elkins Professorships (Information)
3. Articulation Efforts Between USM and Other Institutions (Information)
4. K-12 Partnerships and Pipeline (Information)

Tuesday, January 11, 2022
1. New Academic Program Proposals (Action)
2. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
3. Report on Extramural Funding – FY 2021 (Information)
4. Report: Workload of the USM Faculty – Academic Year 2020-2021 (Information)

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

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

Friday, March 4, 2022
1. New Academic Program Proposals (Action)
2. Campus Crime Reports (Information)
3. Update: P-20 Initiatives (Information)
4. Update: William E. Kirwan Center for Academic Innovation (Information)
5. New Program 5-Year Enrollment Review (Information)

Tuesday, May 10, 2022
1. New Academic Program Proposals (Action)
2. Diversity, Equity, and Inclusion - 2022 Cultural Diversity Reports and Beyond (Action)
3. Civic Engagement and Civic Education (Information)
4. 2022-2023 EPSL Agenda Brainstorming (Information)

To Be Slated or Monitored:
Possible Policy Amendments - Undergraduate Admissions
Possible Policy Amendments - Academic Integrity
Academic Affairs Advisory Report on Review of Program Viability
Health Disparities Work
Enrollment-related Presentation
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The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

September 2, 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 September 2, 2021 virtually. Regent Leggett called the meeting to order at 12:31 pm.

Regents present were I. Leggett (chair), G. Attman, E. Fish, R. Hur, R. Rauch, S. Pringle, and L. Gooden.

USM personnel present were L. Ryan, E. Herbst, J. Boughman, D. Wilkerson, T. McDonough, M. Lurie, and E. Langrill.

Other attendees were K. Porter, P. Robilotto, K. Gohel, S. Sheppard, and W. Martin. Presenters were B. Furr, H. Mortimer, C. Anderson, and C. Broido Johnson.

Featured Startup: Mindful Designs (Information Item)

L. Ryan introduced Mr. Furr, CEO of Mindful Designs and Founder of the Paint Build Play Workshops, who is a student entrepreneur at the University of Baltimore. He described his background and early orientation toward entrepreneurship and various entrepreneurial endeavors that have helped him on his journey. He described the skills that have enabled him to grow his mission-based for-profit venture. He described what he has been able to accomplish with just pitch competition winnings and commented that small amounts of capital can be powerful but often laborious to obtain. For example, even participating in pitch competitions can be very time-consuming; and traditional forms of capital can be inaccessible or not a good fit at such an early stage.

Regent Gooden asked how they market their products and services. Mr. Furr responded that they use a variety of methods, including direct referrals and digital marketing.

Regent Leggett commented that there is an organization in Montgomery County call the Kid's Museum that does similar work, and he would like to connect them.

UBalt's CEI and the Global Consortium of Entrepreneurship Centers Conference (Information Item)

L. Ryan introduced H. Mortimer, Director University of Baltimore Center for Entrepreneurship and Innovation, who introduced Catherine Andersen, Interim Provost. Ms. Andersen set the stage and described how the University of Baltimore was established by and for entrepreneurs. Mr. Mortimer discussed UB's "front door for entrepreneurship", which serves entrepreneurship fellows, other students, and alumni, regardless of whether or not they are obtaining or have obtained a business degree. He talked about how they have collaborated with the design school and real estate programs and other important collaborations, such as with TEDCO for the Urban Business Innovation Initiative and with Loyola University for the Global Consortium of Entrepreneurship Centers Conference.

Regent Attman commented that his parents went to UBalt and many of their friends, and they were all entrepreneurs. He thanks Henry and Catherine for their leadership.

Momentum Fund Update (Information Item)

L. Ryan introduced C. Broido Johnson, Managing Director of the USM Momentum Fund

Regent Attman said $10M seemed like a lot more when we started and asked about comparables. Ms. Broido Johnson referenced the benchmarking presentation from last Committee meeting and said most big state universities have a fund between $10-50M dollars, but they vary greatly. Regent Attman said he would hate to cut back on promising investments if we are running out of funding and there are other options available. There could be tremendous resources at the state level or with private investors. Regent Leggett said there is a gap between the initial funding and the initial return on investment, which is a serious one. And, this is a challenge partially presented due to the small size of the initial fund. He anticipates a follow up meeting to discuss how to obtain additional funds, from where, etc. Ms. Herbst suggested pulling together a System-wide view of investment for that conversation as well.

USM Office of Economic Development Update – Lindsay Ryan, Venture Development Director (Information Item)

L. Ryan presented technology transfer information, omitting other portions of the presentation in the interest of time.

New Early-stage Resource(s) Feasibility

Regent Leggett said previous presentations have highlighted that many startups across the USM cannot be invested in by the Momentum Fund but are worthy of support. He also noted that compared to the Momentum Fund, funding levels that could provide assistance at an earlier stage are relatively small. Additionally, supporting at an earlier stage could get more institutions involved and more entrepreneurs with lower costs. Key decisions need to be made about how to do this going forward. Regent Leggett suggested a study and recommendations as an item for the staff and others to investigate and come back to present, including the status of the Momentum Fund. He suggested this as a formal process as opposed to informal conversations and decisions.

Regent Gooden said the timing is good because Ms. Herbst is beginning the budgeting process. From a personal perspective, Regent Gooden said it is a great idea to have the larger fund and a smaller fund, but the larger funds needs to be larger. She supported the staff being involved.

Regent Attman cautioned to ensure the effort did not duplicate other institutional efforts. He said that for years, it has been contemplated to work with the USM Foundation to possibly invest in students and faculty. It could be as a contribution or a really great investment opportunity. It would be a great use of money and perfectly aligned. Regent Gooden said she hadn't thought of that because of the speculative nature of new ventures.

Ms. Herbst said she collaborated with Ms. Ryan on this and agrees with what has been said so far. She commented that this would likely be a separate fund, with well documented criteria, and the need and the corresponding size of the fund. This fund could potentially even provide pre-company support. A fund that is smaller opens up flexibility in terms of where funding could come from.

Ms. Gooden said we also need to look at the administrative side of things. Ms. Herbst agreed and commented how Ms. Broido Johnson already does the work of several people in her role with the MMF. Ms. Gooden said when the Fund, they weren't sure where we were going and the timing is right to reassess.

Ms. Herbst suggested a separate discussion on the Momentum Fund and need to address the likely funding gap. Ms. Herbst said she keeps saying we need to bring back a track record to the Regents, but that is really up to the Regents. Ms. Gooden said she recognizes what we are investing and how long it takes to get a return. Mr. Attman's idea in terms of the Foundation would require more data. So, perhaps decisions could be made in the shorter term for the Momentum Fund and medium-term for the other fund. Mr. Attman said we can get valuations for MMF portfolio companies even if we haven't had liquidity events, and Ms. Herbst confirmed that was true. Ms. Ryan commented that she is excited about the direction the discussion is heading and excited to get to work. She said she hoped the agenda and speaker were not lost in terms of connecting to this new potential resources and that this early-stage fund, while potentially connected to the Momentum Fund in some ways, is a separate effort, with goals that include access across all institutions.

The meeting ended at 2:01 pm.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Open Session
October 25, 2021
Draft

Ms. Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:02 a.m. This meeting was conducted via videoconference.

Regents in attendance included**:** Ms. Fish (Chair), Mr. Bartenfelder (phone), Mr. Gill, Ms. Gooden, Mr. Hur, Mr. Pope, Mr. Wood, and Mr. Oludayo (student regent). Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone), Ms. Herbst, Mr. Lurie, Mr. McDonough, Mr. Mosca, Mr. Page, and Ms. White; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. FY 2022 Audit Committee Work Plan (Information & Discussion)

   The Committee reviewed its Work Plan for FY 2022.

2. Review of Board of Regents Charge Policies (Information & Discussion)

   The Committee reviewed its charge. This included the Audit Committee's Charter and Board of Regents Bylaws, Article X, Section 3 which pertains to the Audit Committee. No modifications were proposed.

3. Update Proposed Modifications to Board of Regents Policy on Affiliated Fundraising Foundations (Information & Discussion)

   USM's Vice Chancellor of Administration and Finance presented a status update of progress made to revise the Board of Regents' policy on affiliated fundraising foundations.

4. FY 2021 - System-Wide Draft Financials, Balance Sheet & Statement of Changes (affiliated foundations are not included) (Information & Discussion)

   USM's Controller presented FY 2021 draft financial statements, which reflect the preliminary financial position and the results of operations of the University System of Maryland for the year ended June 30, 2021, as prepared on the accrual basis of accounting. The draft statements also provided a comparison of performance to the prior year's results.

5. USM's Year-End 06/30/2020 A133 Single Audit Report (Information & Discussion)

   As it pertained to USM, USM's independent auditor (CliftonLarsenAllen LLP) presented the results of its State of Maryland A133 Single Audit for the year ended June 30, 2020. This audit is a required compliance audit for federally funded student financial aid and institutional aid. There were no findings reported.

   Also discussed were the scope of audit work, and the status of prior year findings.

6. Update on USM's Enterprise Risk and Crisis Management Programs (Information & Discussion)

   Regent Pope presented an update on universities' implementation of USM's Enterprise Risk and Crisis Management programs.

7. Completed Office of Legislative Audit Activity (Information & Discussion)

   Since the June 4, 2021 audit committee meeting, the Office of Legislative Audits has not published any reports of USM institutions.

8. Follow Up of Action Items from Prior Meetings (Information & Discussion)

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

9. 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. Gooden; unanimously approved.]

   The closed session convened at approximately 11:42 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Closed Session
October 25, 2021
Draft

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 11:42 a.m. This meeting was conducted via videoconference.

Regents in attendance included**:** Ms. Fish (Chair), Mr. Bartenfelder (phone), Mr. Gill, Ms. Gooden, Mr. Hur, Mr. Pope, Mr. Wood, and Mr. Oludayo (student regent). Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. McDonough, Mr. Mosca, Mr. Page, and Ms. White; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. USM's Vice Chancellor of Administration and Finance presented an update on the review of institutions' information technology security environments and details of a security breach. (§3-305(b)(15)).

2. USM's Director of Internal Audit presented an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

3. USM's Director of Internal Audit provided an update of engagement additions, cancellations, and completions to the Office of Internal Audit's Audit Plan of Activity for Calendar Year 2021. (§3-103(a)(1)(i)).

4. USM's Director of Internal Audit provided a status update of reported criminal allegations received by the Office of Internal Audit. (§3-305(b)(12)).

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 12:14 p.m.

University System of Maryland

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 4, 2021

SUMMARY: This annual report provides an overview of the fall undergraduate, graduate, and first-professional students for the University System and each institution. This is the first enrollment update for the fall semester and fiscal year.

In total, Fall 2021 enrollment decreased (-5,383) for a preliminary total of 164,797 students. The FY 2021 total of 125,961 full-time equivalent (FTE) students was estimated to be -4,275 FTE lower than last fiscal year. The report also highlights other trends and provides data about enrollment over the past 10 years.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION	DATE: 11/4/21
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

FALL 2021
ENROLLMENT UPDATE
AND
FY 2022 ESTIMATED FTE
REPORT

Office of Institutional Research, Data & Analytics
Administration and Finance
University System of Maryland Office
November 2021

Fall 2021 Enrollment Update & FY 2022 FTE Estimate

Enrollment Report Background

The purpose of this annual report is to provide the Board of Regents with the updated fall headcount enrollment and full-time equivalent (FTE) enrollment estimate for the current fiscal year. The data are compiled from mandatory Maryland Higher Education Commission (MHEC) preliminary enrollment and the University System of Maryland (USM) credit hour collections. This is the first opportunity to compare campus' projected fiscal year FTE, as submitted in the budget request and enrollment projections, to an updated estimated annualized fiscal year FTE based on the credit hours achieved in the fall semester. For additional information, please contact Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data & Analytics, via e-mail at cmuntz@usmd.edu or Laura Walker, Senior Data Analyst, via e-mail at alwalker@usmd.edu.

Enrollment Highlights and Trends

The University System of Maryland total enrollment decreased for the third straight year. Currently, it is unclear how the COVID-19 pandemic continues to disrupt the historic enrollment patterns and campus plans. That said, numerous enrollment reports across the nation indicate similar enrollment declines for Fall 2021. This report summarizes updated enrollment information and compares the enrollment to the recent budget submission, enrollment projections and the previous Fall 2020 semester.

