



**BOARD OF REGENTS
Bowie State University
Wiseman Ballrooms
Student Center**

December 10, 2021

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order Chair Gooden

Welcome from Bowie State University President Breaux

Educational Forum: USM Economic Impact on the State of Maryland Ms. Lindsay Ryan

Chancellor's Report Chancellor Perman

I. Report of Councils

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

PUBLIC COMMENT

2. Consent Agenda Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from November 12, 2021, Public and Closed Sessions (action)
- b. Committee on Finance
 - i. Approval of meeting minutes from November 4, 2021, Public and Closed Sessions (action)
 - ii. Towson University: Facilities Master Plan (action)
 - iii. University of Maryland, Baltimore: Increased Authorization for Bressler Research Building Exterior Upgrades (action)
 - iv. University of Maryland, Baltimore: Extension of Chilled Water Loop to Biomedical Research Facility and Pearl Street Garage (action)
 - v. University of Maryland, Baltimore: Voluntary Separation Program for Certain Faculty (action)

- vi. [Salisbury University: Ward Museum of Wildfowl Art Financial Sustainability Plan \(information\)](#)
 - vii. [University System of Maryland: Report on FY 2021 Procurement Contracts \(information\)](#)
 - c. Committee on Education Policy and Student Life
 - i. [Approval of meeting minutes from November 8, 2021 \(action\)](#)
 - ii. New Academic Program Proposal (action)
 - I. [University of Maryland, College Park: Doctorate of Business Administration](#)
 - iii. [Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report \(information\)](#)
 - iv. [PK-20 Pipeline Issues \(information\)](#)
 - v. [Articulation Efforts at USM Institutions \(information\)](#)
 - vi. [Report on the Instructional Workload of the USM Faculty - \(AY 2020-2021\) \(information\)](#)
 - d. Committee on Economic Development and Technology Commercialization
 - i. [Approval of meeting minutes from December 2, 2021, Public Session \(action\)](#)
3. Review of Items Removed from Consent Agenda
4. Committee Reports
- a. Committee of the Whole Chair Gooden
 - i. [Guidance on Faculty Annual Leave Carryover \(action\)](#)
 - ii. [BOR Nominating Committee \(action\)](#)
 - iii. [FY 2023 BOR Committee Assignments \(information\)](#)
 - b. Committee on Finance Regent Attman
 - i. [University System of Maryland: Amendment of the Nonexempt Salary Structure \(action\)](#)
 - c. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare Regent Gonella
 - i. Update on the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare (information)
5. [Reconvene to Closed Session \(action\)](#) Chair Gooden

PLEASE NOTE: Attendees must wear masks during the meeting to comply with Prince George's County's mask requirement.

USM Economic Development

Presentation for the Board of Regents
December 10, 2021





Economic and Workforce Development



USM is Maryland's Economic Engine

.... and economic and workforce development help USM maintain excellence and steer clear of ivory towers





Economic and Workforce Development *Agenda*

- USM Economic Impact Study Results Overview
 - Read the full report from the University of Baltimore's Jacob France Institute via the USM website
- Overview of Supporting Infrastructure
- Looking Forward



Economic Impact - *Wealth Creation*

*In FY2021, on a state budget of \$6B, USM employed 31,868 workers and generated an estimated **\$10.4B in economic activity***

Using a “human capital” approach:

For Students

Enhanced Lifetime Earnings

- *Bachelor's:* \$2.5-4.2M
- *Master's and PhD*:* \$40-900K
- *Professional*:* \$2.5-3.9M

*Additive after preceding degrees

For Maryland

\$2-3 Back for Every \$1 Invested

Via taxes on enhanced earnings. In 2020, *just 4 cohorts* of grads supported ~10,000 jobs, >\$115M tax revenue

\$3B in Economic Activity

Via out-of-state revenues such as federal contracts and grants; out-of-state students; visitors

All while remaining among the most affordable universities in the nation!



Economic Impact - *Workforce Development*

- **72%** of the *total enrollment* of Maryland's 4-year degree granting institutions
- Critical role in *key occupational areas*, generating:
 - **82%** of Bachelor's STEM (non-health) degrees;
 - **79%** of education degrees; and
 - **81%** of both business and health degrees



Quantity **AND** quality (and communicating that quality!)

- Different industries and employers can face very different needs
- Graduating a ***diverse student body***
- Experiential learning, internships, credentials, certificates, 4-year degrees
- First-time or upskilling incumbent workers (e.g. [UMGC's Corporate Learning Solutions](#))



Economic Impact - *Competitiveness*

Research & Tech Transfer

From “lab to the market” yearly

- \$1.3 billion in research
- 331 inventions
- 198 new patent applications
- **68 licenses**

*119 companies formed
based on USM technologies*



Venture Support

Job and business creation

- Business, founder diversity
- For-profit and non-profit
- **>100 ventures per year**
- **~20% based on USM IP**

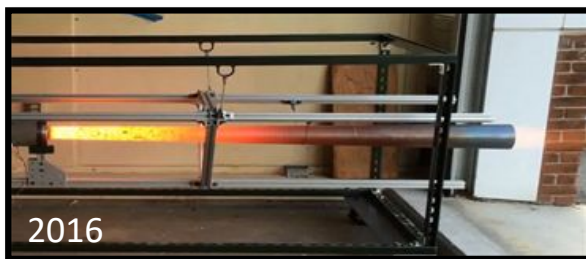


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What supports this economic engine?

- **Culture & Talent**
- **Places & Anchors**
- **Capital**





Infrastructure – *Culture & Talent*

USM is part of a larger “Ecosystem”, where USM is uniquely positioned to provide:

- Talent:** Researchers, students, innovators, and entrepreneurs
- + **Environment:** A culture of innovation & inclusion via policies, practices, and attitudes
- + **Collaboration:** With public and private partners
- = **Excellence for the public good** (e.g., industry R&D, tech transfer, & workforce dev.)

Innovation Extension and Build Back Better Collaboration
Life Science Advisory Board Leadership
Maryland Technical Internship Program
Venture Support

Many USM resources support “spin-outs” and community “spin-ins”; **50% of ventures support entrepreneurs in the community, who are not students or faculty**



USM partnered with MD Commerce and TEDCO to deliver <https://marylandentrepreneurhub.com/>



Infrastructure – *Places & Anchors*

- 50+ ventures per year served; over 9,000 employed in research parks
 - At least 7 new major entrepreneurship spaces alone since 2015!
- Programs focused on attraction/retention: [Baltimore](#) & [Discovery Funds](#)
- More space is needed; challenges remain

Campus-Facing Entrepreneurship Centers
Living and Learning Communities
Incubators and Research Parks
Accelerators & Collision Zones
Community Engagement Centers





Infrastructure – *Capital*

- **R&D:** Most is federally-supported; more can be unlocked via industry partnerships
- **Innovation:** e.g., [Maryland Innovation Initiative](#) and [E-Innovation](#) (new since 2011)
- **Ventures:** ~100 ventures receive capital or in-kind services each year; \$6-8M *from USM*
 - 4 of the 6 top USM capital sources for ventures are new since 2011

Sponsored Research
Proof of Concept Funding
Competitions
Fellowships
Equity Investment



Maryland Momentum Fund

USM's startup investment vehicle

- \$9.3M invested and committed
- 26 companies
- \$57M from 150 co-investors
- 165 jobs created



Looking Forward

Delivering on the USM Strategic Plan will enhance Economic and Workforce Development Impact!

- *Research and Tech Transfer*
- *Workforce Development*
- *Venture Support*



Report to the USM Board of Regents

Chancellor Jay Perman

December 10, 2021

Thank you, Chair Gooden. And I add my thanks to Ellen Herbst and Lindsay Ryan for their report on the USM's economic impact. You know, we talk a lot about our core missions—education, research, service—but I don't think we talk enough about how these missions translate into billions of dollars returned every year to the state and its people. We're *central* to Maryland's strength and prosperity, and that's especially compelling right now.

I thank our hosts this morning, Bowie State University (BSU) and President Aminta Breaux. Dr. Breaux is right: These are exciting times at BSU. Since our last board meeting less than a month ago, Bowie has joined a consortium dedicated to strengthening the STEM pipeline for county high school and community college students. Bowie was one of three HBCUs selected for the first cohort of Penn National's new STEM Scholarship Program, ultimately providing more than \$4 million to BSU and other Historically Black Institutions. And a team of Bowie students took home 3rd place in the Microsoft Bot-a-Thon Challenge for their design of an academic advising chatbot.

Of course, I must mention that BSU Football made history, for the first time ever reaching the quarterfinals of the NCAA Division II Playoffs. Fittingly, Coach Damon Wilson was just named D-II Region 2 coach of the year. Congratulations!

As Chair Gooden noted, Bowie last night launched its \$50 million campaign, BSU Bold. It was great to take part in the kickoff, and I wish you quick progress toward your goal. I congratulate President Breaux and the entire university on BSU's future, which is bright indeed.

While it's been only a matter of weeks since we last met, there's been no shortage of good news across the System.

INCLUSIVE CAMPUSES | ENGAGED CITIZENS

At our meeting last month, I led off with a few words about our universities' prominence in the latest round of national rankings. Today, I want to highlight a few *different* rankings and awards—accolades that don't focus solely on academic achievement, but on how well our universities educate engaged citizens and cultivate inclusive campuses. Certainly, that's a foundational mission for us.

At an awards ceremony last month, the ALL IN Campus Democracy Challenge honored individuals and institutions whose work drove historic voter turnout during the 2020 presidential election. Well over half of our universities were recognized at that event.

- Gold Seals went to institutions with a voter participation rate between 70 and 80 percent: the University of Baltimore (UBalt), Towson University (TU), the University of Maryland, Baltimore (UMB), and the University of Maryland, College Park (UMCP).
- Silver Seals went to institutions with a voter participation rate of 60 to 70 percent: Frostburg State University (FSU), Salisbury University (SU), and the University of Maryland, Baltimore County (UMBC).
- Among universities nationwide, Towson was recognized with a Champion Campus Award for the Best Democratic Engagement Action Plan.
- And College Park's Alexandra Marquez was honored as Standout Undergraduate Student.

Another national ranking recently shone a spotlight on our universities. Two USM institutions received five stars—the highest possible rating—from Campus Pride, whose work creates safer, more welcoming college campuses for LGBTQ students. Towson and College Park were among just 47 colleges and universities nationwide to earn the recognition.

APLU honored UMBC with its 2021 Gold Award in Leadership and Pervasiveness for Internationalization. UMBC is the only North American university to receive the Gold Award, affirming its intentional work in creating a culture of global engagement. And, of course, in last month's edition of *Diverse* magazine, President Freeman Hrabowski was celebrated as the 2021 recipient of the John Hope Franklin Award, joining luminaries like the late Maya Angelou and Rep. John Lewis.

The University of Maryland Global Campus (UMGC) was ranked #1 among universities in the *Military Times'* latest survey of the best employers for veterans. It's the most comprehensive annual ranking of military-connected employment, benefits, and support efforts.

Next week, the USM's own Nancy Shapiro, associate vice chancellor for education and outreach, will receive the Civic Leadership Award from Campus Compact Mid-Atlantic, a much-deserved acknowledgement of Dr. Shapiro's shaping of a national civic education and community engagement agenda.

It's gratifying that the USM is so active in the organization, as it demonstrates our commitment to these twin goals. Frostburg President Ron Nowaczyk is chair of Campus Compact Mid-Atlantic, and Heidi Anderson, president of the University of Maryland Eastern Shore (UMES), is secretary. Most of our presidents serve on Campus Compact's President's Council, and almost every university is a member.

CONNECTED COMMUNITIES

The fact is, a commitment to community engagement—to community *connection*—is deeply felt throughout the USM.

Last week, Coppin State University (CSU) President Anthony Jenkins hosted the inaugural meeting of the West North Avenue Development Authority. It's a collaboration of residents, business owners, and the university, with Coppin playing an integral role in actualizing long-overdue investment and development in the West North Avenue corridor.