- Preliminary Fall 2021 headcount enrollment of 164,797 was down by -5,383 (-3.2%) students compared to Fall 2020. However, the enrollment decrease would have been worse without UMCP's increase. (See Table A, Appendix Tables 1 & 5).

- The estimated FY 2022 FTE of 125,961 was a decrease of -4,275 compared to FY 2021. Excluding UMGC, USM's FTE estimate of 90,557 was a decrease of -2,183 FTE compared to FY 2021. (See Table B).

- First-time, full-time students increased +1,131 in Fall 2021 (14,210) compared to Fall 2020 (13,079). However, this increase was primarily attributed to four institutions, UMCP (+755), UMBC (+383), Towson (+189), and UMGC (53). Salisbury enrolled the same number, and there were decreases at all other institutions including Coppin (-119), Bowie (-69), Frostburg (-45), UMES (-14), UBalt (-2). (See Tables 3).

- Across the System, undergraduate enrollment was lower (-5,215). The decrease was almost evenly split between full-time (-2,709) and part-time (-2,506) students. (See Table 2).

- Graduate enrollment was down -168 students caused by the -959 drop in part-time students. However, full-time (+791) graduate students increased specifically at UMCP (+546), UMBC (+320), UMB (+48), and FSU (+19). (See Table 2 & 5).

- Total enrollment of 10,794 at the USM's Historically Black Institutions (HBIs) decreased (-450 or -4.0%) compared to Fall 2020. (See Tables 4 & 5).

Fall 2021 Enrollment Update & FY 2022 FTE Estimate

Fall 2021 Enrollment Compared to the Spring 2021 Enrollment Projections

The USM submitted to the Board of Regents a ten-year enrollment projection in Spring 2021. Based on information provided by the universities, Table A compares the Fall 2021 enrollment to the Spring enrollment projections as well as the Fall 2020 actual enrollment.

Table A. The University System of Maryland
Fall 2021 Enrollment Compared to Enrollment Projections

				Change Over	
	Fall 2020 Actual	Fall 2021 Enrollment Projection	Fall 2021 Preliminary Enrollment	Fall 2021 Projection	Fall 2021 Actual
				Fall 21 Actual - Fall 21 Projection	Fall 21 Actual - Fall 20 Actual
BSU	6,250	6,171	6,308	137	58
CSU	2,348	2,531	2,101	-430	-247
FSU	4,857	4,872	4,099	-773	-758
SU	8,124	7,880	7,568	-312	-556
TU	21,917	21,265	20,856	-409	-1,061
UBalt	4,169	4,079	3,710	-369	-459
UMB	7,137	7,154	7,244	90	107
UMBC	13,497	13,586	13,638	52	141
UMCP	40,709	40,600	41,272	672	563
UMES	2,646	2,648	2,385	-263	-261
UMGC	58,526	58,526	55,616	-2,910	-2,910
USM	170,180	169,312	164,797	-4,515	-5,383

Source--USM Enrollment Projections; MHEC EIS and S-7 updated 10-14-21

Prepared by: USM Office of Institutional Research

Enrollment fell -5,383 compared to Fall 2020 which was greater than the anticipated losses submitted in the enrollment projections. Last spring, institutions were signaling expected enrollment decreases of nearly -800 fewer students, but the actual enrollment was -4,515 lower than projected. Most of the enrollment losses were accounted for at UMGC. Among the comprehensive institutions, all but Bowie enrolled fewer students. Only Bowie, UMB, UMBC, and UMCP increased enrollment compared to Fall 2020 and the Spring 2021 enrollment projections.

Fall 2021 Enrollment Update & FY 2022 FTE Estimate

FY 2022 Full-Time Equivalent (FTE) Student Estimate Compared to the Budget Submission

Full-time equivalent (FTE) students were calculated from the actual Fall 2021 credit hour enrollment of the students. The table below provides an estimated FY 2022 FTE for each USM institution. This annualized FTE estimate used a conservative methodology that calculated the proportion of spring to fall credit hours by level for each institution for the recent five fiscal years. The USM estimate was then compared with each institution's budget submission FTE estimate and the FY 2021 actuals.

Table B. The University System of Maryland
FY 2022 USM FTE Estimate

				Change Over	
	Fall 2021 Actual FTE	**FY 2022 Budget Submission**	**Fall 2022 Annualized ESTIMATED FTE**	**FY 2022 Budget Sumission**	**FY 2021 Actual**
			Per Fall 2021 Credit Hour Enrollment	FY 22 Estimate - FY 22 Budget	FY 22 Estimate - FY 21 Actual
BSU	5,027	5,035	5,035	0	8
CSU	1,789	1,986	1,698	-288	-91
FSU	3,675	3,450	3,408	-42	-267
SU	7,210	6,923	6,687	-236	-523
TU	17,886	16,978	17,025	47	-861
UBalt	2,748	2,519	2,486	-33	-262
UMB	7,130	7,079	7,168	89	38
UMBC	10,875	10,930	10,938	8	63
UMCP	33,988	33,700	33,907	207	-81
UMES	2,412	2,536	2,205	-331	-207
UMGC	37,496	35,632	35,404	-228	-2,092
USM	130,236	126,768	125,961	-807	-4,275

Source--USM Credit Hour Report and USM IR Offices Estimates updated 10-14-21

Prepared by: USM Office of Institutional Research

Similar to the headcount enrollment changes, the total credit hours generated reflect a slightly larger decreases than initially expected this past summer (-807) but generally in line with operating budget planning. Compared to last fiscal year, over half the estimated FTE decrease will be at UMGC. The combined decrease of Coppin, Salisbury, Towson, UBalt, and UMES is estimated to be about 2,200. BSU, UMB, UMBC, UMCP are estimated to generate about the same FTE as FY 2021 and about the same or higher FTE than expected during the budget submission.

TABLE 1
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
Fall 2020-2021

	Fall 2020/2021 Headcount Change		
	Headcount	2020	from 2020
Bowie State University	6,308	58	0.9%
Coppin State University	2,101	(247)	-10.5%
Frostburg State University	4,099	(758)	-15.6%
Salisbury University	7,568	(556)	-6.8%
Towson University	20,856	(1,061)	-4.8%
University of Baltimore	3,710	(459)	-11.0%
University of Maryland, Baltimore	7,244	107	1.5%
University of Maryland, Baltimore County	13,638	141	1.0%
University of Maryland, College Park	41,272	563	1.4%
University of Maryland Eastern Shore	2,385	(261)	-9.9%
University of Maryland Global Campus	55,616	(2,910)	-5.0%
USM Total	**164,797**	**(5,383)**	**-3.2%**

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

TABLE 1b
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
EXCLUDING UMGC
Fall 2020-2021

	Fall 2020/2021 Headcount Change		
	Headcount	2020	from 2020
Bowie State University	6,308	58	0.9%
Coppin State University	2,101	(247)	-10.5%
Frostburg State University	4,099	(758)	-15.6%
Salisbury University	7,568	(556)	-6.8%
Towson University	20,856	(1,061)	-4.8%
University of Baltimore	3,710	(459)	-11.0%
University of Maryland, Baltimore	7,244	107	1.5%
University of Maryland, Baltimore County	13,638	141	1.0%
University of Maryland, College Park	41,272	563	1.4%
University of Maryland Eastern Shore	2,385	(261)	-9.9%
USM Total	**109,181**	**(2,473)**	**-4.2%**

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

TABLE 2
ENROLLMENT BY STUDENT LEVEL AND STATUS
Fall 2012-2021

Student Level & Status	Fall 2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Undergraduates										
Full-Time: N	79,384	79,654	82,667	83,179	85,092	86,361	86,685	85,234	83,511	80,802
%	51.0%	52.0%	51.0%	50.6%	49.5%	49.3%	49.1%	49.5%	49.1%	49.0%
Part-Time: N	32,290	31,446	37,628	39,656	45,306	46,881	48,441	47,151	47,703	45,197
%	20.8%	20.5%	23.2%	24.1%	26.3%	26.8%	27.5%	27.4%	28.0%	27.4%
Total: N	111,674	111,100	120,295	122,835	130,398	133,242	135,126	132,385	131,214	125,999
%	71.8%	72.5%	74.3%	74.7%	75.8%	76.1%	76.6%	76.9%	77.1%	76.5%
Graduate/First-Professional										
Full-Time: N	17,920	17,678	17,739	17,734	17,731	17,653	17,653	17,337	16,944	17,735
%	11.5%	11.5%	11.0%	10.8%	10.3%	10.1%	10.0%	10.1%	10.0%	10.8%
Part-Time: N	26,009	24,540	23,966	23,930	23,867	24,281	23,644	22,492	22,022	21,063
%	16.7%	16.0%	14.8%	14.5%	13.9%	13.9%	13.4%	13.1%	12.9%	12.8%
Total: N	43,929	42,218	41,705	41,664	41,598	41,934	41,297	39,829	38,966	38,798
%	28.2%	27.5%	25.7%	25.3%	24.2%	23.9%	23.4%	23.1%	22.9%	23.5%
All Students										
Total	**155,603**	**153,318**	**162,000**	**164,499**	**171,996**	**175,176**	**176,423**	**172,214**	**170,180**	**164,797**

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

Note: Percentages are % of total headcount for each fall term.

TABLE 3
TRENDS IN ENROLLMENT OF FIRST-TIME FULL-TIME UNDERGRADUATES
Fall 2012-2021

First-Time Full-Time Undergraduates

Institution	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	One-Year % Change	Five-Year % Change
BSU	477	625	594	559	958	1,075	898	801	957	888	-7.2%	-7.3%
CSU	425	353	267	242	383	383	389	429	291	172	-40.9%	-55.1%
FSU	814	889	957	931	829	774	735	739	627	582	-7.2%	-29.8%
SU	1,230	1,241	1,144	1,186	1,328	1,326	1,285	1,467	1,214	1,214	0.0%	-8.6%
TU	2,463	2,747	2,711	2,708	2,750	2,735	2,990	2,789	2,380	2,569	7.9%	-6.6%
UBalt	215	236	226	137	138	107	76	40	62	60	-3.2%	-56.5%
UMBC	1,547	1,653	1,616	1,543	1,518	1,759	1,777	1,692	1,652	2,035	23.2%	34.1%
UMCP	3,893	4,011	4,128	3,934	4,543	5,178	6,021	5,326	5,289	6,044	14.3%	33.0%
UMES	882	604	756	1,011	698	560	501	508	466	452	-3.0%	-35.2%
UMGC	157	87	175	149	192	131	132	225	141	194	37.6%	1.0%
USM	**12,103**	**12,446**	**12,574**	**12,400**	**13,337**	**14,028**	**14,804**	**14,016**	**13,079**	**14,210**	8.6%	6.5%
MD H.S. Grads*	67,713	67,865	67,333	66,688	67,002	67,091	68,220	68,030	70,710*	70,910*		

Source: MHEC Preliminary Opening Fall Enrollment (2020-2021) and EIS (2011-2019) Public and non-public high school graduates data -WICHE

*The 2012-2021 actual Maryland high school graduates is currently not available; WICHE estimates used.