The Horn Point Laboratory at the University of Maryland Center for Environmental Science (UMCES) received a Community in Conservation grant from Waterfowl Chesapeake, a nonprofit dedicated to the celebration of life on Maryland's Eastern Shore. The grant will advance UMCES's three-pronged goal of promoting science, education, and restoration in the community.

Last month, UMES hosted the second annual Man The Shore Summit, focused on bringing diversity to preK–12 education. With Black and Brown men making up just 4 percent of all U.S. teachers, it's critical we undertake efforts like this to diversify the corps of teachers educating and nurturing our children.

Just last week, the University System of Maryland at Hagerstown (USMH) held its annual Feast at Yuletide, bringing together members of the community for this annual event, and raising more than \$53,000 in scholarship support for USMH students. Congratulations!

And, in a wonderful surprise, Salisbury Mayor Jake Day announced the renaming of Camden Street in Downtown Salisbury. The new "Chuck Wight Street" is a recognition of the university's commitment to Downtown Salisbury under Dr. Wight's leadership, his dedication to connecting the campus and the community. I know that that commitment will abide long after Dr. Wight leaves the presidency. It's a worthy legacy.

ACADEMIC AND RESEARCH EXCELLENCE

Over the past four weeks, we've advanced the missions that sustain us: education, discovery, economic impact.

Ting Zhang, associate professor of economics at UBalt's Merrick School of Business—and associate director of the university's Jacob France Institute—has been awarded a fellowship from the Association for Public Policy Analysis & Management, where she'll explore the relationship between public policy and entrepreneurship.

Salisbury is launching an initiative making it easier for freshmen who qualify for federal Pell Grants to attend the university. The new program—Sea Gull Pell Promise—will cover any tuition costs remaining once the student's scholarships, grants, and benefits are applied. Also at SU,

thanks to an MHEC grant of close to \$1 million, the School of Nursing will increase its enrollment and offer an accelerated option, bringing more nurses into the Maryland workforce sooner.

That same commitment to shoring up the nursing workforce animates efforts at UMB. The School of Nursing once again graduated its students early—this year, all 161 students—so that our hospitals and clinics can keep caring for patients amid a nationwide nursing shortage that’s the worst in 40-plus years.

Also at UMB, researchers at the Institute of Human Virology won \$6.5 million from the NIH to streamline big data collection in Nigeria and South Africa, an effort central to addressing public health needs as the countries grapple with two pandemics: COVID and HIV/AIDS. Researchers at UMB’s School of Medicine have won \$2 million from the NIH to study the causes of glaucoma. And, separately, School of Medicine researchers have found a new gene variant in Amish populations that’s linked to a lower risk of heart disease. This discovery could jumpstart the development of therapeutics mimicking the variant.

Last month, eight professors—four from UMB and four from UMCP—were chosen as the inaugural MPower Professors. This honor, named for the alliance between the two schools, recognizes, incentivizes, and fosters collaboration between faculty in Baltimore and College Park.

College Park also announced significant funding news—\$32.5 million from NASA to extend a cooperative agreement through which the university oversees the space agency’s data on asteroids, comets, meteorites, and other small objects in space. It’s an area of study in which the school has made major contributions. And just last week, College Park and the Department of Defense opened the Applied Research Lab in Intelligence and Security to protect against national security threats and to shape the country’s intelligence workforce.

Also, I have to mention that in *Newsweek*’s first-ever ranking of America’s best online universities, College Park clinched a #4 ranking and UMGC, #21. And UMGC continues to expand its reach—continues to amplify its impact—establishing a partnership with the Community College of Philadelphia that will open up UMGC’s online programs to more than 22,000 students.

Shortly after several of us gathered at the USM at Southern Maryland (USMSM) to celebrate the opening of the SMART Building, a WTOP reporter paid a visit, filing an expansive story on the center’s people, its mission, and the facility’s promised impact in education, research, and economic growth.

The Universities at Shady Grove (USG) held its annual First Generation Celebration, recognizing the achievements of the center’s first-gen students. The celebration featured a very special guest, U.S. Senator Chris Van Hollen, who talked about the extraordinary success of USG’s ACES

program, which provides students a seamless transition from high school, to community college, to USG.

And there's one final news item I want to mention: The Mellon Foundation has given UMBC, College Park, and Morgan State University \$3 million to develop a higher education leadership pipeline for scholars in the arts and humanities, with particular emphasis on female faculty and Black, Hispanic, and Indigenous faculty. You all *know* how proud I am of the USM's leadership diversity. But the fact that two of our institutions are leading a grant to help American higher education enrich diversity at the very top levels—diversity in race, ethnicity, gender, and discipline—makes me prouder still. Because, collectively, we have so much more work to do.

USM 2022 ANNUAL REPORT

In other business, the USM's 2022 Annual Report will soon be released. The report details our Systemwide success in areas like access and affordability, equity and inclusion, academic quality, and civic engagement. It showcases our impact on workforce development, company creation, and economic growth, and our progress in creating a culture of philanthropy, achieving sustainability, and stewarding our finances. I'll make sure everyone gets a copy.

COVID UPDATE

I thought it might come to pass that this would be my first-ever Chancellor's report in which I *don't* mention the COVID pandemic. But that's not to be. I simply want to say that we're closely monitoring the Omicron variant, which is causing concern here in the U.S. and abroad. We know that vaccination remains our best defense against infection—and infection *spread*—and so, in consultation with the presidents, I've issued a statement urging all students, faculty, and staff to get their COVID booster shots as soon as they're eligible.

The landscape of this disease is fast-changing, as always. But we benefit from our collaboration—our Systemness—and I'm fortunate to keep in close contact with the presidents and their capable teams as we examine the data and discuss COVID protocols for the winter and spring terms. Of course, we'll share any decisions about those protocols as soon as they're made.

A NEW YEAR OF STRENGTH, PEACE & JOY

This is our last board meeting before the winter break. And yesterday, you should have received my holiday video message.

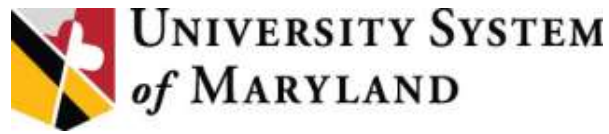
I want to repeat just *part* of that message here. I want to thank everyone in this room for creating, every day, the world I want to live in. A world where questions are welcomed and curiosity is rewarded; where an open mind and a compassionate spirit are prized above all else; where all people are included, and listened to, and treated fairly; where we celebrate human creativity and solve the grand challenges of our age; where the greatest joy is learning and the

greatest pursuit is truth; where the foundational mission is to be of service to others. You make this world of ours *sing*.

And my hope for the New Year is simply that we have the grace, the will, the clarity, and the strength to keep doing this vitally important work of creating the future. I thank you all.

Madame Chair, this concludes my report.

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COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
December 10, 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 November report to the Board, CUSP met on December 1 and December 6.

The December 1st noon meeting focused on the newly discovered Omicron COVID-19 variant. Dr. Wilbur Chen, the UMB infectious disease physician-scientist who has been immersed in the State's COVID response, participated in the meeting. The presidents discussed the current information available about the variant and the effects it may have on our campuses. At this time, the Presidents will continue to encourage faculty, staff, and students to get their COVID booster shots when they are eligible.

The December 6th CUSP meeting covered a wide variety of systemwide issues. Dr. Khademian provided an update on the Universities at Shady Grove. Agenda topics included academic integrity, the \$15-hour minimum wage increase, strategic planning, annual leave carryover for faculty and the status of collective bargaining across the USM.



Date: December 10, 2021

Meeting: December 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, Chair Gooden, and the Board of Regents,

Happy Holidays to all, with a grateful heart this has been a fulfilling semester for the University System of Maryland Student Council. I would like to highlight the key items that have happened since our last Board of Regents meetings in November 2021.

Joint Council Meeting

On Wednesday, November 17, 2021, there was a system-wide joint council meeting where the Council of University System Faculty (CUSF), Council of University System Staff (CUSS), and University System of Maryland Student Council (USMSC) came together virtual where we were joined by Chancellor Perman, who facilitated a Question-and-Answer chat. Also, during that morning session, we were joined by Vice Chair Robert Neal from the USM Board of Regents, who was also there to answer any questions from students, faculty, or staff. Later the virtual meeting transitioned the discussion to the upcoming legislative session, which was hosted by Patrick N. Hogan, Vice-Chancellor- USM Government Relations, and Andy Clark, Assistant Vice Chancellor USM Government Relations. This was a great time to understand any updates that are happening in Annapolis, Covid protocols, and restrictions to prepare for the 2022 session that will begin on January 12, 2022. There was also a “State of the Council Report” presented by each chair/ president of the preceptive council, but the highlight of the morning of November 17, 2021, were the three break out rooms hosted by Dr. Elizabeth K. Brunn (CUSF), Laila Shishineh (CUSS) and I (USMSC). These break-out rooms addressed the areas of potential collaborations throughout our system. Hybrid Learning & Work Environments (Host: Laila Shishineh), Diversity, Equity & Inclusion Work (Host: Elizabeth Brunn), and Mental Health Resource & Support (Host: Yvonne Harper). The response from the breakout rooms (students, faculty, and staff) leads us all to believe more breakout sessions are needed or space to communicate.

Executive Team and Board of Directors

As I took this information back to my executive board and the board of directors of the USMSC, we have planned to present the students with the idea of having three different townhalls that model after the breakout rooms from the joint council meeting on November 17, during the spring 2022 semester.

The USMSC would like to look into options during the spring 2022 semester on how to have a Mental Health wellness day for all system institutions and universities. As we are still in the planning stages, this idea was borrowed from Bowie State University. Bowie State engaged their students, faculty, and staff in a wellness day to relax the Monday before Thanksgiving break. Relating to mental health I believe this is something we as a system should consider implementing into our calendar year, not just this coming spring.

Student Regent Interviews

Student Regent Interviews were held on Sunday, December 5, 2021. We had a great selection of candidates. The candidates were from Towson, Salisbury, University of Maryland, Baltimore, University of Maryland, Baltimore County, and University of Maryland, College Park. With four Finalists moving forward, those names have been sent to Chancellor Perman and his team. The other candidates that were not selected to continue the interview process, I have asked them to come and be a part of the USMSC (because they were all great candidates) to join either the executive team, a director position, or a committee. Most if not, all have accepted my offer and will have to be appointed by the USMSC once we have our next meeting.

Connection with students

As we transition into winter break, I have set a goal to start having one-on-one sessions with student representatives of the undergraduate and graduate councils. I would like for students and representatives to feel more connected to me as a peer not just the “President” of the USMSC. I want them to understand I am here for them, so I may connect the dots for them throughout their educational journey, while I’m in this position. I will adopt the idea of office hours, so student representatives do not have to wait until our monthly Sunday meeting to update me and the council on concerns and issues. The goal is to be innovative and to solve problems as things happen.

Sincerely,

Yvonne Harper

University System of Maryland Student Council President

2021-2022



COUNCIL of UNIVERSITY
SYSTEM FACULTY

Board of Regents Report December 10, 2021

Work Topics Include the Following:

Ed Policy Committee

Academic Integrity Subcommittee- The subcommittee has created an informal survey that will be directed to the Faculty Senate Chairs for feedback from their representatives. This survey is not intended for all faculty. The purpose of the survey is to retrieve faculty comments around their attitudes on academic integrity as a working norm on our campuses. Many of the questions are open ended and is formatted much like Pew Research on Attitudes. One sample question is:

Do you and/or your colleagues find that what you perceive as academic dishonesty to be very different from what students perceive?

Yes / No

If yes, what do you see as some of the differences in attitudes toward academic integrity among your peers and your students?

IPE and Civic Engagement Subcommittee- The IPE report on digital badging was tabled to the January meeting because of time constraints.

Faculty Affairs Committee

Technology Subcommittee- The Technology committee has created for distribution to **ALL** system Faculty and their perceptions around how vulnerable they are to Cyber Attacks personally. One sample question is:

How concerned are you about

A ransomware attack on your university? Ranked: Extremely, Very, Moderately, Slightly and Not at All

A ransomware attack on you personally? Ranked: Extremely, Very, Moderately, Slightly and Not at All

Structural Equity subcommittee- has begun preparation on their Faculty Town Hall featuring President Wight and Hrabowski. The date is February 28, 2022. The Presidents will discuss their ideas on the challenges around the subject, a direction to go forward and experiences they have had in their careers. The subcommittee has developed questions for the discussion (you will have to come to hear them) and of course it will be open from the floor for questions.