TABLE 4
HISTORICALLY BLACK INSTITUTIONS
ENROLLMENT TRENDS
Fall 2012-2021

Year	Undergraduate	Graduate	Total	% Change Total
Fall 2012	11,168	2,319	13,487	-3.2%
Fall 2013	10,808	2,356	13,164	-2.4%
Fall 2014	10,710	2,397	13,107	-0.4%
Fall 2015	10,725	2,278	13,003	-0.8%
Fall 2016	10,495	2,017	12,512	-3.8%
Fall 2017	10,555	1,976	12,531	0.2%
Fall 2018	10,267	1,984	12,251	-2.2%
Fall 2019	9,943	1,838	11,781	-3.8%
Fall 2020	9,531	1,713	11,244	-8.2%
Fall 2021	9,040	1,754	10,794	-4.0%

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION
Fall 2012-2021

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Bowie State University							
Fall 2012	3,493	790	396	742	5,421	-3.3%	3%
Fall 2013	3,521	837	453	750	5,561	2.6%	4%
Fall 2014	3,675	781	513	726	5,695	2.4%	4%
Fall 2015	3,533	782	474	641	5,430	-4.7%	3%
Fall 2016	3,939	772	412	546	5,669	4.4%	3%
Fall 2017	4,389	798	409	552	6,148	8.4%	4%
Fall 2018	4,421	887	463	549	6,320	2.8%	4%
Fall 2019	4,329	898	476	468	6,171	-2.4%	4%
Fall 2020	4,429	925	444	452	6,250	1.3%	4%
Fall 2021	4,344	1,037	471	456	6,308	0.9%	4%
Coppin State University							
Fall 2012	2,442	685	142	343	3,612	-5.3%	2%
Fall 2013	2,251	669	133	330	3,383	-6.3%	2%
Fall 2014	2,046	638	151	298	3,133	-7.4%	2%
Fall 2015	2,007	661	137	303	3,108	-0.8%	2%
Fall 2016	1,888	619	133	299	2,939	-5.4%	2%
Fall 2017	1,854	653	150	236	2,893	-1.6%	2%
Fall 2018	1,765	597	121	255	2,738	-5.4%	2%
Fall 2019	1,804	579	113	228	2,724	-0.5%	2%
Fall 2020	1,606	502	74	166	2,348	-13.8%	1%
Fall 2021	1,353	492	65	191	2,101	-10.5%	1%
Frostburg State University							
Fall 2012	4,253	378	264	526	5,421	-0.1%	3%
Fall 2013	4,192	511	216	554	5,473	1.0%	4%
Fall 2014	4,228	687	209	521	5,645	3.1%	3%
Fall 2015	4,176	785	238	557	5,756	2.0%	3%
Fall 2016	4,141	743	243	549	5,676	-1.4%	3%
Fall 2017	3,849	876	176	495	5,396	-4.9%	3%
Fall 2018	3,805	833	205	451	5,294	-1.9%	3%
Fall 2019	3,522	907	236	513	5,178	-2.2%	3%
Fall 2020	3,221	898	245	493	4,857	-6.2%	3%
Fall 2021	2,767	560	264	508	4,099	-15.6%	2%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION
Fall 2012-2021

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Salisbury University							
Fall 2012	7,323	646	288	400	8,657	0.6%	6%
Fall 2013	7,374	630	291	348	8,643	-0.2%	6%
Fall 2014	7,350	647	354	419	8,770	1.5%	5%
Fall 2015	7,148	701	403	419	8,671	-1.1%	5%
Fall 2016	7,250	611	489	398	8,748	0.9%	5%
Fall 2017	7,191	591	520	412	8,714	-0.4%	5%
Fall 2018	7,081	569	516	401	8,567	-1.7%	5%
Fall 2019	7,090	596	530	401	8,617	0.6%	5%
Fall 2020	6,621	529	540	434	8,124	-5.7%	5%
Fall 2021	6,106	587	513	362	7,568	-6.8%	5%
Towson University							
Fall 2012	15,852	2,136	1,200	2,772	21,960	2.3%	14%
Fall 2013	16,588	2,191	1,198	2,522	22,499	2.5%	15%
Fall 2014	16,575	2,232	1,115	2,363	22,285	-1.0%	14%
Fall 2015	16,768	2,281	1,078	2,157	22,284	0.0%	14%
Fall 2016	16,893	2,305	1,081	2,064	22,343	0.3%	13%
Fall 2017	17,106	2,490	1,068	2,041	22,705	1.6%	13%
Fall 2018	17,350	2,468	1,035	2,070	22,923	1.0%	13%
Fall 2019	17,209	2,410	1,017	2,073	22,709	-0.9%	13%
Fall 2020	16,238	2,492	1,058	2,129	21,917	-3.5%	13%
Fall 2021	15,526	2,381	993	1,956	20,856	-4.8%	13%
University of Baltimore							
Fall 2012	2,012	1,414	1,446	1,686	6,558	2.4%	4%
Fall 2013	2,061	1,465	1,396	1,596	6,518	-0.6%	4%
Fall 2014	2,089	1,396	1,295	1,642	6,422	-1.5%	4%
Fall 2015	2,056	1,288	1,235	1,650	6,229	-3.0%	4%
Fall 2016	1,995	1,227	1,153	1,608	5,983	-3.9%	3%
Fall 2017	1,716	1,233	1,084	1,532	5,565	-7.0%	3%
Fall 2018	1,470	1,099	1,039	1,433	5,041	-9.4%	3%
Fall 2019	1,192	905	997	1,382	4,476	-11.2%	3%
Fall 2020	1,050	849	1,049	1,221	4,169	-6.9%	2%
Fall 2021	872	733	990	1,115	3,710	-11.0%	2%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION
Fall 2012-2021

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
University of Maryland, Baltimore							
Fall 2012	559	169	4,544	1,096	6,368	-0.4%	4%
Fall 2013	549	197	4,479	1,059	6,284	-1.3%	4%
Fall 2014	571	221	4,392	1,092	6,276	-0.1%	4%
Fall 2015	620	246	4,325	1,138	6,329	0.8%	4%
Fall 2016	704	201	4,463	1,114	6,482	2.4%	4%
Fall 2017	718	211	4,514	1,260	6,703	3.4%	4%
Fall 2018	702	207	4,500	1,368	6,777	1.1%	4%
Fall 2019	695	183	4,399	1,550	6,827	0.7%	4%
Fall 2020	707	191	4,372	1,867	7,137	4.5%	4%
Fall 2021	724	206	4,419	1,895	7,244	1.5%	4%
University of Maryland Baltimore County							
Fall 2012	9,371	1,582	1,134	1,550	13,637	3.3%	9%
Fall 2013	9,508	1,628	1,191	1,581	13,908	2.0%	9%
Fall 2014	9,653	1,726	1,189	1,411	13,979	0.5%	9%
Fall 2015	9,592	1,651	1,160	1,436	13,839	-1.0%	8%
Fall 2016	9,484	1,658	1,167	1,331	13,640	-1.4%	8%
Fall 2017	9,543	1,691	1,126	1,302	13,662	0.2%	8%
Fall 2018	9,623	1,637	1,205	1,302	13,767	0.8%	8%
Fall 2019	9,436	1,624	1,257	1,285	13,602	-1.2%	8%
Fall 2020	9,220	1,712	1,216	1,349	13,497	-0.8%	8%
Fall 2021	9,147	1,688	1,536	1,267	13,638	1.0%	8%
University of Maryland, College Park							
Fall 2012	24,486	2,052	7,788	2,921	37,247	-1.0%	24%
Fall 2013	24,522	2,136	7,677	2,937	37,272	0.1%	24%
Fall 2014	25,027	2,029	7,911	2,643	37,610	0.9%	23%
Fall 2015	25,410	2,033	8,091	2,606	38,140	1.4%	23%
Fall 2016	26,350	2,122	8,094	2,517	39,083	2.5%	23%
Fall 2017	27,708	2,160	8,107	2,546	40,521	3.7%	23%
Fall 2018	28,501	2,261	8,102	2,336	41,200	1.7%	23%
Fall 2019	28,390	2,121	7,877	2,355	40,743	-1.1%	24%
Fall 2020	28,160	2,715	7,460	2,374	40,709	-0.1%	24%
Fall 2021	28,425	2,497	8,006	2,344	41,272	1.4%	25%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION
Fall 2012-2021

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
University of Maryland Eastern Shore							
Fall 2012	3,449	309	441	255	4,454	-1.2%	3%
Fall 2013	3,171	359	430	260	4,220	-5.3%	3%
Fall 2014	3,192	378	442	267	4,279	1.4%	3%
Fall 2015	3,291	451	485	238	4,465	4.3%	3%
Fall 2016	2,918	359	397	230	3,904	-12.6%	2%
Fall 2017	2,573	288	414	215	3,490	-10.6%	2%
Fall 2018	2,360	237	370	226	3,193	-8.5%	2%
Fall 2019	2,095	238	345	208	2,886	-9.6%	2%
Fall 2020	1,834	235	350	227	2,646	-8.3%	2%
Fall 2021	1,631	183	349	222	2,385	-9.9%	1%
University of Maryland Global Campus - Stateside							
Fall 2012	6,144	22,129	277	13,718	42,268	-1.0%	27%
Fall 2013	5,917	20,823	214	12,603	39,557	-6.4%	26%
Fall 2014	8,261	26,893	168	12,584	47,906	21.1%	30%
Fall 2015	8,578	28,777	108	12,785	50,248	4.9%	31%
Fall 2016	9,530	34,689	99	13,211	57,529	14.5%	33%
Fall 2017	9,714	35,890	85	13,690	59,379	3.2%	34%
Fall 2018	9,607	37,646	97	13,253	60,603	2.1%	34%
Fall 2019	9,472	36,690	90	12,029	58,281	-3.8%	34%
Fall 2020	10,425	36,655	136	11,310	58,526	0.4%	34%
Fall 2021	9,907	34,833	129	10,747	55,616	-5.0%	34%
University System of Maryland - Totals (Stateside)							
Fall 2012	79,384	32,290	17,920	26,009	155,603	-0.1%	100%
Fall 2013	79,654	31,446	17,678	24,540	153,318	-1.5%	100%
Fall 2014	82,667	37,628	17,739	23,966	162,000	5.7%	100%
Fall 2015	83,179	39,656	17,734	23,930	164,499	1.5%	100%
Fall 2016	85,092	45,306	17,731	23,867	171,996	4.6%	100%
Fall 2017	86,361	46,881	17,653	24,281	175,176	1.8%	100%
Fall 2018	86,685	48,441	17,653	23,644	176,423	0.7%	100%
Fall 2019	85,234	47,151	17,337	22,492	172,214	-2.4%	100%
Fall 2020	83,511	47,703	16,944	22,022	170,180	-1.2%	100%
Fall 2021	80,802	45,197	17,735	21,063	164,797	-3.2%	100%

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

USM Fall 2021 Enrollment Update
&
FY 2022 Estimated Full-Time Equivalent (FTE)

Finance Committee
November 4th , 2021

University System of Maryland

Office of Institutional Research, Data & Analytics
Administration and Finance

Purpose of the Report

- Policy on Enrollment III - 4.10
- Attainment per campus enrollment plans
- Full-Time Equivalent (FTE) provides a fiscal outlook

USM Enrollment Update Overview

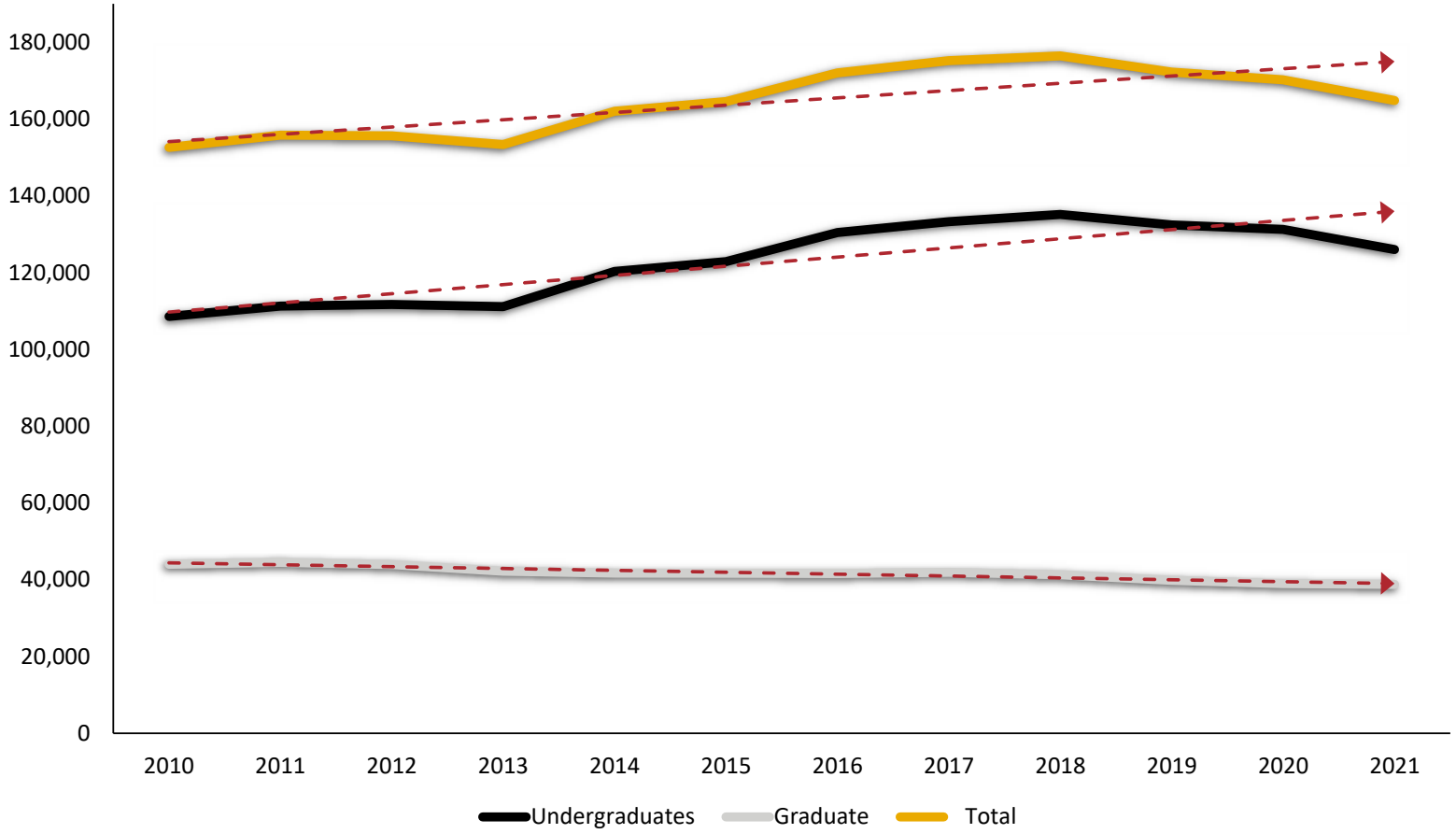
Fall 2021 USM enrollment (-4.2%) and the credit hour Full-Time Equivalent (FTE) (-3.2%) decreased.

Fall 2021 changes were a mixed story and the impacts from the pandemic are not fully understood.

The current FTE estimate aligns with the FY 2022 budget submission but less than projected in Spring 2021.

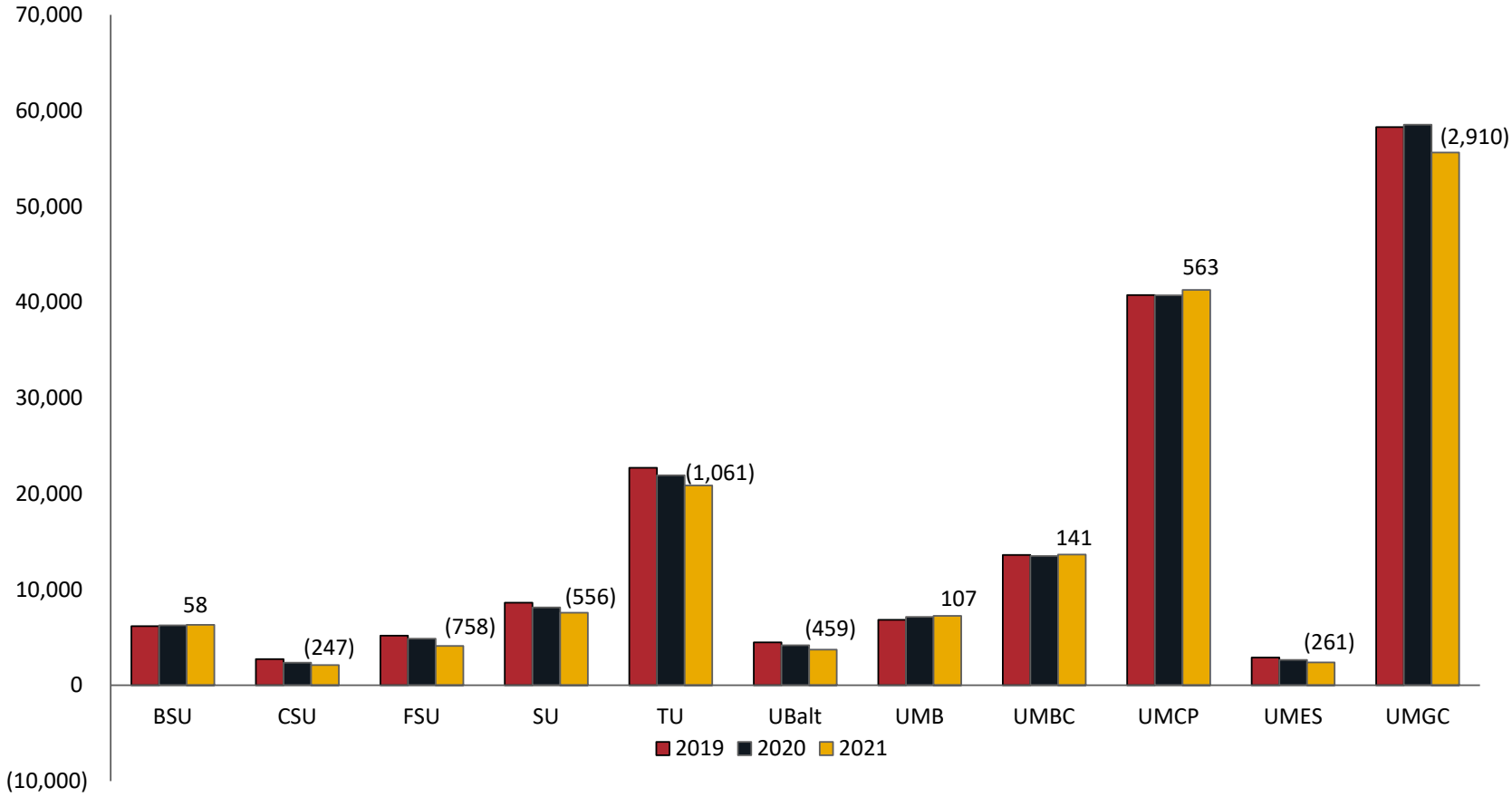
National and external context: most public comprehensive institutions and community colleges lost enrollment while many highly selective institutions and flagships increased enrollment or recovered enrollment back to pre-pandemic levels.

USM Enrollment Trajectory (Fall 2010-2021)



UNIVERSITY SYSTEM of MARYLAND

Fall 2021 Total Enrollment by Institution Three-year Comparison

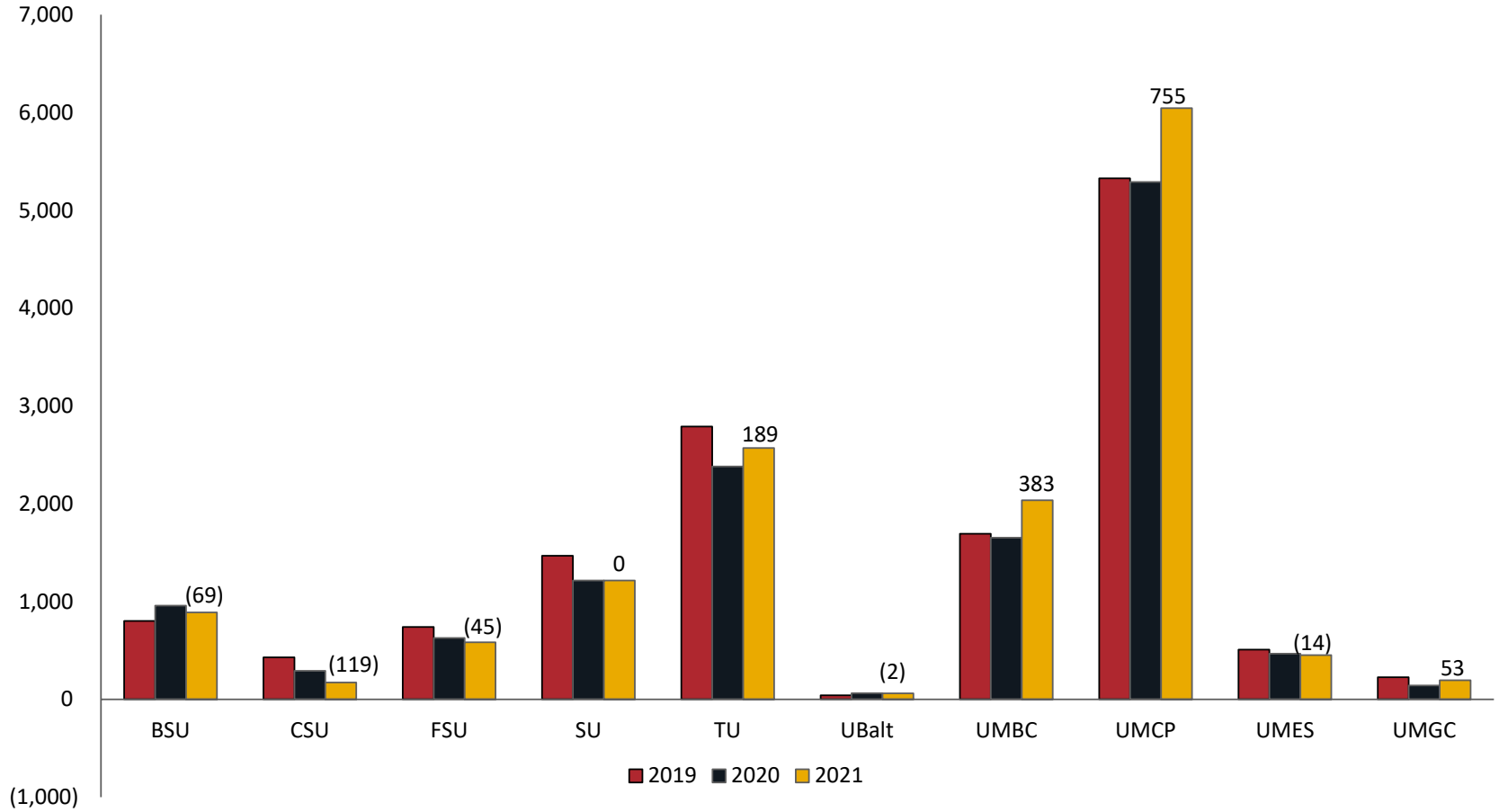


Data Labels indicate the enrollment difference between the current Fall 2021 and previous Fall 2020

5

UNIVERSITY SYSTEM of MARYLAND

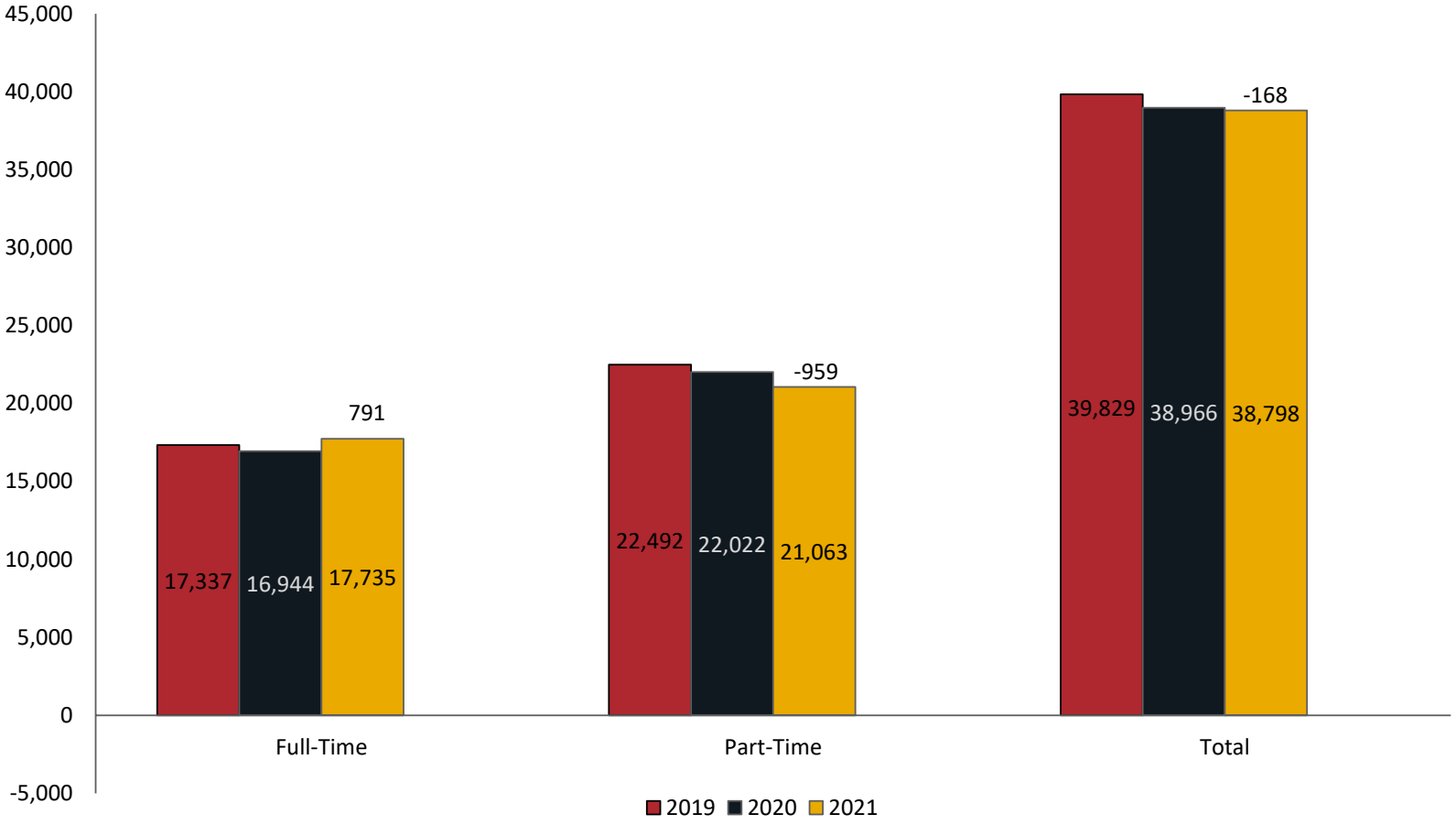
First-Time, Full-Time New Undergraduates by Institution Three-year Comparison