COVID 19 Subcommittee- has developed an informal survey as well for **ALL** faculty distribution. Like the Academic Integrity survey they are asking faculty for their concerns and perceptions of the Covid and transition back experience. Questions about mental health as well as what they have learned from the experience in terms of teaching, what they would like to see improved, encouraged, changed, and supported going forward are included. The question “To what degree are you concerned about how Covid has affected your advancement toward promotion and or tenure” is one sample question. Most questions are opened ended. The committee felt that the open-ended responses were most valuable to the Board and Presidents last year and it is for that reason that the survey is mostly comprised of open-ended questions. They feel strongly that the authentic nature of the responses spoke volumes.

Legislative Affairs Committee- the committee is beginning to look at questions around budget decisions that focus on athletics rather than academics. This committee is largely composed of new members and they will meet with Patrick Hogan and or Andy Clarke for some context on how to work best with the legislature and system. The committee reports that Advocacy Day is set for February 16, 2022.

Rules and Membership Committee is focused on developing the corrections need to update the CUSF Constitution and bylaws. They have three areas they will present to the council for discussion at the January meeting; the correction updates, the idea of adding a representative to each school to represent part time and adjunct faculty who make up over 50% of the faculty and codifying the informal understanding that CUSF Chair’s term be for two years rather than one.

Executive Committee/ Shared Governance our Vice Chair Dr. Aerian Tatum will be pursuing follow up work with President Breaux in January in preparation for our annual shared governance report from the System Faculty.

Respectfully submitted,

Dr. Elizabeth Brunn

CUSF Chair

COUNCIL OF UNIVERSITY SYSTEM STAFF



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**University System of
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Council of University System Staff (CUSS) Report Board of Regents Meeting December 10, 2021

This report serves as an update on the activities of the Council of University System Staff (CUSS) since our last report in November 2021. The Council actually has our next monthly meeting next week so we do not have any immediate action items to share. However, last month in place of our regular monthly meeting, we were able to collaborate with the Council of University System Faculty (CUSF) and the USM Student Council (USMSC) to host our annual Joint Councils Meeting on Wednesday, November 17th. This meeting was hosted virtually due to size (over 80 guests from each of the Councils and from the USM were in attendance) and details from the meeting can be found below.

Joint Councils Meeting Recap

On Wednesday, November 17th, 2021 CUSF, CUSS, and the USMSC hosted, virtually, our annual Joint Councils Meeting. Members from all three Councils plus staff from the USM were in attendance. The first half of the meeting was a Zoom Webinar featuring several guest speakers, highlighted momentarily, and the second half of the meeting was a Zoom Session where participants were able to hear from the three Council Chairs and engage in breakout rooms around three topics. During the webinar portion of the meeting, participants were delighted to hear from Chancellor Perman on behalf of the USM as well as Regent Neall on behalf of the Board of Regents. Both shared important and significant updates from their respective areas. Additionally, Patrick Hogan and Andy Clark, USM, were able to join the webinar to talk about the upcoming legislative session as the Councils start to prepare for Advocacy Day, which will take place on Wednesday, February 16th, 2022. During the second session of the meeting, each of the Council Chairs shared a “State of the Council” address to share with the whole group what each Council is focusing on this year before facilitating breakout rooms. The breakout room topics were identified as areas for potential collaboration across the Councils and included three topics: DEI Initiatives, Hybrid Learning & Work, and Mental Health Needs & Resources. We look forward to continuing the conversations around these topics in 2022. And we would like to thank all of our guests who took time out of their days to join us for this event.

CUSS will host our December meeting next week on Tuesday, December 7th. Our virtual host will be the USM Office and we look forward to hearing from our Liaison to the Chancellor’s Office, Chevonie Oyegoke, as well as having Senior Vice Chancellor Joann Boughman and Vice Chancellor Ellen Herbst join us that day for update. Lastly, our Fall CUSS Newsletter, which came out last week, is attached to this report.

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
Chair – Council of University System Staff

Attachment: Fall CUSS Newsletter

Council of University System Staff

Quarterly Newsletter / Fall 2021 Edition



Bowie State University (BSU)

14000 Jericho Park Road
Bowie, MD 20715

Coppin State University (CSU)

2500 W. North Avenue
Baltimore, MD 21216

Frostburg State University (FSU)

101 Braddock Road
Frostburg, MD 21532

Salisbury University (SU)

1101 Camden Avenue
Salisbury, MD 21801

Towson University (TU)

8000 York Road
Towson, MD 21252

University of Baltimore (UB)

220 N. Arch Street
Baltimore, MD 21201

University of Maryland, Baltimore (UMB)

520 West Lombard Street
Baltimore, MD 21201

University of Maryland Baltimore County (UMBC)

1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science (UMCES)

P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park (UMCP)

7950 Baltimore Avenue
College Park, MD 20742

University of Maryland Eastern Shore (UMES)

11868 College Backbone Road
Princess Anne, MD 21853

University of Maryland Global Campus (UMGC)

1616 McCormick Drive
Largo, MD 20774

University System of Maryland Office (USMO)

3300 Metzgerott Road
Adelphi, MD 20783-1690

Find us on the web:

Website: <http://bit.ly/1yc1prc>
Facebook: @CussMaryland
Twitter: @CUSS_USM

Update from the Chair

As the Chair of the Council of University System Staff, I want to share several updates on behalf of the Council as we get close to wrapping up the fall semester! As many of us are returned to our campuses this semester, and navigated a new normal, we know that this semester was nothing if not challenging, but we hope that staff also found joy in being back together in the ways that we have been able to and reconnecting with wonderful colleagues and students. The Council has already had a busy year and a few highlights can be found below:

Annual Joint Councils Meeting

On Wednesday, November 17th, 2021, all three USM Councils hosted our annual Joint Councils Meeting virtually. Council representatives included members from: the Council of University System Faculty (CUSF), USM Student Council (USMSC), our own CUSS members, and colleagues from the University System of Maryland Office. The Councils heard from several speakers including Chancellor Perman (USM) and Regent Neall (Vice-Chair of the Board of Regents). Patrick Hogan and Andy Clark from the USM Office also shared updates around the legislative session. And each Council leader shared their "State of the Council" addresses. A full recap of the meeting can be found in this newsletter.

Board of Regents Staff Awards:

The CUSS Awards and Outreach Committee recently launched the 2021-2022 nomination cycle for the Board of Regents Staff Awards. The nomination packet can be found on the CUSS website (<https://www.usmd.edu/usm/workgroups/SystemStaff/borawards.html>). Please consider exceptional staff from your institution. We continue to look for nominations in both the EXEMPT and NON-EXEMPT categories. Nominations are due by **Friday, February 11, 2022**.

Advocacy Day:

The CUSS Legislative Affairs & Policy Committee is starting to prepare for Advocacy Day 2022 in partnership with CUSF and USMSC as well as staff from the USM Office. We anticipate that this day will take place virtually again due to restrictions from the pandemic. We learned a lot from our first time hosting this event virtually last year and we look forward to planning for the upcoming cycle in the months to come. This event is a critical opportunity for us to advocate, across constituency groups, on behalf of the USM. Advocacy Day 2022 will take place on **Wednesday, February 16, 2022**.

CUSS Annual Action Plan:

For the first time ever, the Council has created and approved an annual action plan for the 2021-2022 academic year. We are piloting four standing committees: Awards & Outreach, Executive, Legislative Affairs & Policy, and Staff Resources & Special Projects. Each standing committee submitted 3-5 goals for the academic year and these were compiled into a single place to form the action plan for the whole Council. A copy of our first action plan is also included in this newsletter.

We are looking forward to sharing more about each of these highlights as the year progresses. As we approach the holiday season, I want to say how thankful I am to all of the members of our Council, and to staff across the System, for all of your hard work, particularly during times that continue to be challenging! We hope that everyone is able to successfully wrap up the fall semester!

Sincerely,

Dr. Laila M. Shishineh
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 CUSE/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



CUSS SPOTLIGHT: JOINT COUNCIL MEETING

On Wednesday, November 17th, 2021, we hosted our annual Joint Councils Meeting with the Council of University System Faculty (CUSF), the Council of University System Staff (CUSS), and the USM Student Council (USMSC), and staff from the USM Office. Due to restrictions from the pandemic, we decided to host this meeting virtually again this year. For the first half of the meeting, we were joined by several guests to share updates with the Councils including: Chancellor Perman (USM), Regent Neall (Vice-Chair – Board of Regents), along with Patrick Hogan and Andy Clark (USM Government Relations). For the second half of the meeting, the Council leaders shared updates and participants engaged in breakout rooms around three critical topics: the Hybrid Learning & Work Environment; Mental Health Support & Resources; and Diversity, Equity, & Inclusion. A few highlights from the meeting can be found below:

To kick off the meeting, the Councils received a warm welcome and remarks from Chancellor Perman (USM). The Chancellor shared updates related to the pandemic, mental health, and the budget. The Councils then heard from Regent Neall (Vice-Chair – Board of Regents) who shared some background info about the BoR, how they have been conducting their business during the pandemic, and some highlights about the USM Strategic Planning process. Patrick Hogan and Andy Clark – both from USM Government Relations – also debriefed the previous legislative session and some updates about what to expect for the upcoming legislative session. We will host our annual USM Advocacy Day with all three Councils on Wednesday, February 16, 2022.

In addition to these guest speakers, each of the Council leaders discussed their “State of the Council” addresses to share across the Councils what each group is focusing on this year. After sharing these updates, the groups split into three breakout rooms to discuss topics that impact all three Councils. As mentioned previously, these topics included: Hybrid Learning & Work Environment; Mental Health Support & Resources; and Diversity, Equity, & Inclusion. Faculty, staff, and students were able to share their thoughts around challenges and successes in each of these areas at their respective campuses. Unfortunately, we did not have as much time for these groups as we needed and the Council leaders are exploring ways to keep these conversations going both within and across the Councils.

Overall, it was a very productive meeting – thank you to everyone who was able to attend! For those unable to attend, [here](#) is a link to the meeting recording for the first half of the meeting when our guest speakers were able to join us (use password c%9GUKIB to log in).

USM INSTITUTIONAL UPDATES

Bowie State University

Bowie State University will expand its expertise in data science by joining with 11 other institutions, including the University of Maryland Baltimore County, Harvard Medical School and Vanderbilt University, to form an artificial intelligence/machine learning consortium (AI/ML) aimed at advancing health equity and researcher diversity through the National Institutes of Health (NIH). Pursuing the opportunity to become a part of the consortium has been a collaborative effort campus-wide. In addition to Dr. Jackson, the co-principle investigator, other faculty and staff include: subject matter expert Dr. LaTanya Brown-Robertson, special assistant for Research & Development, College of Business; subject matter expert Dr. Azene Zenebe, chair, Management Information Systems Department; Gale Bassette, special assistant to the Provost for Federal Contracts Administration; and Dr. Velma Latson, assistant professor, Department of Technology & Security. Dr. Latson is also co-director of the [HBCU Data Science Consortium](#) — an HBCU-led consortium designed to bring together researchers, academics and others in industry around furthering data science opportunities and collaboration among HBCUs.

She is also a member of the [South Big Data Hub](#).

<https://www.bowiestate.edu/about/news/>

Coppin State University



The arena floor at Coppin State University's Physical Education Complex (PEC) was officially named after former men's basketball head coach Ron 'Fang' Mitchell in a special ceremony as part of 'Fang Day' on Saturday afternoon. CSU alumnus and former volleyball and assistant men's basketball coach, Stephanie

Ready, who serves as a host and reporter for the NBA on TNT & NBA TV, was the Mistress of Ceremony. Baltimore Mayor Brandon Scott was on hand to officially present a proclamation. All Coppin students who register for the Spring 2022 semester will receive a credit of \$1,200 on their student account. This will reduce the balance of tuition and fees owed for the semester. There is no additional action, beyond registration, that is required in order to receive the \$1,200 credit. It will be applied to student accounts, automatically.

<https://www.coppin.edu/news>

Frostburg State University

The FSU Maryland Accelerates Teacher Residency program is currently recruiting its third cohort of students. The program is managed and supported by the FSU College of Education via a \$4.1 million federal grant and offers a one-year intensive Master of Arts in Teaching program integrated with a teacher residency component in partnership with Frederick County and Garrett County public school systems. A unique feature of the program is the opportunity to “earn while you learn,” by providing a \$30,000 annual living stipend to the teacher residents during their first year. FSU also

launched the Working Professional Certificates program this fall in Manufacturing Leadership, Retail Management, Small Business Management and Nonprofit Management to provide real-world, high-quality training to working adults. The program is designed to take one year of part-time study. Coursework for the program is entirely online, with accessible scheduling for working adults. Since courses are offered for undergraduate credit, students can take the certification or apply the courses toward a bachelor's degree in the future.

<https://www.frostburg.edu/news/>

Salisbury University

What comes to mind when students, faculty, staff, families, alumni, supporters and others think about Salisbury University? This fall, the nearly-century-old institution answered that question with the launch of its new brand initiative: "Make Tomorrow Yours." "I think you'll agree that while this forward-facing branding effort is new, the end result is true to SU," said SU President Charles Wight. "We have accurately captured the long-standing commitment of our institution to providing students with rich and plentiful opportunities, as well as the dedication of our faculty and staff who change the trajectory of our students' lives and open doors for graduates to thrive. Yes, we are tomorrow makers." The new brand will be reflected not only in SU's traditional marketing materials, but in its visual representation, including photos, videos, campus publications, written materials, the SU website and more.

<https://www.salisbury.edu/news/>

Towson University

Towson University received good news as the Middle States evaluation team found TU in compliance with all continuing accreditation requirements in their preliminary report. Presentations have been shared to gather feedback on the new campus master plan, and staff continue to be integral as the [university strategic plan](#) is implemented. Leaders of the governing bodies on campus have met and continue to work together to support TU's shared governance model. Redevelopment of the former Maryland National Guard Armory in downtown Towson was completed. The [StarTUp at the Armory](#) serves as TU's front door for businesses to connect easily to our programs and people. Several departments have moved to the 401 Washington Avenue building in Towson, including the [Dr. Nancy Grasmick Leadership Institute](#). Groundbreaking for the new [College of Health Professions](#) building allows TU to continue our leadership in the future of healthcare. TU Staff Senate is planning for our annual Staff Development Conference in March 2022 – "Push What's Possible: Make an Impact", where we will again collect items for the [TU FoodShare program](#).

<https://www.towson.edu/news/>

University of Baltimore



University of Baltimore's Dr. Kurt L. Schmoke is among a group of Maryland higher education leaders who are providing the next generation with the skills they need, according to The Daily Record's new "Power 30" list of the state's top higher-education champions.



UBalt's Schaefer Center for Public Policy, under the direction of Dr. P. Ann Cotten, recognized the 100th birthday of William Donald Schaefer, former Maryland governor, comptroller, mayor of Baltimore and City Council president. The event, part of the Center's annual William Donald Schaefer Policy Conference and Award Ceremony, featured remarks by Gov. Larry Hogan, Comptroller Peter Franchot, Baltimore Mayor Brandon Scott, and City Council Pres. Nick Mosby. The conference concluded with the presentation of the 2020 William Donald Schaefer Award to Sister Helen Amos, Executive Chair, Board of Trustees, Mercy Hospital by Chancellor Jay Perman. The 2021 Award was presented to James T. Smith Jr. former Baltimore County Executive and Maryland Secretary of Transportation.

<https://www.ubalt.edu/news/>

University of Maryland, Baltimore (UMB)

Dr. Bruce E. Jarrell, MD, FACS, was inaugurated as the seventh president of the University of Maryland, Baltimore on Friday, Nov. 5, 2021. Although he was actually installed on September 10, 2020, the festivities were postponed due to COVID-19. After detailing the many ways in which the University of Maryland, Baltimore (UMB) improves the human condition and serves the public good, Bruce E. Jarrell spoke during his inauguration on November 5th about how UMB would meet the

challenges of the future. With his six grandchildren sitting beside him as he concluded his speech, the forward-looking message hit home. "These are my grandchildren, but I don't just see my grandchildren," Jarrell said, patting one of the children on her shoulder. "I see your grandchildren. I see grandchildren in West Baltimore. I see grandchildren on the Eastern Shore of Maryland, and I wonder, 'What will their future be 50 years from now?' I can't answer that question, but I can ask this: 'What can we do today to make their futures bright?'" [click](#) to read the article.



<https://www.umaryland.edu/news/>

University of Maryland, Baltimore County (UMBC)

As previously announced, President Freeman Hrabowski is retiring as President of UMBC effective June 30, 2022. The search for UMBC's new President is currently ongoing and the University has launched a dedicated [website](#) detailing the search and selection process. There have been numerous town hall discussions and listening sessions for the campus community, providing ample opportunity for questions and feedback on the process. It is expected that a new president will be selected sometime in spring 2022.



On November 3rd, Vice President for Finance and Administration Lynne C. Schaefer announced her retirement as well which will be effective at the end of the calendar year. Lynne has served in this position since 2005 and has been an immeasurable proponent of and invaluable partner in shared governance at UMBC.



Beginning January 1, 2022, Kathy Dettloff, who joined UMBC in 2019 as Associate Vice President in Financial Services, will become the new VP of Administration and Finance at UMBC.

<https://News.umbc.edu>

University of Maryland Center for Environmental Science (UMCES)

UMCES hosted the Middle States Commission on Higher Education (MSCHE) Evaluation Team for a site visit as part of the final stages towards the reaffirmation of accreditation process. Horn Point Laboratory Director, Dr. Michael Roman, announced he will be stepping down as director at the end of the academic year in June 2022.

<https://www.umces.edu/news>

University of Maryland College Park (UMCP)

UMCP, the University of Maryland Baltimore County, and Morgan State University received a \$3 million dollar grant from The Andrew W. Mellon Foundation in order to promote and increase the number of women, Black, Hispanic, American Indian and Alaskan Native faculty in the arts and humanities programs within academic leadership. The Breaking the M.O.L.D. (Mellon/Maryland Opportunities for Leadership Development) program will allow

for seasoned arts and humanities faculty to work with and develop associate and full professors through seminars, leadership opportunities, and mentoring. This program will build on previous efforts at both UMCP and UMBC who both have programs on their campus' to more fully prepare faculty in leadership and administrative roles. The Breaking the M.O.L.D. program will also gather insights and research on implicit bias and institutional constructs that have contributed to issues with search and selection processes, hiring, and professional development. The research and insights will be shared with other universities throughout Maryland and the nation to help them consider their systems.

<https://today.umd.edu/>

University of Maryland Eastern Shore (UMES)

Alaska Air brings its True North program to UMES. The west coast-based company wants to help student-pilots become employees. It started with an out-of-the-blue phone call in February and culminated Nov. 8 with a historic agreement to inspire students to consider a career as a commercial airline pilot. In the ensuing months, Alaska Airlines and its regional carrier Horizon Air came up with a proposal to offer financial incentives to UMES aviation science majors to qualify as a passenger airline pilot and be rewarded with the guarantee of a job. The Seattle/Tacoma-based Alaska Air Group's "True North" program will initially help two undergraduates afford the considerable cost of completing advanced flight training and pilot ratings necessary as they work toward graduation. Thank you, Maj. Charles Emerson Winchester III, Late M*A*S*H actor David Ogden Stiers graciously remembers UMES in his will. David Ogden Stiers, best known as Maj. Charles Emerson Winchester III to fans of the critically acclaimed TV show M*A*S*H, bequeathed \$50,000 to the University of Maryland Eastern Shore to establish a student scholarship fund. Stiers, who died March 3, 2018, was awarded an honorary degree at the

university's spring commencement in May 2012. His estate released the gift, which grew to just over \$53,300, to the university on October 27. While Stiers did not speak at the graduation event that day, his unassuming manner charmed other platform guests backstage as well as those he encountered at a post-graduation luncheon, where it was clear he was honored to be recognized as a "Doctor of Humane Letters."

<https://www.umes.edu/LMRCSC/Content/News/>

University of Maryland Global Campus (UMGC)

University of Maryland Global Campus (UMGC) has taken its long-tested success with online learning on the road, giving community college students in a growing number of states access to its degree programs. The goal? To entrench UMGC as the country's most transfer-friendly university for adult learners. UMGC's most recent alliances are with community college systems in California and Kentucky, as well as the citywide community college network in Philadelphia. Talks are underway with community colleges in Texas, Chicago, and South Florida, and additional collaborations are expected to be announced in the months ahead. "UMGC is an institution built specifically for adult learners in the design of the curriculum and in the way courses are laid out, including the assignments in those courses," said Chris Motz, UMGC vice president for academic outreach and corporate alliances. "We offer seamless transfer for community college students, and the courses are all engineered for people who likely have a lot of other commitments outside of going to school."

<https://www.umgc.edu/news/>



2021 – 2022 CUSS REPRESENTATIVES

Bowie State University (BSU)

Trish Johnson, *Point of Contact*
LaVel Jones
Vonzella McQueen

Coppin State University (CSU)

Sheila Chase
Yvonne Oliver, *Point of Contact*

Frostburg State University (FSU)

Shannon Gribble
Amy Nightengale, *Point of Contact*
Rubin Stevenson
Sara Wilhelm

Salisbury University (SU)

Vanessa Collins
Paul Gasior, *Point of Contact*
Lisa Gray
Jessica Scott

Towson University (TU)

Keisha Bownes
LaVern Chapman
Deniz Erman, *Point of Contact*
Jayne French
Carol Green-Willis

University of Baltimore (UB)

John Brenner
Margarita Cardona, *Point of Contact*
Thomas Healy
Morounmubo (Mubo) Sani

University of Maryland, Baltimore (UMB)

Irene Amoros
Ayamba Ayuk-Brown
Tim Casey
Susan Holt, *Point of Contact*
Sherece Singleton
Lei Zhang

University of Maryland, Baltimore County (UMBC)

Sheryl Gibbs
Kevin Joseph
Roy Prouty
Laila Shishineh, *Chair*
Dawn Stoute
Michael Walsh, *Point of Contact*

University of Maryland, Center for Environmental Sciences (UMCES)

Samantha Mais
Ginger Steelman
Lori Stepp, *Point of Contact*

University of Maryland, College Park (UMCP)

Meredith Carpenter
Elizabeth Hinson, *Point of Contact*
Dolores Jackson
Jerry Lewis
Kalia Patricio, *Vice Chair*
Sister Maureen Schrimpe

University of Maryland Eastern Shore (UMES)

Chenita Reddick, *Point of Contact*

University of Maryland Global Campus (UMGC)

Aaron Boner
Jessica DiBernardo
Raelynn Grasso
Kathleen Hebbel, *Point of Contact*
John Thompson

University System of Maryland Office (USMO)

Chevonie Oyegoke, *Point of Contact*

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

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





University System of Maryland Board of Regents
Salisbury University
November 12, 2021 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:31 a.m. on Friday November 12, 2021 at Salisbury University. Those in attendance were: Chair Gooden; Regents Attman, Beams (virtual), Breslin, Fish (virtual), Gill, Gonella, Gourdine, Johnson (virtual), Hur (virtual), Leggett, Neall, Oludayo, Peters, Pope, Pringle (virtual), Rauch, Smarick, and Wood; Presidents Anderson, Breaux, Fowler, Goodwin, Hrabowski, Jarrell, Jenkins, VP Donoway for Nowaczyk, Pines, Schatzel, Schmoke, and Wight; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAG Langrill.

Chair Gooden began by noting how wonderful it was to be on Maryland's Eastern Shore, highlighting the geographic diversity of the state. She noted that President Wight announced his transition from the presidency and highlighted some of his accomplishments. She acknowledged Veterans Day and thanked all of the service members within the USM. Chair Gooden closed by highlighting how well-represented the USM is in The Daily Record's inaugural Power 30 Higher Education List.