Data Labels indicate the enrollment difference between the current Fall 2021 and previous Fall 2020

6

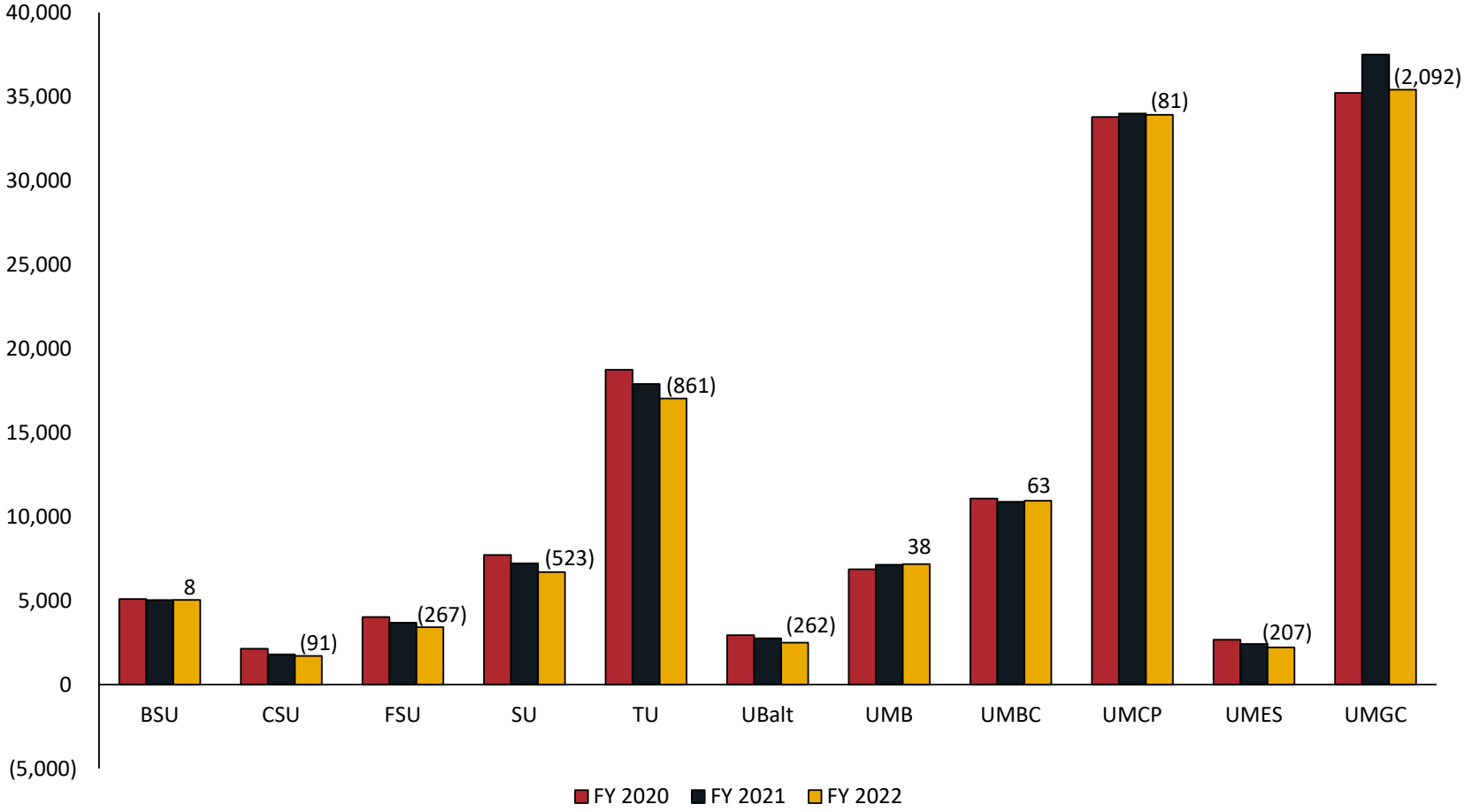
Total USM Graduate Enrollment Three-Year Comparisons



Data Labels indicate the enrollment difference between the current Fall 2021 and previous Fall 2020

UNIVERSITY SYSTEM of MARYLAND

Fiscal Year Credit Hour Full-time Equivalent by Institution
FY 2020 – FY 2022 Estimate



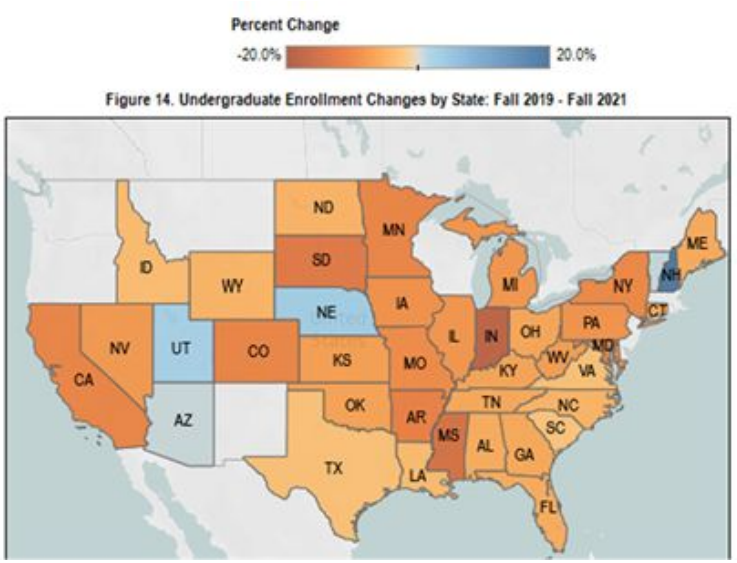
Data Labels indicate the enrollment difference between the current FY 2022 Estimated FTE and the previous FY 2021 Actual FTE

8

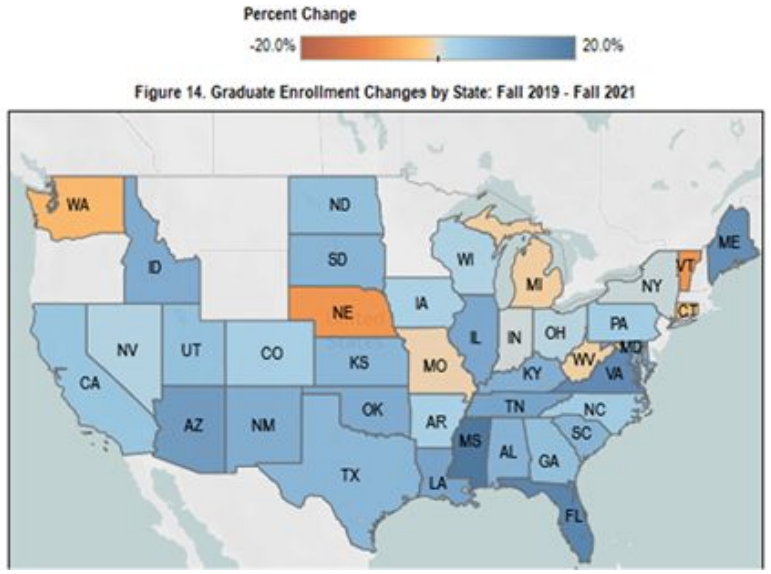
University System of Maryland

National Undergraduate & Graduate Trends Fall 2019 – Fall 2021

Reported by National Student Clearinghouse



Undergraduate Enrollment Decreased (Maryland -9.4%)



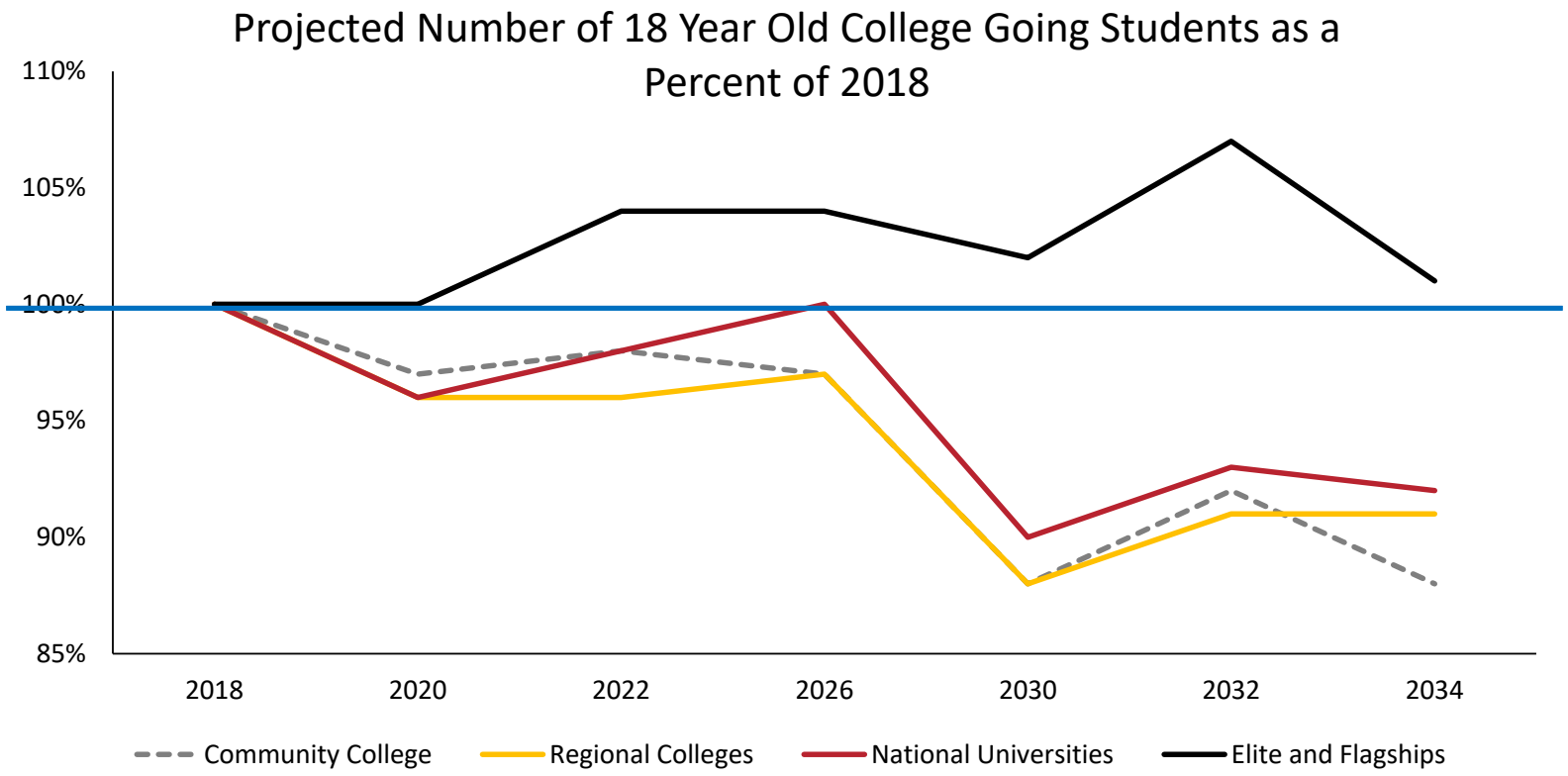
Graduate Enrollment Increased (Maryland +9.1%)