Welcome from Salisbury University. President Wight welcomed everyone to Salisbury University and provided some updates on the institution.

Educational Forum: MPower Update. Presidents Jarrell and Pines provided an update on MPower. They highlighted some of the joint research, academic collaborations, and tech transfer and commercialization initiatives. They spoke about the Institute for Bioscience & Biotechnology Research (IBBR) and the Seed Grant Challenge currently underway. Presidents Jarrell and Pines also noted the selection of MPower professors and the MPower is Top 10 in NSF Higher Education R&D Survey.

Chancellor's Report. Chancellor Perman presented his report. He started off by saying how good it was to be in person. He highlighted the several groundbreaking ceremonies he's been to at TU, UMB, and USMSM, as well as town halls at SU and UMBC and inaugurations at UMB and CSU. He echoed Chair Gooden's acknowledgement of Veterans Day and joined her in congratulating the individuals from the USM, including three Regents, on The Daily Record's Power 30 List.

Chancellor Perman thanked Presidents Jarrell and Pines for their MPower update. He also thanked President Wight and Salisbury University for hosting the meeting and highlighted some

of the recent accomplishments of the institution. Like Chair Gooden, he also acknowledged President Wight's decision to step down and noted that he'll close an impressive chapter in SU's history.

The Chancellor went on to highlight accomplishments around the USM. He noted that the Student Regent nomination process is well underway. He then introduced the Fall 2020 Kelly Regent Scholarship winner, Julia Mohr, a student at SU. Ms. Mohr is a member of the Student Military Veterans Association and an active Army Airborne Reservist stationed at Fort Bragg, North Carolina. She spoke about her experiences at SU as an active Army Airborne Reservist.

I. Council Reports

- a. University System of Maryland Student Council (USMSC). Ms. Harper presented the USMSC report. Mental health has been at the forefront of the Council's agenda. She noted that Chancellor Perman joined the October meeting and discussed mental health with the Council. Ms. Harper and the Vice President of Undergraduate Affairs devote time each week to check in on students' mental health. She noted that students would like to see more resources including mental health and academic support.
 - b. Council of University System Faculty (CUSF). Dr. Brunn presented the report. She provided an outline of CUSF's action plan for the year which includes the topics of civic engagement, academic integrity, technology issues, structural equality, mental health, legislative affairs, and bylaws and policy updates. Dr. Brunn also spoke about shared governance and detailed how President Breaux dropped everything she was doing to attend the October CUSF meeting to discuss this topic.
 - c. Council of University System Staff (CUSS). Dr. Shishineh presented the report. At the October meeting, the Council heard from FSU President Ron Nowaczyk, as well as CUSF Chair, Elizabeth Brunn and USMSC Chair, Yvonne Harper. She briefly discussed the annual joint council meeting, scheduled for November 17th. Dr. Shishineh also discussed the CUSS Action Plan, which was provided to the Regents with her report.
 - d. Council of University System Presidents (CUSP). President Breaux presented the report stating that CUSP continues to convene bi-weekly to address systemwide matters. The Presidents have been monitoring campus vaccination rates and discussing plans for the spring semester. CUSP also discussed several other topics including air quality, economic development, cybersecurity, wages, and enrollment. President Breaux also spoke about the shared governance conversation she had with CUSF.
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 Gill

seconded the motion to accept the consent agenda. The motion was unanimously approved. The items included were:

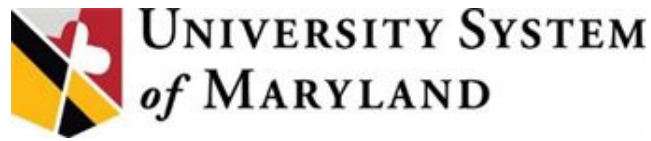
- a. Committee of the Whole
 - i. Approval of meeting minutes from September 10, 2021, Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from October 14, 2021 Retreat and Closed Session (action)
- b. Committee on Finance
 - i. Approval of meeting minutes from September 2, 2021 Public 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)
 - 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
 - i. Fall 2021 Enrollment Update and FY 2022 FTE Estimate. Regent Attman provided an update on the Fall 2021 enrollment numbers and the FY 2022 FTE estimate. The full report was provided to the Regents in their materials.
 - b. Committee on Governance and Compensation
 - ii. Presidential Search Guidelines. Regent Rauch moved and Chair Gooden seconded approval of the revisions to the presidential search guidelines. Revisions clarified the Chair and Chancellor's roles, the size of the committee, adding a second Regent, and the role of the campus coordinator.
 - iii. Executive Compensation Methodology. Jason Adwin from Segal provided information about the USM executive compensation study and the methodology that Segal is using to complete it.
 - iv.
 - c. Committee on Audit
 - a. Audit Committee Update. Regent Pope provided an update on the Audit Committee including affiliated foundations, preliminary financial statements, and enterprise risk management.
 - d. Committee of the Whole
 - v. Vaccine Protocols for Spring 2022. Chancellor Perman spoke about the USM's vaccination protocols and the plans for Spring 2022. Chair Gooden moved and Regent Gonella seconded the motion to delegate authorization to the Chancellor to work with USM Presidents on developing protocols, including requirements, as determined appropriate, related to vaccination. The motion was unanimously approved.
- 5. Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant

statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Wood, seconded by Regent Leggett; unanimously approved.)

Meeting adjourned at 12:06 p.m.

DRAFT



University System of Maryland Board of Regents
Salisbury University
November 12, 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 12:11 p.m. on Friday November 12, 2021 at Salisbury University. Those in attendance were: Chair Gooden; Regents Attman, Beams (virtual), Breslin, Fish (virtual), Gill, Gonella, Gourdine, Johnson (virtual), Hur (virtual), Leggett, Neall, Oludayo, Peters, Pope, Pringle (virtual), Rauch, Smarick, and Wood; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAG Langrill. Presidents Goodwin and Wight 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 Goodwin and Wight. (§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 Gonella; unanimously approved) which included the items below.

- a. Committee on Finance
 - i. Salisbury University: Real Property Acquisition of Seagull Village (§3-305(b)(3))
- b. Committee on Advancement
 - i. Naming request from Salisbury University (§3-305(b)(1)(i) and (2))
 - I. Name the Intramural Field Complex, The Doc Davis Intramural Complex
 - ii. Naming request from The University of Maryland (§3-305(b)(1)(i) and (2))
 - I. Name the Mathematics Research Center in the College of Computer, Mathematical, and Natural Sciences (CMNS), the Brin Mathematics Research Center
- c. Committee on Governance and Compensation

i. Review of Presidents' Board Memberships (§3-305(b)(1)(ii))

4. **Strategic Communication Regarding USM Budget Advocacy**

The Regents received information on strategic communication regarding USM budget advocacy. §3-103(a)(1)(i)

5. **Discussion regarding potential ethics issue concerning former employee**

The Regents discussed a potential ethics issue concerning a former employee. (§3-305(b)(1)).

6. **Review of a Personnel Matter at a USM Institution**

The Regents voted to authorize the Chancellor to present options to a former USM employee regarding the employee's use of a USM title. (Regent Pope moved, Regent Neall seconded; Regent Wood abstained) (§3-305(b)(1)).

The meeting adjourned at 2:32 p.m.



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

November 4, 2021

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:36 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gill, Mr. Neall, Mr. Peters, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Assistant Attorneys General Bainbridge, Langrill, and Palkovitz, Dr. Boughman, Ms. Mulqueen, Mr. McDonough, Dr. Schatzel, Ms. Amyot, Mr. Colella, Mr. Danik, Mr. Donoway, Mr. Jones, Mr. Lowenthal, Mr. Oler, Mr. Primus, Dr. Rhodes, Mr. Savia, Mr. Sergi, Dr. Wormack, Mr. Casey, Mr. McCann, Mr. Miller, Ms. Fouladi, Mr. Salvador, Mr. Anidu, Mr. Maginnis, Ms. Hersch, Mr. Beck, Ms. Denson, Dr. Foster, Mr. Eismeier, Mr. Hickey, Mr. Muntz, Ms. Norris, Mr. Page, Ms. Skolnik, Ms. West, Mr. Lurie, Ms. McMann, Mr. Rao, and other members of the USM community and the public.

1. Towson University: Facilities Master Plan (presentation and information)

Regent Attman welcomed President Schatzel, Mr. Lowenthal, and Mr. McCann. In reference to the Master Plan, Regent Attman expressed his appreciation for the University's focus on renewing and replacing older buildings and their attention to energy efficiency. He also singled out the campus' emphasis on building strong relationships with its community. Before turning President Schatzel for the presentation, Regent Attman reminded the members of the Committee of the two-part approval process for master plans. The Plan is presented for information, and then the item will return at the following meeting for recommendation to the full Board for approval. He also added that approval of the Plan does not imply approval of capital projects or funding, as these items are reviewed through the normal procedures of the capital and operating budget processes.

President Schatzel presented an overview of the University's proposed 2020-2030 Facilities Master Plan. For the first time, the development of a campus development plan coincides with the concurrent development of the Towson Strategic Plan and the University's Middle States Re-Accreditation process, providing an opportunity to blend ideas, principles, and a number of key goals across all three plans. A number of proposed facilities, outlined in the Plan, help address the current and projected space deficits, based on State guidelines, in key academic areas. A main component of the Plan focuses on building condition and the ability of the campus physical plant to adapt to the quickly changing delivery methods in education and related activities. President Schatzel described a plan with a strong focus on facilities renewal, sustainability, and leveraging technology to strengthen the resilience and flexibility of facilities to meet future challenges. The Plan also supports the growth of the institution to a category

"R2: Doctoral University" by expanding research capabilities. Finally, the Plan has been developed in close coordination with a wide range of campus and off-campus interests, including student groups, faculty, staff, and local community organizations. Regent Attman thanked President Schatzel and commended the Towson team on its Facilities Master Plan.

The Finance Committee accepted the item for information purposes.

Before moving to the next item on the agenda, Regent Attman said that he would like to take the opportunity to provide an "educational briefing," as the committee does from time to time, on the topic of USM Revenue Bonds. He then turned to Vice Chancellor Herbst, who recognized Mr. Page, Ms. Denson, and Ms. Norris, of her financing, debt, and fund balance management team.

Vice Chancellor Herbst stated that the USM issues Revenue Bonds under the Authority of the Maryland Education Code and within the guidelines set in the Indenture of Trust between the System and the Trustee. Revenue Bonds are a form of borrowing where the USM pledges its revenue against the bonds. Typically, the USM issues tax exempt bonds, where the owner of the bond will not pay taxes on the interest payments. Vice Chancellor Herbst explained that tax-exempt debt is subject to IRS rules on the use of the assets financed with the debt proceeds—referred to as private-use rules—and is also limited in terms of refinancing opportunities. Specifically, "Advance Refundings" are not allowed for tax-exempt debt. In certain instances, the USM issues taxable debt, such as in the case of an advanced refunding or governmental incentive programs, such as the Build America Bonds. By contrast, Project Financing is debt that is issued to finance a single, specific project; Public-private partnerships (P3s) for student housing are an example of a Project Financing. Project financings depend on the financial strength of the project being financed, and typically the purchasers of project financing debt require protection in the form of reserves for debt service, and renewal and replacement. As a result, this ultimately increases the amount that must be issued/borrowed for the project's direct spending needs—unlike broadly-backed debt such as the System's Revenue Bonds which do not have debt service or other reserve requirements.

Vice Chancellor Herbst then returned the focus to Revenue Bonds. The bonds can be issued to provide funding for auxiliary and academic facilities—including acquiring, building, constructing, reconstructing, equipping, maintaining, repairing, renovating, and operating the facilities. She noted, importantly, that Revenue Bonds may only be issued for project funding after projects have been approved. Academic Projects must be approved by the Board, DBM, Governor, and the legislature. Auxiliary Projects, such as residence halls and student unions, must be approved by the Board. The project approvals are then formalized as bond resolutions. Vice Chancellor Herbst stated that Revenue Bonds are repaid from a number of sources, including academic tuition and fees, auxiliary facilities fees, State Appropriations expressly authorized for that purpose; and the revenues from contracts, grants, or gifts received or to be received. The System Office collects debt service for academic projects under a pooled approach, where each institution (other than UMGC) is allocated a portion of the System-wide principal and interest needs for academic projects. Principal and interest payments for auxiliary projects are allocated to each institution and activity based on the project's use of the bond proceeds. Payments are collected from the appropriate institution on a dollar-for-dollar basis. For this reason, affordability is an important consideration facing each auxiliary project decision—there must be a related/appropriate institutional revenue stream to pay the debt service. The projects to be financed and the source of the bond payments are outlined in the Bond Resolution; there are some term limitations. Vice Chancellor Herbst indicated that the System is currently allowed to issue up to \$1.4 billion of debt, which includes bonds, long term notes and leases. She reminded everyone that as had been shared earlier, the USM would be seeking a \$200 million increase to the current debt cap. In closing, Vice Chancellor Herbst offered a "deeper dive" on the topic to any regents who would like to hear more.

2. Towson University: Increase Authorization for University Union Expansion and Renovation Project (action)

Regent Attman summarized the item. The University is seeking authorization to increase by \$8 million the total project cost of their University Union Expansion and Renovation project from \$112.7 million to \$120.7 million. Towson is requesting Auxiliary Revenue Bonds for this increase. The project is currently in construction. Regent Attman referred to the detailed description provided in the material, which outlines many of the benefits the projects will have for students on campus, along with the many challenges and changes which are increasing the funding needed to complete this project. Regent Attman pointed out that the largest contributing expenditure related to the abatement of asbestos; it is often difficult to estimate the extent of these matters until demolition begins. In response to Regent Gooden's question about the size of the contingency budget, Mr. Miller, UMB Service Center, responded that they believe that the amount was adequate given the stage of the project.

The Finance Committee recommended that the Board of Regents approve the increase to Towson University's Union Expansion and Renovation Project authorization to \$120.7 million, as described in the agenda item.

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

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

3. University of Maryland, Eastern Shore: Increase in Project Authorization for Campus Conversion to Natural Gas (action)

Regent Attman welcomed Mr. Primus, UMES Vice President, and Mr. Salvador of the UMCP Service Center. Regent Attman described that UMES is requesting Board approval for an increase in authorization for its Natural Gas Conversion Project, from a prior amount of \$6,200,000 to a new total of \$8,045,431. Funding will come from an additional Maryland Energy Administration grant and from USM auxiliary bonds. Last December, the Board of Public Works approved a tidal wetlands license necessary for the construction of a pipeline that would carry natural gas through Salisbury to Somerset County. The project is currently in construction and will provide natural gas that will act as a cleaner bridge fuel for the region until renewable energy options are more feasible. Vice President Primus added that UMES is happy to be an anchor for such an important project and part of a program to use cleaner energy.

The Finance Committee recommended 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 in the agenda item.

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

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

4. University System of Maryland: Amendment to the Forty-Third Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

Regent Attman reviewed the item, describing the two parts of the request. The first part of the request consists of increasing the Towson Union Project bond authorization by \$8 million and increasing the authorization for the UMES Natural Gas Conversion project by \$1,045,430. The second aspect of the amendment is an Official Intent Resolution. This provides the USM with the flexibility to pay invoices with cash balances, and then reimburse itself with bond funding once the money is available. Regent

Attman explained that the USM currently has an Official Intent Resolution in place for all other bond authorized projects and this action would extend it to the two named projects.

The Finance Committee recommended 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.

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

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

5. Review of Finance Committee Charge (action)

Regent Attman summarized the item. The Board's Governance and Compensation Committee has asked that each Board committee annually review and update its charge as appropriate. Regent Attman noted several modifications on the document, then opened the floor to discussion. Regent Wood expressed his concern with the removal of item "M." in the list. He explained that as the Finance Committee, its members have a fiduciary responsibility to look at the entire financial system, including intercollegiate athletics. If item "M." were to be stricken from the charge, the Committee would not be fulfilling its obligations to have a systemwide awareness of financial health. Regent Attman reminded everyone that in line with best practices, the Board established a standing Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. Regent Neall suggested that perhaps financial reporting could continue to be provided to the Finance Committee, by the new ICA Committee, with feedback shared back to the ICA Committee. Following the brief discussion on the matter, the item was tabled for further amendment.

There was no action taken on the item.

6. 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)

Regent Attman recognized Mr. Colella, Vice President, and Mr. Maginnis, Assistance Vice President of Real Estate, for the University of Maryland, College Park. Regent Attman summarized the item. The University is requesting approval to amend a real estate transaction that was previously approved by the Board of Regents in February of 2015. The University is currently seeking approval to extend the Agreement of Sale with Prince George's County by one additional year. The University originally sought and was granted approval to sell 3.3 acres of to the County for the construction of a bridge over the CSX tracks. The consideration for the sale was \$1.4 million based on the appraisals at the time, with the understanding that the County could satisfy the purchase price obligation by identifying, funding, and completing one or more public works and engineering projects mutually agreed upon by the University, the System and the BPW for not less than the land's value. If no project or projects were identified within five years of sale closing, the County would be obligated to pay the \$1.4 million plus 2% interest compounded annually.

The Finance Committee recommended 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.

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

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

7. Frostburg State University: Voluntary Separation Incentive Plans for Four Groups of Employees (action)

Regent Attman recognized Mr. Donoway, Vice President, and Ms. Hersch, CHRO for Frostburg State University. Regent Attman explained that FSU is seeking Board approval to offer four Voluntary Separation Incentive Plans for exempt and nonexempt staff, both those in a bargaining unit and those who are not part of a bargaining unit. The 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. A total of 45 employees are eligible to participate in one of the plans. Regent Attman stated that employees who elect to participate and whose application is approved, will receive an incentive payment as calculated under the plans and must separate from the university by the end of February 2022. The university has negotiated with AFSCME and reached agreement on the terms of the plans applicable to bargaining unit members. He advised that the Attorney General's Office has approved the plans for legal sufficiency. Mr. Donoway reminded the committee that the university submitted VSIPs in last April, however they ran short of time.

The Finance Committee recommended that the Board of Regents approve the four Voluntary Separation Plans for Frostburg State University as presented.

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

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

8. Fall 2021 Enrollment Update and FY 2022 FTE Estimate (presentation and information)

After recognizing Senior Vice Chancellor Boughman and Associate Vice Chancellor Coleman, of Academic Affairs; and Assistant Vice Chancellor Muntz of Administration and Finance, Regent Attman stated that the committee would spend a little extra time on the enrollment report, as enrollment is somewhat lower than projected last spring. He added that this is in line with the national trends, which are also lower. Regent Attman then asked Regent Fish, chair of the Board's Enrollment Workgroup, to make a few comments on the work of her group. Regent Fish stated that the Workgroup was established to dig deeper into enrollment trends and campus plans that reflect the changing market shifts in demand. The Workgroup is scheduled to meet on November 29 and the Fall 2021 enrollment will be discussed in greater detail at that time. The Enrollment Workgroup found consensus that student success and student-centered approaches are key to future enrollment stability. And importantly, the USM's Strategic Plan is also focused on outcomes for improving student success and providing Maryland's future workforce. Regent Gooden asked that the Workgroup also take a look at what would occur if enrollment were to drop below a certain level at institutions, and what specifically is that level.

Regent Attman then turned to Mr. Muntz, who provided a presentation to the committee. The presentation is available online <https://www.usmd.edu/regents/agendas/>. As indicated in the report, the enrollment decreased 4.2% across the USM, with approximately half of the decrease at UMGC. The other half of the decrease was the combined enrollment loss at the comprehensive universities—specifically, Coppin, Frostburg, Salisbury, Towson, UBalt, and University of Maryland Eastern Shore. On a positive note, there was an increase in the number of first-time, full-time new undergraduates at several institutions—Towson, UMBC, and UMCP. The Full-time Equivalent credit-hour decreased, but not as much as the headcount enrollment. This would indicate that the enrollment losses were

disproportionately part-time students. The part-time decreases were for both undergraduate and graduate students. As reported in national summaries and articles, the overarching national trends in higher education are impacting USM. Mr. Muntz offered that while we do not yet know the full impact of the pandemic on higher education, we do know that prior to the pandemic enrollment demand was changing. The USM enrollment changes reflect these same national demographic and market demand changes. Mr. Muntz closed by saying that for USM to maintain enrollment, it will require increased attention to retention as well as establishing new pipelines and offering new educational opportunities to be responsive to changing demand. Regent Attman thanked Mr. Muntz for his presentation.

The Finance Committee accepted the item for information purposes.

9. 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 Gill; unanimously approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining. The public meeting was adjourned at 12:26 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

November 4, 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 12:28 p.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gill, Mr. Peters, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Mr. McDonough, Assistant Attorney General Bainbridge, Dr. Wormack, Mr. Berkheimer, Mr. Beck, Ms. Denson, Mr. Hickey, and Ms. McMann.

1. The committee discussed a real property acquisition in the City of Salisbury (§3-305(b)(3)).
(Regent Attman moved recommendation, seconded by Regent Peters; unanimously approved)
Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

The session was adjourned at 12:34 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

**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 (information)
December 2, 2021 (action)**SUMMARY:** Towson University requests Board of Regents approval of the 2020-2030 Facilities Master Plan (FMP). The plan was presented to the Finance Committee at its last meeting.

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 recommend Towson University's 2020 Facilities Master Plan and materials as presented at its last meeting, for approval to the 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: RECOMMEND APPROVAL

DATE: 12/2/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



BOARD OF REGENTS

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

TOPIC: University of Maryland, Baltimore: Increased Authorization for Bressler Research Building Exterior Upgrades

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2021

SUMMARY: The University is seeking approval to increase the previously approved budget of \$5.7 million for a project to make repairs to the façade of the Bressler Research Building. The project has been out to bid twice since its December 2019 approval, however both attempts were unsuccessful. The new request is for \$10.2 million and is based upon an acceptable bid which was received by the University in October of this year.

The Bressler Research Building is located at 655 West Baltimore Street in Baltimore. The facility was built in 1972 and the façade has been essentially untouched in the years since. All of the identified work is on the exterior of the building. A map and photograph of the facility are attached.

The increase in the project's total cost is the result of changing market conditions in both labor and materials, and a change to project's schedule whereby certain portions of the work must be completed during off-hours to minimize disturbances to patients in an adjacent hospital.

As defined by the Contract Documents, the work of the project consists of the following two major components:

1. Systematic replacement of exterior sealant joints throughout the exterior enclosure, including wall joints, penetrations joints, wall/door/louver perimeter joints, and exterior wet seals for window glazing. Some limited replacement of failed exterior glazing units will be required.
2. Masonry veneer modifications and restoration to address structural deficiencies in the masonry veneer as identified within the scope documents. This work will include improvements to the backup wall systems behind the masonry veneer, where deficiencies have been identified.

While the increased project authorization will not require the approval of the BPW, the procurement contract will need its approval.

CONTRACTOR: Jeffrey Brown Contracting (Towson, MD)

ALTERNATIVE(S): The nature of the project scope, the height of the building (17-stories to the roof) and the age of the building greatly limit options of remediation. Left as is, the façade will continue to deteriorate to a point where permanent sidewalk protection would need to be installed to protect pedestrians.

FISCAL IMPACT: The project budget of \$10,198,668 will be funded with institutional funds.