National Student Clearinghouse "Stay Informed" Report – October 26, 2021

University System of Maryland

USM Institutions Are Operating Within Larger Demographic Shifts and Market Preference Changes

Northeast Higher Education Demand Index (The Agile College by Nathan Grawe 2021)

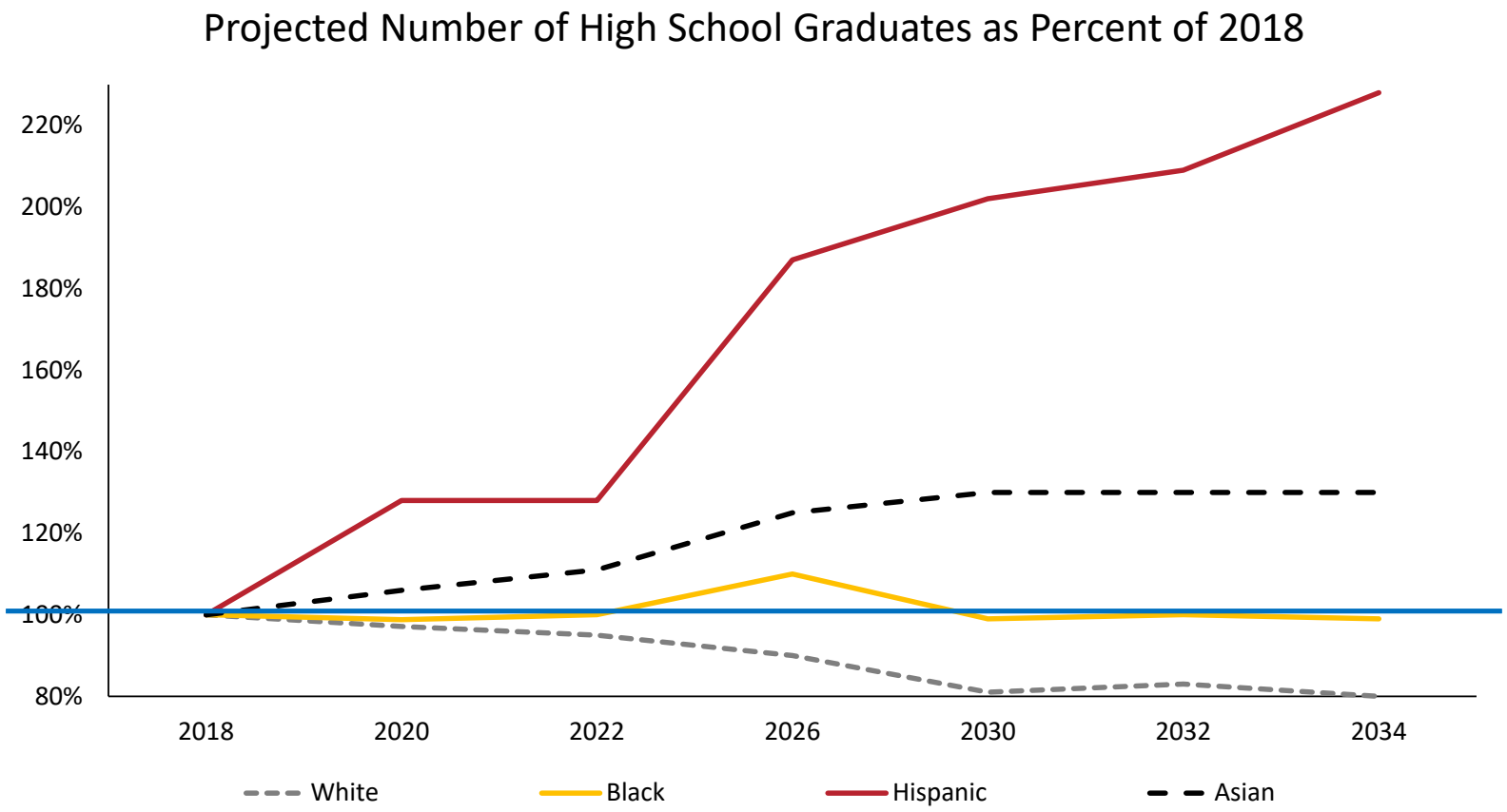


Projection based on past trends – Institutions *can intervene* to change the direction.

University System of Maryland

Maryland High School Graduates are Projected to Remain Stable Due to Growth in LatinX and Asian Populations

(WICHE High School Estimates)



Retrieved from WICHE "Knocking on the at the College Door": https://knocking.wiche.edu/data/knocking-10th-data/

University System of Maryland

Initial USMO NSC Analyses
Fall 2019 and Fall 2020 Attrition

- USM recovered almost 1,000 students who “stopped out” in Fall 2020 and returned in Fall 2021
- Some swirl with the community colleges but fewer enrolled in a Maryland community college in Fall 2021 than Fall 2020
- More students left USM for out-of-state institutions in Fall 2021 than Fall 2020
- Largest proportion of the attrition (many thousands in both semesters) did not enroll anywhere in Fall 2021

FY 2022 Summary

USM decreased enrollment and FTE from FY 2020 to FY 2022

USM enrollments are like national reports and follow projected demand curves–

- Most of the highest selective institutions gained while others decreased
- Full-time graduate enrollment increased

Enrollment recovery is slower than enrollment loss

- Estimate that when national high school rates decline by 15%, national college going rates must increase by 12% to remain stable
- Retention remains a key strategy for enrollment stability/growth

Questions?

University System of Maryland

Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
cmuntz@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland Guidelines for the Selection of University Presidents

COMMITTEE: Governance and Compensation

DATE OF MEETING: November 4, 2021

SUMMARY: The University System of Maryland maintains guidelines for the selection of USM institutional presidents. Attached are proposed revisions to the presidential search guidelines.

ALTERNATIVE(S): The Committee could choose not to approve the suggested revisions.

FISCAL IMPACT: Fiscal impact is to be determined.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee approve the revisions to the Guidelines for the Selection of University Presidents.

COMMITTEE ACTION: Recommend approval	DATE: November 4, 2021
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906 or 410-576-5734	

UNIVERSITY SYSTEM of MARYLAND

GUIDELINES FOR THE SELECTION OF PRESIDENTS

(Approved by the Board of Regents, January 24, 1991; Revised July 13, 2001; Revised October 22, 2004, Revised February 22, 2019)

Purpose

The purpose of these guidelines is to establish a general procedural framework for the search and selection of university presidents within the University System of Maryland ("USM" or "System"). The Board of Regents ("BOR" or the "Board") deems it important that there be general consistency in the presidential search and selection process among the institutions of the System. It is recognized, however, that differences in institutional objectives, traditions, and cultures may require some institution-specific variation in search procedures within and consistent with these general guidelines.

Selection and Appointment of Presidents

The final selection and appointment of a university president is, by law, the responsibility and prerogative of the Board of Regents. All other elements of the search process under these guidelines are designed to assist the Board in meeting that responsibility in a manner responsive to the leadership needs of the institution and the System.

To facilitate the recruitment of high caliber candidate pools, searches for USM presidents will be conducted as closed searches, meaning the identity of candidates will not be publicly disclosed during the search process. At the same time, a closed search process should be inclusive and reflect input from the campus and the community in which the campus resides, such that the selection of a president is a product of stakeholder engagement.

Presidential Search Process

The Chair of the Board of Regents will appoint a Regent to serve as chair of the president search and screening committee. The Chancellor will launch the start of a president's search by inviting the campus community to nominate individuals to serve on the search and screening committee and meet ~~meeting~~ with campus stakeholders to discuss the search ~~and to invite nominations for members of the search committee~~. Thereafter, the Chancellor will appoint a search committee (see below for more information on the search committee composition and responsibilities), with Board ~~review~~approval. ~~, including a member of the Board of Regents as the Chair of the search committee.~~ The Chancellor may, but is not required to, employ an executive search firm to assist with the process. Once the committee has been established, the Chancellor will give the search committee its charge.

The search committee will develop for itself procedures that will govern the conduct of the search. It should, to the best of its ability, adhere to these guidelines.

The search committee and the executive search firm consultant(s), if applicable, will meet with campus constituents—in groups and individually – to ascertain criteria and skills desired in a new president. In consultation with and subject to the approval of the Chancellor, the search committee will develop a comprehensive leadership profile, which includes information about the campus and, more importantly, includes a statement of professional qualifications and personal qualities sought in the individual to be selected as president.

The search committee will conduct an intensive and extensive proactive search for qualified candidates, using the search firm (if applicable) and its own contacts and soliciting the assistance of any and all appropriate individuals or organizations internal and external to the institution. Additionally, the committee will undertake major recruitment efforts to include advertising in key national publications and other means to disseminate information about the availability of the position.

The search committee will review and discuss candidate submissions, and then select and interview a group of semi-finalist candidates. Typically, the semi-finalist group includes 6-10 candidates, and the interviews are conducted as “airport interviews” over a period of two days. After these interviews and deliberation on the semi-finalists, the committee should identify three to four finalists from the semi-finalist pool for the Regent’s consideration.

Prior to submitting the list of finalists to the Chancellor, the search firm consultant(s) should conduct background and reference checks on each finalist. If a search firm was not utilized in the search process, then the committee must employ a professional reference checker to ensure thorough, consistent, and fair use of sources of references on candidates, including checking references other than those submitted by the candidates.

The committee should submit to the Chancellor the names of the finalists, unranked, together with all relevant information, and a written report of the Committee’s assessment of the strengths and weaknesses of each finalist. Following receipt of the report of the search committee, the Chancellor will consult with the committee chair along with the search firm consultant(s) or the professional reference checker (if separate from the search service) and conduct any further reference checks that may be appropriate.

The Office of the Chancellor will arrange for interviews of the finalists by the Chancellor and the Regents. Additionally, the Chair of the search committee will personally brief the Regents and the Chancellor on the work and recommendations of the committee.

Following the interviews of the final candidates, the Regents will hear the recommendation of the Chancellor and either proceed to select the successful candidate or charge the committee to present other names.

Following the Regents’ selection, the Chancellor, in consultation with the Chair of the Board and with the advice of the Office of the Attorney General, will negotiate the terms of

appointment, compensation, and other details with the successful candidate. Formal appointment by the Board of Regents and public announcement of the appointment will follow.

Search Committee

The search committee will normally consist of ~~12-15~~15 - ~~18~~ 18-25 persons selected by the Chancellor from the following institutional constituent groups and/or individuals: ~~, including~~ faculty, students, administrators, staff, alumni, foundation boards, boards of visitors, and~~,~~ ~~often, the~~ members of the community in which the institution is situated. ~~, in~~In addition to the search committee Chair, second Regent should be appointed to the commitee. The Committee will be composed of a balanced selection of individuals drawn from some or all of these groups. It is essential that the members of the Committee see themselves and function not as representatives of particular special interest groups, but as members of a team dedicated to a single objective: the identification and recommendation of the strongest possible candidates for the presidency of the institution.

The Chancellor will designate a Chancellor's liaison to the search committee. The function of the Chancellor's liaison is to provide to the committee a direct and immediate source of informed advice as its work proceeds. The Chancellor's liaison is not a voting member of the committee.

Search Committee Staff Support

The Office of the Chancellor will arrange staff support for the search committee. In most cases, a campus coordinator from the committee's institution will serve as the primary staff support ~~for the committee will come from the committee's institution~~ and will assist the committee with campus communication and logistics during the process.

As needed, USM Office staff will assist in such matters as: providing advice and assistance to the Chair of the search committee in handling committee documents and communications; providing assistance in preparing committee reports to the Chancellor; providing liaison between finalist candidates and the Chancellor and Regents in the final stages of the process; and maintaining the permanent records of the search.