UMB BRESSLER

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the increased authorization for the Bressler Research Building Exterior Upgrades as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/2/21

BOARD ACTION:

DATE:

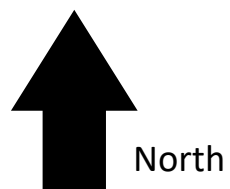
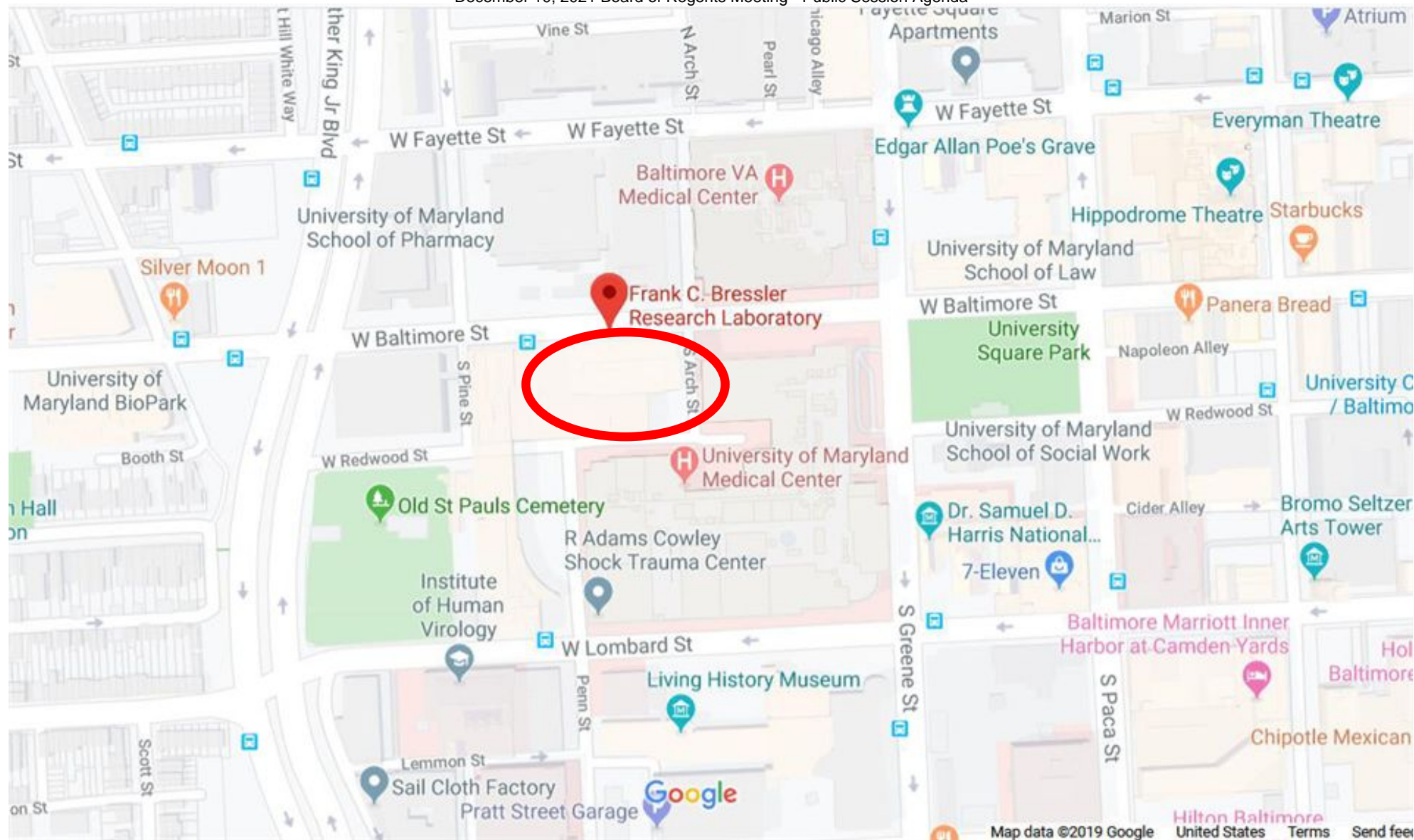
SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

University of Maryland, Baltimore - Bressler Building Project

	Original	Current Request
Date	12/21/2019	12/2/2021
Stage of Estimate	Pre-bid estimate	Bid Cost
Design/Fees	\$500,135	\$637,377
Construction Cost	\$4,682,796	\$8,634,139
Contingency	\$520,311	\$927,152
Project Total	\$5,703,242	\$10,198,668
Incremental (net) change		\$4,495,426
Submitted by:	Original Request to Board for Approval	Actual bid from contractor*

*See related Board item for details



North

Location Map: UMB Bressler Building



Bressler Research Building, University of Maryland, Baltimore

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

TOPIC: University of Maryland, Baltimore: Extension of Chilled Water Loop to Biomedical Research Facility and Pearl Street Garage

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2021

SUMMARY: The University of Maryland, Baltimore is seeking approval to extend an existing chilled water loop to two university-owned buildings. The existing chillers and cooling tower that service the Biomedical Research Building and Pearl Street Garage have aged beyond their useful life. In lieu of replacing the existing systems, the University has opted to extend an existing chilled water loop to provide service to these facilities. This project will create redundancy within the campus' chilled water system and will improve overall energy efficiency.

The scope of work for this project includes a two-city block extension of 20'' supply and return chilled water lines. The lines will be run beneath Fayette Street, and a university-owned green space, before connecting into both buildings. The project includes the demolition of the existing chillers and cooling tower and the installation of new pumping and distribution systems.

Design	\$	520,000
Construction	\$	4,900,000
Contingency	\$	<u>775,000</u>
TOTAL	\$	6,195,000

Although this project is classified as a maintenance project that would not normally require approval of the Board of Public Works, the procurement contract for this work will require BPW approval because the fund source is Bond Premium Funds (GO Bonds).

CONTRACTOR: EMJAY Engineering and Construction Co., Inc., Baltimore

ALTERNATIVE(S): The existing chillers and cooling towers would continue to service the Biomedical Research Building and the Pearl Street Garage and could be replaced in the future, but the viability and redundancy the new loop extension could provide these two facilities would be lost, as would the opportunity to provide better energy efficiency.

FISCAL IMPACT: The budget for this project is \$6,195,000. \$1.04 million will come from Capital Facilities Renewal (FY21 State Deficiency Appropriation) with the remainder being funded with institutional funds.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, Baltimore, the Extension of Chilled Water Loop to Biomedical Research Facility and Pearl Street Garage as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/2/21

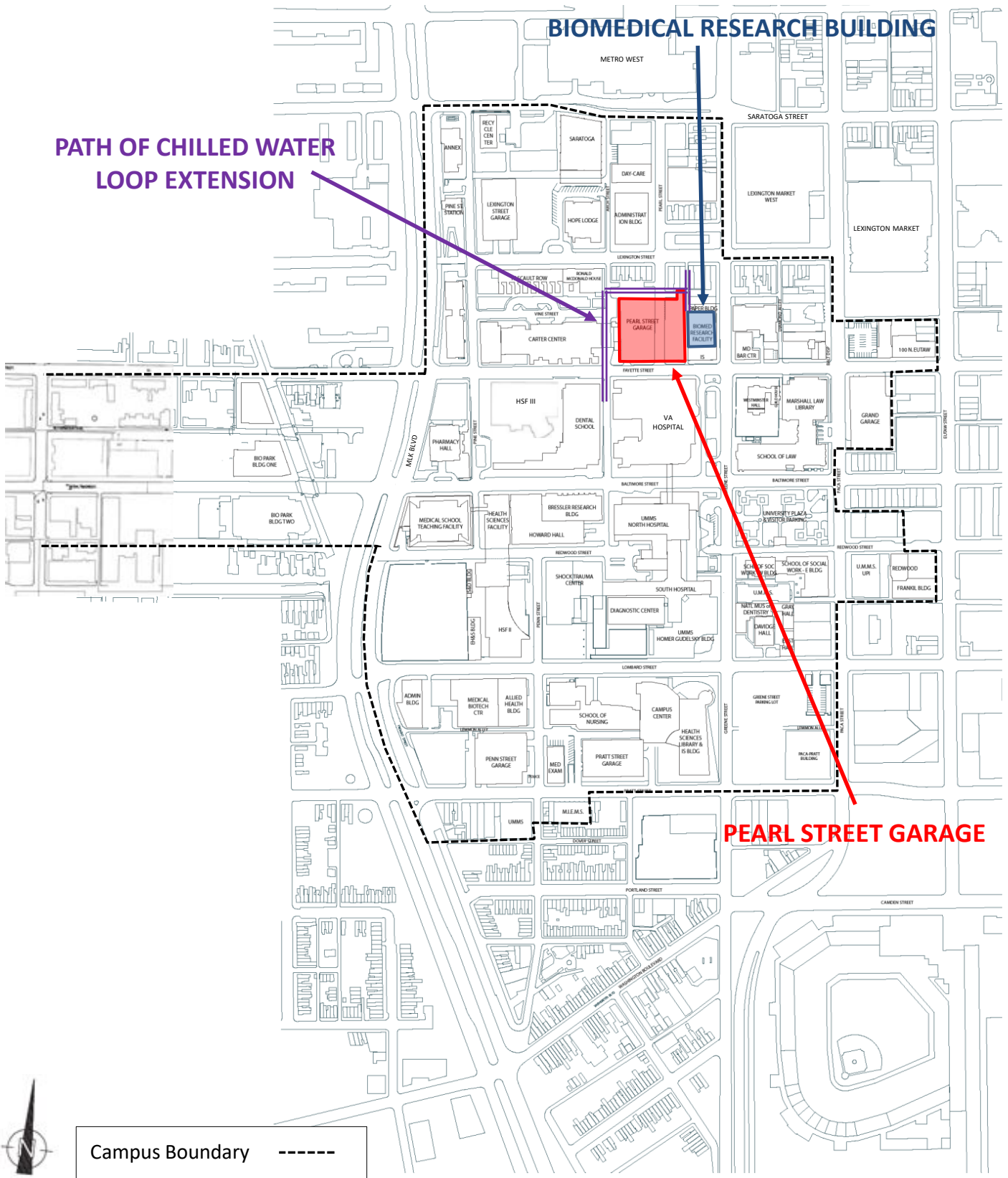
BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



University of Maryland, Baltimore





BOARD OF REGENTS

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

TOPIC: University of Maryland, Baltimore: Voluntary Separation Program for Certain Faculty

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2021

SUMMARY: University of Maryland, Baltimore seeks Board approval of a proposed Voluntary Separation Program for a limited group of faculty of the University of Maryland School of Pharmacy. The goal of the Program is to provide the School of Pharmacy flexibility to hire faculty to assist in addressing mission critical needs with continued focus on the School's vision.

An incentive payment will be made to each faculty member who separates from employment under the Program. The faculty member must separate by June 30, 2022.

Under the Program:

- the University of Maryland, Baltimore, will extend participation offers to six eligible faculty members;
- offers will provide for payment of 125% of the participant's annual compensation, payable over two calendar years in two equal installments, in consideration for separation from employment and a release of legal claims related to separation from employment pursuant to the Program;
- eligible faculty must be at least 60 years old, hold the title of professor, have 20 years of service with the School of Pharmacy or other parts of USM, and receive 80 percent or more of annual salary from State funds (general funds and tuition);
- to be considered for participation in the Program, eligible faculty members must apply between January 18, 2022 and March 7, 2022; and
- faculty members who apply will be notified by March 10, 2022, if their applications are complete and approved.

The attached copy of the Program provides additional details. The Program has been approved by the Attorney General's Office for legal sufficiency.

ALTERNATIVE(S): The Committee could recommend that the Board of Regents not approve the Voluntary Separation Program as presented or recommend an alternative.

FISCAL IMPACT: The anticipated cost associated with the Program will depend on faculty participation levels and the annual salaries of the participating faculty. The total cost of all separation incentive payments to be funded by the University is estimated to be in the range of \$500,000 to \$1,500,000, payable evenly in FY23 and FY24. The estimate demonstrates what is believed to be possible from lowest to highest cost. The actual cost is more likely to be around \$750,000. The actual costs of the Program will depend upon the number of faculty participants and their respective salaries.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, Baltimore the Voluntary Separation Program for the University of Maryland School of Pharmacy faculty as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/2/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**University of Maryland
School of Pharmacy
Faculty Voluntary Separation Program**

Overview:

The University of Maryland School of Pharmacy Faculty Voluntary Separation Program (VSP) is an offer to provide a financial incentive for certain eligible School of Pharmacy faculty to separate from employment with the School of Pharmacy and the University of Maryland Baltimore. Participation in the VSP will require eligible faculty members to separate from employment with the School on or before June 30, 2022 in exchange for the separation incentive and release of possible claims against the University of Maryland School of Pharmacy and the University of Maryland, Baltimore. An eligible faculty member's decision to participate in the VSP is entirely voluntary.