Responsibilities of the Search Committee

The primary responsibilities of the search committee are three-fold:

1. **To develop a broad and deep pool of strong candidates, through a national and proactive search using all available means;**
2. **To select from that pool, with care, deliberation, and thoroughness, a group of no fewer than three and (usually) no more than five finalist candidates to be recommended to the Regents, unranked.**
3. **To adhere to a strict code of confidentiality.**

In meeting its primary responsibilities, the Committee will:

- Agree on a statement of professional qualifications and personal qualities sought in the individual to be selected as president, in consultation with and subject to the approval of the Chancellor.
- Review the evolving role of a university president in today's environment and develop a set of criteria that recognizes and encourages traditional academic candidates as well as non-traditional candidates.
- Ensure that the search is demonstrably conducted in a manner consistent with both the letter and the spirit of relevant equal opportunity and diversity policies and requirements.
- Screen candidates fairly and consistently, using evaluative criteria based on the professional qualifications and personal qualities sought.
- Maintain confidentiality during the entire process to protect the candidates, the integrity of the process, and the interests of the institution. Only the University System Office at the direction of the Chancellor or the Chancellor's designee should disclose information about the status of the search.

Duration of Searches

It is extremely important that a search be conducted expeditiously, in order to protect the candidate pool and the semi-finalist and finalist groups from erosion by competing searches at other institutions, and to impress upon candidates the seriousness and professionalism with which the search is conducted. Every effort must be made to avoid the deleterious consequences that can accompany a lengthy search process. The Regents expect that a search for president should normally lead to the appointment of a president within six months following the initiation of the process with the first meeting of the search committee. This means that the work of the Committee should normally extend over no more than six to nine months. It is recognized that the nature of the academic calendar or other circumstances may in some cases compel extending the search period.

Costs of the Search

Costs of a search will normally be borne by the institution for which the search is conducted.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Executive Compensation Methodology

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: November 12, 2021

SUMMARY: The USM is currently undergoing an Executive Compensation Assessment. The USM plans to undertake an update to this type of assessment approximately every five years. The Segal Group will present information about the methodology being used to perform this assessment.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: November 12, 2021
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson; dwilkerson@usmd.edu; 410-576-5734

University System of Maryland

President and Chancellor Compensation Assessment

Project Update

November 12, 2021 / Jason Adwin

Segal

Today's Environment

- "Great resignation"
- Shrinking labor pool
- Inflation
- National markets for talent
- Flexible work arrangements
- Hybrid attendance models
- Mental health / employee wellbeing / burnout

The marketplace is full of disruption. Presidents are leading in a time of great uncertainty and executive talent is in demand.

Introduction: Background and Context

- The University System of Maryland ("USMD") engaged Segal to perform a compensation market assessment of the System Chancellor and Presidents
- Segal conducted a similar study in 2017[1]. During that study we worked with system office leadership and the President to identify custom peer groups for each institution. Those same institutions were used for this study and the methodology is discussed in this material
- The Board of Regents agreed to periodically assess executive compensation levels and practices in the market and use this data to inform pay policies and decisions
- The market assessment includes the following compensation components and practices:
  - Base salary
  - Bonus/incentives
  - Other taxable compensation
  - Retirement and deferred compensation
  - Nontaxable compensation
  - Perquisites

Market analysis is compared against a customized peer group for each institution. Peer groups were developed in 2017 and results are available in the Appendix.

[1] Report branded under Segal's Sibson Consulting brand which has been retired.

Market Assessment Methodology

- **Doctoral Institutions:** Data gathered from The Chronicle of Higher Education[1]
- **Masters Institutions:** Data gathered from contracts received either directly from the institution or via Freedom of Information Act request; as well as other research from public sources

Compensation Component	Masters *Source: Employment Agreement / Contract*	Doctoral *Source: The Chronicle of Higher Education Compensation Database*
Base Salary	The most recently available data from employment agreements / contracts, research, or as provided by the institution	Total base salary provided to the chief executive, including compensation from private university-related foundations.
Bonus and Incentive Compensation	The most recently available data from employment agreements / contracts and research; reported maximum opportunity where available	The value of all bonuses and incentive compensation paid out to the chief executive, including incentive pay and signing bonuses.
Other Compensation (Taxable)	N/A[3]	Miscellaneous pay and benefits, including severance payments, tax gross-ups, vacation leave cashed out, debt forgiveness, fellowships, employer-provided vehicles and parking, housing payments, travel, meals, moving expenses, entertainment, spending accounts, and club dues. May also include interest accrued on deferred compensation.
Retirement and Deferred Compensation	**Retirement[1]:** Employer contribution to a defined contribution (DC) or defined benefit (DB) plan • *DC:* Annual employer contribution assuming full match • *DB:* Estimated annual value calculated using each institution's defined benefit formula and actuarial assumptions for incumbent age, retirement age, salary growth, and interest rate **Deferred Compensation:** Employer contribution to a deferred compensation plan as detailed in the contract	Payments made by the university on behalf of the chief executive to a retirement plan that is available to any university employee during the fiscal year (can include 401(k) plans, state pension plans, and other retirement plans that are broadly available) plus deferred compensation set aside in the fiscal year covered that is to be paid out in future years (including contributions to supplemental executive retirement plans).
Nontaxable Benefits[2]	The most recently available data from employment agreements / contracts (not included in Total Remuneration)	Nontaxable housing, health and medical benefits, life insurance, housing provided by the employer, personal legal and financial services, dependent care, adoption assistance, tuition assistance, and cafeteria plan.

Market data aged to July 1, 2021 using a 2.8% annual update factor for base salary, incentives, other compensation, and retirement and deferred compensation, and an 7% update factor for non-taxable benefits[2]

[1] Assumes defined contribution formula where available, and defined benefit formula where not available. Sources of data included IRS Form 990 Filings for UMGC's private peers.

[2] Source: Segal's Annual Compensation Planning Survey analyzing salary increase budgets by industry and job classification.

[3] Values not available in contract analysis..

Segal

Peer Group Methodology and Criteria

- Depending on the data source for total remuneration, Segal create groups of approximately 20 – 30 peers for USM Doctoral Institutions[1] and 50 – 60 peers for the USM Masters[2] institutions
- Comparison groups were limited to public institutions, as well as the same (or similar) Carnegie Classification
- The criteria used to identify peers included a mix of financial and academic metrics:
  - Total Expenses
  - Total Research Expenses[3]
  - Tuition and Fees as a % of Revenues
  - Endowment Assets (Year End)
  - Total FTE (Faculty and Staff)
  - FTE Enrollment
  - Student-to-Faculty Ratio
  - Graduation Rate
  - Number of Programs Offered
- Institutions were selected based on:
  1. Number of criteria met
  2. Approved performance peers
- UMGC and UMB methodologies differed somewhat because of the uniqueness of those institutions. Specifically, UMGC includes private not-for-profit peers because there is a limited set of public institutions with a similar profile. UMB criteria includes medical school expenses, rankings, and enrollment and data comes from the American Association of Medical Colleges (AAMC)
- UMCES has limited peers. As such, we anticipate providing broad published survey benchmarks for the Presidential role (base salary only). Ultimately, internal comparisons within USM may be a more appropriate way to establish compensation for the UMCES President
- The System group (for Chancellor comparison) includes heads of similarly sized systems or leaders of large multi-campus institutions

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[1] Source of information will be The Chronicle for Higher Education, which surveys large, public Doctoral institutions and systems on an annual basis. We are guaranteed data for almost every institution within this group. UMES is an exception as the peer group is predominantly Masters and will be supplemented by contract data as described below.

[2] Compensation data for this group will come from Presidential/Chancellor contracts, which we will request from each comparison institution. As we are not guaranteed to receive contracts from all institutions within the necessary timeframe, the groups are bigger in scope to allow for sufficient comparisons where data was received.

[3] Total Research Expenses was not used for Master's institutions.

Appendix

A. Peer Group Methodology & Criteria

B. Compensation Peer Groups

Appendix A: Peer Group Development

- As part of our executive compensation engagement in 2017, Segal developed a set of comparison groups for the System as well as each institution for the express purpose of conducting a compensation market assessment against a suitable group of similar institutions
- An institution uses peer (or comparison) groups for several reasons, including student and program comparisons and benchmarking institutional performance. A peer group for the purpose of compensation benchmarking may or may not be the same as the group(s) used for other purposes; in many cases, there is some overlap in the institutions selected
- In our experience, compensation comparison groups have the following characteristics:
  - Include institutions of similar type (i.e., Carnegie Classification) and size (e.g., total expenses, student FTE), within a reasonable and defensible range
  - Are comprised of at least 20 institutions to ensure sufficiency of data and a representative sample of compensation practices when compared over time
  - Often include a small group of aspirational institutions to reflect compensation implications related to the institution's future growth
  - May include additional criteria such as: funding sources, endowment, retention rate, graduation rate, admission yield, student to faculty ratio, number of graduate students, etc.

Appendix B: Compensation Peer Groups

University System of Maryland	University of Maryland, College Park
Arizona Board of Regents	Georgia Institute of Technology—Main Campus
California State University	Indiana University-Bloomington
City University of New York[1]	Iowa State University
Kansas State University System	Michigan State University
Mississippi Institutions of Higher Learning	Ohio State University—Main Campus
Pennsylvania State System of Higher Education	Pennsylvania State University-Main Campus
Rutgers University[1]	Purdue University—Main Campus
State University of New York System	Rutgers University—New Brunswick[1]
State University System of Florida[2]	Texas A & M University—College Station
Tennessee Board of Regents[2]	University of Arizona
Texas A&M University System	University of California—Berkeley[1]
The Ohio State University	University of California—Davis[1]
The University of Texas System	University of California—Irvine[1]
University of California[1]	University of California—Los Angeles[1]
University of Colorado	University of California—San Diego[1]
University of Illinois Board of Regents[2]	University of Georgia
University of Massachusetts	University of Illinois at Urbana-Champaign[2]
University of Michigan	University of Iowa
University of Minnesota[2]	University of Kansas
University of North Carolina	University of Michigan—Ann Arbor
University of Washington	University of Minnesota—Twin Cities[2]
University of Wisconsin System	University of Missouri—Columbia
University System of Georgia	University of North Carolina at Chapel Hill
Utah System of Higher Education	University of Pittsburgh—Pittsburgh Campus
	The University of Texas at Austin
	University of Virginia—Main Campus
	University of Washington—Seattle Campus
	University of Wisconsin—Madison
	Virginia Polytechnic Institute and State University

[1] Data not available.

[2] Data is from calendar year 2019.

Appendix B: Compensation Peer Groups
continued

University of Maryland, Baltimore County	University of Maryland Global Campus
George Mason University	Bellevue University[2]
Georgia State University	Charter Oak State College[1]
Miami University—Oxford	Columbia College[2]
Montana State University	Concordia University—Saint Paul[1]
New Jersey Institute of Technology[2]	Davenport University[2]
New Mexico State University—Main Campus	Excelsior College[2]
North Carolina State University at Raleigh	Indiana Wesleyan University-Marion[2]
North Dakota State University—Main Campus	Keiser University-Ft Lauderdale[1]
South Dakota State University	Liberty University[2]
SUNY at Albany	National University[2]
SUNY at Binghamton	Nova Southeastern University[2]
The University of Montana	Saint Leo University[2]
University of Alabama in Huntsville	Southern New Hampshire University[2]
University of California—Riverside[1]	Southwestern College[2]
University of California—Santa Cruz[1]	Thomas Edison State University[1]
University of Idaho	Western Governors University[2]
University of Maine	
University of Massachusetts—Lowell	
University of Nevada—Reno	
University of North Dakota	
University of Rhode Island	
University of Southern Mississippi	
Wichita State University	

[1] Data not available.
[2] Data is from calendar year 2019.

Appendix B: Compensation Peer Groups
continued

Bowie State University

Alabama State University
Angelo State University
Alabama A & M University
Albany State University
Alcorn State University
Clayton State University
Armstrong State University
Austin Peay State University
Black Hills State University
Colorado State University-Pueblo
Cameron University
CUNY Lehman College
Delta State University
East Central University
East Stroudsburg University of Pennsylvania
Eastern Connecticut State University
Eastern Oregon University
Fairmont State University
Fitchburg State University
Fort Valley State University
Henderson State University
Grambling State University
Humboldt State University
Indiana University-Northwest
Indiana University-South Bend
Jacksonville State University
Indiana University-Southeast
Metropolitan State University
Minnesota State University Moorhead
Montana State University-Billings
Minot State University
New Jersey City University
North Carolina Central University
Northeastern State University
Nicholls State University
Norfolk State University
Northeastern Illinois University
Northwestern State University of Louisiana
Savannah State University
South Carolina State University
Southeastern Oklahoma State University
Southern Arkansas University Main Campus
Southern University and A & M College
Southwestern Oklahoma State University
State University of New York at New Paltz
SUNY College at Brockport
SUNY College at Old Westbury
SUNY Empire State College
Southern Oregon University
University of Illinois at Springfield
The University of Texas of the Permian Basin
University of Hawaii at Hilo
University of North Carolina at Pembroke
University of South Florida-St Petersburg
Virginia State University
Western Connecticut State University
Western Oregon University
Winston-Salem State University
California State University-Bakersfield
California State University-Stanislaus
Washburn University
West Texas A & M University
William Paterson University of New Jersey

Appendix B: Compensation Peer Groups
continued

Coppin State University

Adams State University	Mansfield University of Pennsylvania	University of North Carolina at Pembroke
Albany State University	Mississippi Valley State University	University of the District of Columbia
Alcorn State University	Montana State University-Billings	Virginia State University
Chadron State College	New Mexico Highlands University	Western New Mexico University
Auburn University at Montgomery	New Mexico Institute of Mining and Technology	Winston-Salem State University
Cameron University	Norfolk State University	California State University-Channel Islands
Chicago State University	Savannah State University	California State University-Monterey Bay
Eastern New Mexico University-Main Campus	Southeastern Oklahoma State University	California State University-San Marcos
Elizabeth City State University	Southern Arkansas University Main Campus	
Fairmont State University	Southern University at New Orleans	
Fayetteville State University	Sul Ross State University	
Fort Valley State University	SUNY College at Geneseo	
Governors State University	SUNY College at Old Westbury	
Henderson State University	SUNY College at Potsdam	
Grambling State University	SUNY Polytechnic Institute	
Humboldt State University	University of Alaska Southeast	
Indiana University-Northwest	University of Arkansas at Monticello	
Indiana University-South Bend	The Evergreen State College	
Langston University	The University of Texas of the Permian Basin	
Lincoln University	University of Hawaii at Hilo	

Appendix B: Compensation Peer Groups
continued

Frostburg State University

Bridgewater State University	Northeastern State University	Western Carolina University
Albany State University	Plymouth State University	Western Connecticut State University
Alcorn State University	Southeastern Oklahoma State University	Western Oregon University
Clarion University of Pennsylvania	Southwestern Oklahoma State University	Winona State University
Arkansas Tech University	State University of New York at New Paltz	Winston-Salem State University
Coastal Carolina University	Rutgers University-Camden	Worcester State University
Delaware State University	Shippensburg University of Pennsylvania	University of Massachusetts-Dartmouth
Eastern Illinois University	SUNY at Fredonia	University of Montevallo
California State University-Northridge	SUNY Buffalo State	California State University-Stanislaus
Delta State University	SUNY College at Oswego	University of Wisconsin-Stevens Point
Eastern Connecticut State University	SUNY College at Plattsburgh	Wayne State College
Edinboro University of Pennsylvania	SUNY College at Potsdam	West Texas A & M University
Fitchburg State University	SUNY Oneonta	Winthrop University
Framingham State University	Sonoma State University	
Francis Marion University	Southern Utah University	
Henderson State University	The University of Tennessee-Martin	
Humboldt State University	Kean University	
Midwestern State University	University of Illinois at Springfield	
Minnesota State University Moorhead	University of Michigan-Dearborn	
Minot State University	University of North Carolina at Pembroke	
Morehead State University	University of Southern Indiana	
North Carolina Central University	Virginia State University	

Appendix B: Compensation Peer Groups
continued

Salisbury University

Bloomsburg University of Pennsylvania	Rowan University	University of Minnesota-Duluth
Bridgewater State University	Stockton University	University of North Carolina Wilmington
Eastern Illinois University	Shippensburg University of Pennsylvania	University of North Florida
Columbus State University	SUNY Buffalo State	West Chester University of Pennsylvania
Emporia State University	SUNY College at Brockport	University of Wisconsin-Eau Claire
College of Charleston	SUNY College at Cortland	University of Wisconsin-La Crosse
CUNY Bernard M Baruch College	SUNY College at Oswego	University of Wisconsin-Stout
Framingham State University	Slippery Rock University of Pennsylvania	University of Wisconsin-Whitewater
Fort Hays State University	Sonoma State University	Western Washington University
Georgia College and State University	The College of New Jersey	William Paterson University of New Jersey
Kutztown University of Pennsylvania	Truman State University	Winthrop University
Longwood University	University of Mary Washington	
Millersville University of Pennsylvania	Missouri State University-Springfield	
Murray State University	University of Southern Indiana	
Northwest Missouri State University	Stephen F Austin State University	
Radford University	Western Carolina University	
Ramapo College of New Jersey	Westfield State University	
Southeast Missouri State University	Winona State University	

Appendix B: Compensation Peer Groups
continued

Towson University

- Appalachian State University
- Arkansas State University-Main Campus
- California Polytechnic State University-San Luis Obispo
- California State Polytechnic University-Pomona
- California State University-Chico
- California State University-East Bay
- California State University-Fullerton
- California State University-Long Beach
- California State University-Northridge
- Central Washington University
- College of Charleston
- CUNY Bernard M Baruch College
- CUNY Brooklyn College
- CUNY Hunter College
- CUNY Queens College
- Eastern Kentucky University
- Eastern Washington University
- Ferris State University
- Florida Gulf Coast University
- Grand Valley State University
- Indiana University of Pennsylvania-Main Campus
- James Madison University
- Kean University
- Marshall University
- Minnesota State University-Mankato
- Missouri State University-Springfield
- Montclair State University
- Northern Kentucky University
- San Jose State University
- Stephen F Austin State University
- Troy University
- University of Alaska Anchorage
- University of Central Missouri
- University of Central Oklahoma
- University of Massachusetts-Dartmouth
- University of Minnesota-Duluth
- University of North Carolina at Charlotte
- University of North Carolina Wilmington
- University of North Florida
- University of Northern Iowa
- Utah Valley University
- Weber State University
- West Chester University of Pennsylvania
- Western Illinois University
- Western Kentucky University
- Western Washington University
- Youngstown State University

Appendix B: Compensation Peer Groups
continued

University of Baltimore

Clarion University of Pennsylvania
Auburn University at Montgomery
Coastal Carolina University
Delaware State University
Columbus State University
California State University-East Bay
CUNY Lehman College
East Stroudsburg University of Pennsylvania
Emporia State University
Edinboro University of Pennsylvania
Framingham State University
Fort Hays State University
Georgia College and State University
CUNY Brooklyn College
Lock Haven University
McNeese State University
Minnesota State University Moorhead
Eastern Washington University
Murray State University
New Jersey City University
North Carolina Central University
New Mexico Institute of Mining and Technology
Nicholls State University
Northwest Missouri State University
Radford University
Northwestern State University of Louisiana
Pittsburg State University
Southeast Missouri State University
Rutgers University-Camden
Saginaw Valley State University
Shippensburg University of Pennsylvania
SUNY College at Potsdam
Southern Oregon University
Southern Utah University
The University of Tennessee-Martin
Texas A & M International University
The University of Texas at Tyler
University of Michigan-Dearborn
University of North Alabama
University of Houston-Clear Lake
Stephen F Austin State University
Virginia State University
University of Central Missouri
University of Central Oklahoma
Western Oregon University
Winston-Salem State University
Worcester State University
University of Massachusetts-Dartmouth
California State University-Stanislaus
University of Wisconsin-Green Bay
University of Wisconsin-Platteville
University of Wisconsin-River Falls
Winthrop University

Appendix B: Compensation Peer Groups
continued

University of Maryland Baltimore

- Augusta University
- Michigan State University
- Oregon Health & Science University
- Ohio State University-Main Campus
- SUNY Downstate Medical Center
- Stony Brook University
- The University of Tennessee-Health Science Center
- Temple University
- University of Arkansas for Medical Sciences
- University of California-Davis
- University of California-Irvine
- University of California-Los Angeles
- University of California-San Diego
- University of California-San Francisco
- Texas Tech University Health Sciences Center
- The University of Texas Health Science Center at Houston
- The University of Texas Health Science Center at San Antonio
- The University of Texas Medical Branch
- University at Buffalo
- University of Alabama at Birmingham
- University of Arizona
- University of Central Florida
- University of Cincinnati-Main Campus
- University of Colorado Denver/Anschutz Medical Campus
- University of Florida
- University of Iowa
- University of Kentucky
- University of Oklahoma-Health Sciences Center
- University of Louisville
- University of Massachusetts Medical School Worcester
- University of Michigan-Ann Arbor
- University of Minnesota-Twin Cities
- University of New Mexico-Main Campus
- University of North Carolina at Chapel Hill
- University of Pittsburgh-Pittsburgh Campus
- Upstate Medical University
- University of South Florida-Main Campus
- University of Texas Southwestern Medical Center
- University of Toledo
- University of Utah
- University of Vermont
- University of Virginia-Main Campus
- University of Washington-Seattle Campus
- University of Wisconsin-Madison
- Virginia Commonwealth University
- West Virginia University

Appendix B: Compensation Peer Groups
continued

University of Maryland Eastern Shore

Alabama A & M University	Purdue University-Calumet Campus	Texas A & M International University
Clarion University of Pennsylvania	Rhode Island College	Texas A & M University-Corpus Christi
Delta State University	Northwestern State University of Louisiana	Texas A & M University-Kingsville
East Central University	Southern University and A & M College	Texas Southern University
Edinboro University of Pennsylvania	Southwestern Oklahoma State University	University of Illinois at Springfield
Fayetteville State University	State University of New York at New Paltz	University of North Alabama
Grambling State University	Rutgers University-Camden	University of North Carolina at Pembroke
Indiana University-Southeast	SUNY at Fredonia	University of Louisiana at Monroe
Lock Haven University	SUNY College at Plattsburgh	University of Southern Maine
New Jersey City University	Southern Utah University	Virginia State University
Morehead State University	SUNY College of Environmental Science and Forestry	Winston-Salem State University
Morgan State University	Tarleton State University	Prairie View A & M University
North Carolina Central University	Tennessee State University	California State University-Bakersfield
Northeastern State University	Tennessee Technological University	Valdosta State University
North Carolina A & T State University		Winthrop University

University System of Maryland

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: COVID-19 Vaccination Protocols

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 12, 2021

SUMMARY: In April 2021, the Board of Regents authorized the Chancellor to work with USM Presidents to develop a vaccination protocol. The Chancellor, with the support of the USM Presidents, implemented a COVID-19 vaccination mandate for fall 2021 affecting all students, faculty, and staff. Individuals who received medical or religious exemptions to the mandate were subject to routine COVID-19 testing.

COVID-19 vaccination is critical to the System's overall strategy to mitigate virus transmission on our campuses. Currently, the USM's vaccination rates exceed the state's. Systemwide, vaccination rates ranged between 80 – 94 percent.

As the USM continues its efforts to ensure the health and safety of students and employees, Chancellor Perman will discuss next steps related to USM's vaccination protocols.

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 receive his update on next steps with regard to vaccination protocols.

COMMITTEE ACTION:	DATE: November 12, 2021
BOARD ACTION:	DATE:

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

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 12, 2021

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906	

REVISED

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: November 12, 2021
Time: Approximately 11:30 a.m.
Location: Assembly Hall, Guerrieri Academic Commons, Salisbury University

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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) [ ] To consult with counsel to obtain legal advice on a legal matter.

(8) [ ] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [ ] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [ ] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [ ] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meeting with Presidents Goodwin and Wight as part of their performance reviews;
2. Real property acquisition in the City of Salisbury;
3. Consideration of a request by an institution to name a building and/or program after an individual;
4. Administrative matter concerning strategic communications related to the governor's budget and meetings with legislators;
5. A specific personnel matter involving an individual at a USM institution;
6. A potential ethics issue concerning a former employee; and
7. Discussion of two presidents' proposed board memberships.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel information regarding specific employees' performance evaluations (§3-305(b)(1));
2. To maintain confidentiality of discussions of a potential property acquisition prior to BOR approval (§3-305(b)(3));
3. To maintain confidentiality of personal information concerning an individual who is proposed to have a building and/or program named after them at an institution (§3-305(b)(1)(ii) and (2);
4. To handle an administrative matter concerning strategic communications about the governor's budget and meetings with legislators §3-103(a)(1)(i);
5. To maintain confidentiality regarding specific personnel matters involving an employee and former employee(§3-305(b)(1)); and
6. To maintain confidentiality of discussion regarding specific presidents' professional/community activities in the context of their USM positions (§3-305(b)(1)(ii)).