An eligible faculty member should consult with their attorney before deciding whether to participate voluntarily in the VSP.

The Separation Incentive

An eligible faculty member who voluntarily elects to participate in the VSP will receive a separation incentive equal to 125% of one year of the faculty member's base annual faculty salary in effect as of May 31, 2022 or the date that the faculty member separates from employment, if that is earlier (the Separation Incentive). If an eligible faculty member is a part-time faculty member, the Separation Incentive will be prorated to the percentage of effort of the faculty member, i.e., a 0.8 FTE faculty member's incentive would be 125% of 0.8 of full annual salary at a 1.0 FTE level. The University will pay the Separation Incentive in two equal payments. One half of the Separation Incentive, subject to required withholdings, will be paid between August 1, 2022 and September 30, 2022 and the second half of the Separation Incentive, subject to required withholdings, will be paid between August 1, 2023 and September 30, 2023.

Who is Eligible for the VSP

The VSP is available to full-time and 0.8 FTE faculty in the School of Pharmacy who meet all of the following criteria as of July 1, 2021 and continue to meet such criteria through May 31, 2022:

1. The faculty appointment is at the level of Professor.
2. Eighty percent or more of the faculty member's annual salary is supported by State funds (general funds allocated in the University's budget and tuition revenues).
3. The faculty member must be at least sixty (60) years old.
4. The faculty member must have at least twenty (20) years of service in the University System of Maryland or one or more of its constituent institutions (USM years of service). A USM year of service is defined in the next section of this document

A faculty member who is serving as the Dean of the School of Pharmacy at any time between July 1, 2021 and June 30, 2022, shall not be eligible to participate in the VSP. A faculty member who has a binding contractual arrangement with the University at any time between July 1, 2021 and May 31, 2022 through which the faculty member has agreed to separate from employment on a set date shall be ineligible.

If a faculty member has questions regarding eligibility for the VSP, the faculty member should contact William Cooper, Senior Associate Dean for Administration and Finance/COO ("Associate Dean Cooper"), at wcooper@rx.umaryland.edu or 410 706 4416. The Associate Dean's contact information appears at the end of this document.

A USM Year of Service

For purposes of determining eligibility to participate in the VSP, a "USM year of service" is defined differently than for purposes such as retirement or retiree health benefits. The following rules will be used to compute a USM year of service to determine eligibility for the VSP.

A. Except as provided in C.2 below, a USM year of service means one year of full-time employment with:

1. The University of Maryland Baltimore;
2. The University System of Maryland (which includes its predecessors); or
3. Any constituent institution or center or component of the University System of Maryland.

B. To count as a USM year of service, the faculty member also must have been a participant in one of the following retirement or pension systems during the period of employment to be counted:

1. The Maryland Optional Retirement Program (Title 30, State Personnel and Pensions, Annotated Code of Maryland);
2. The State of Maryland Employees Retirement System (Title 22, State Personnel and Pensions, Annotated Code of Maryland);
3. The State of Maryland Teachers Retirement System (Title 22, State Personnel and Pensions, Annotated Code of Maryland);
4. The State of Maryland Employees Pension System (Title 23, State Personnel and Pensions, Annotated Code of Maryland); or
5. The State of Maryland Teachers Pension System (Title 23, State Personnel and Pensions, Annotated Code of Maryland).

For each of #1—5, participation in such system or program as the terms and conditions may have been modified from time to time shall be considered participation in the named retirement or pension system or program, e.g. participation in both the Teachers Pension System and the Teachers Alternate Contributory Pension System would count under B. 5.

C. The following rules also apply in determining USM years of service:

1. No employment or service that does not meet the conditions of both A. and B. above will constitute a USM year of service, including employment with any other agency or entity of the State of Maryland.
2. A year equals 12 months, except for faculty whose regular work assignment was an academic year of at least 9 months; in such situations, the full academic year shall be counted as a year of service.
3. For all faculty, employment on a less than full time, 12-month basis, a USM year of service will be calculated by multiplying the percentage of employment proportionate to the percentage of full-time employment multiplied by the percentage of the year worked (e.g., employment at 75% effort for 12 months will equal 0.75 (3/4) of a USM year of service, and employment at 100% effort for a 10-month appointment will equal one (1) USM year of service. Employment for less than the full year of a faculty member's appointment will be calculated by multiplying the percentage of full time employment by the percentage of the appointment year worked (e.g., six months of a 12-month FTE would equal 0.5 (1/2) of a USM year of service).
4. A USM year of service shall include paid leave time used. A USM year of service does not include a period of unpaid leave, except for leave designated as Family Medical Leave or Military Administrative Leave (or comparable category of military leave). Unused leave time will not count to increase a faculty member's USM years of service.

How to Apply to the VSP

An eligible faculty member who chooses to participate in the VSP must complete, sign and submit to Associate Dean Cooper the University of Maryland School of Pharmacy Faculty Voluntary Separation Program Application, Agreement & Release and Waiver of Employment Rights (Application, Agreement & Release) during the VSP Application Period. The eligible faculty member must submit BY HAND DELIVERY the completed and signed Application, Agreement & Release to Associate Dean Cooper at the Dean's Office, 3rd Floor Pharmacy Hall, School of Pharmacy, 20 North Pine Street, Baltimore MD 21201 no later than 2 p.m. on March 7, 2022 AND receive a written receipt acknowledging that the completed Application, Agreement & Release has been submitted. The completed form may not be submitted electronically, i.e., by e-mail.

No other method or form of application will be accepted. No applications for the VSP will be accepted after 2 p.m. on March 7, 2022.

Individual faculty who are eligible and wish to participate in the VSP must follow the VSP application process. Additionally, if a participating faculty member chooses to retire, that faculty member must also follow the normal retirement application process, which is separate from the VSP.

By submitting the Application, Agreement & Release, the faculty member agrees to separate from employment with the University and School of Pharmacy during the VSP Window (defined below). Separation will be no later than June 30, 2022. The agreement to separate from employment is in exchange for the separation incentive and the faculty member's release of employment rights and waiver of claims against the University of Maryland School of Pharmacy, the University of Maryland, Baltimore, the University System of Maryland, the State of Maryland, and the employees, officials and agents of all of these through the date that the Application, Agreement & Release is submitted to the University by delivery to Associate Dean Cooper.

Once the faculty member has submitted the completed, executed and witnessed Application, Agreement & Release, Associate Dean Cooper will provide notification within 3 business days that the Application, Agreement & Release has been accepted as complete, or will notify the faculty member of any problems with the Application, Agreement & Release so these can be corrected. **Once the faculty member receives notification from Associate Dean Cooper that the Application, Agreement & Release is complete, the faculty member has 7 calendar days to revoke the Application, Agreement & Release by notifying Associate Dean Cooper in writing or by email to wcooper@rx.umaryland.edu. If the faculty member does not revoke, the Application, Agreement & Release will be binding, and the faculty member will be separated from employment with the University and School of Pharmacy on June 30, 2022 or such earlier date within the VSP Window as requested by the faculty member and approved by Associate Dean Cooper (the Separation Date).** If the faculty member revokes the Application, Agreement & Release, the faculty member will not be eligible for the Separation Incentive unless the faculty member submits another Application, Agreement & Release within the Application Period.

A faculty member who is participating in the VSP will be required to continue to work through the Separation Date, and will be subject to applicable policies and procedures of the University of Maryland School of Pharmacy, the University of Maryland, Baltimore and the University System of Maryland through the Separation Date. The faculty member may also be subject to laws such as the Maryland Public Ethics Law that apply after the Separation Date.

Timeline and Terms for the Program:

1. **VSP Window:** The VSP Window is March 30, 2022 through June 30, 2022.
2. **The VSP Application Period:** The VSP application period for eligible faculty will open beginning January 18, 2022, and will end March 7, 2022. To apply, an eligible faculty member must:
 - Complete the University of Maryland School of Pharmacy Faculty Voluntary Separation Program Application, Agreement & Release and Waiver of Employment Rights (the Application, Agreement & Release); and
 - Submit the completed, signed and witnessed Application, Agreement & Release to Associate Dean Cooper no later than 2 p.m. on March 7, 2022 and receive a written receipt acknowledging that the completed Application, Agreement & Release has been submitted. A

physical copy of the executed Application, Agreement & Release must be delivered to Associate Dean Cooper's office by hand delivery.

3. **Application Review Period:** Within 3 business days of the date on which Associate Dean Cooper receives an executed Application, Agreement & Release, the University will notify each eligible faculty member who has applied to the VSP that Associate Dean Cooper has accepted the faculty member's Application, Agreement & Release as complete or will advise the faculty member of any problems with the Application, Agreement & Release so that the faculty member may correct the concerns. Only Associate Dean Cooper has the authority to provide this acceptance or notice on behalf of the University. He may do so by written or electronic communication.
4. **Revocation Period:** A faculty member who has applied to participate in the VSP may revoke their Application, Agreement & Release during the seven (7) calendar days following the date when the faculty member receives notice from the Associate Dean that the faculty member's application for participation is complete (Revocation Period). If the faculty member does not revoke the Application, Agreement & Release by notifying Associate Dean Cooper in writing or by electronic communication during this seven (7) day period, the faculty member's Application, Agreement & Release will be final and enforceable.
5. **Separation Date:** An eligible faculty member who: (i) has applied for the VSP; (ii) has been notified by Associate Dean Cooper that their Application, Agreement & Release is complete; and (iii) does not revoke their Application, Agreement & Release prior to the end of the Revocation Period will be separated from employment with the University and School of Pharmacy as of 11:59 p.m. on June 30, or such earlier date within the VSP Window as requested by the eligible faculty member and approved in writing by Associate Dean Cooper. If the faculty member chooses, the faculty member may submit a separate letter of resignation or intention to retire to the University and School of Pharmacy, but the letter will not change the terms and conditions of the faculty member's participation in the VSP. With the written agreement of Associate Dean Cooper, a faculty member may separate from employment with the University and School of Pharmacy within the VSP Window but earlier than June 30, 2022, and participate in the VSP, provided that the faculty member meets the eligibility criteria prior to the date of separation from employment.

For three years after the Separation Date, a faculty member who participates in the VSP will not be eligible for reemployment in a position greater than 0.4 FTE with the University of Maryland School of Pharmacy, the University of Maryland, Baltimore, the University System of Maryland, or any other constituent institution, center, institute or component of the University System of Maryland. Restricted employment includes, but is not limited to, employment as an employee, temporary employee, faculty member, independent contractor, or consultant to any of those organizations). Such employment or contractual arrangement will make the participating faculty member ineligible for participation in the VSP and end the University's obligation to make any separation incentive payment on behalf of the participating faculty member. Additionally, the University may take action to recover any portion of the separation incentive payment already received by the faculty member prior to assuming an employment or contractual arrangement inconsistent with this provision.

The decision whether to participate voluntarily in the VSP is the eligible faculty member's decision. The faculty member should consult their attorney, and may wish to consult financial or personal advisors, before deciding whether to participate in the VSP.

Should you have any questions about the VSP, please contact Associate Dean Cooper as soon as possible to schedule an appointment.

Contact and hand delivery information for Associate Dean Cooper is:

William Cooper
Senior Associate Dean for Administration and Finance/COO
University of Maryland School of Pharmacy
Dean's Office
3rd Floor Pharmacy Hall
School of Pharmacy
20 North Pine Street
Baltimore, MD 20201
Email: wcooper@rx.umaryland.edu
Telephone: 410 706 4416

The Dean of the School of Pharmacy may designate a substitute administrator to carry out functions under the Plan if Mr. Cooper is not available.

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

TOPIC: Salisbury University: Ward Museum of Wildfowl Art Financial Sustainability Plan

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2021

SUMMARY: During discussion of the Ward Museum at its April 1, 2021 meeting, the Committee requested that the University return with a financial sustainability plan for the Ward Museum.

The Ward Museum is operated by the Ward Foundation, Inc., a 501(c)(3) organization affiliated with Salisbury University. In FY19 the Ward Foundation, Inc. made great strides to begin reducing debt, decreasing expenses, and laying the groundwork for a more inclusive, accessible, and engaging Ward Museum capable of generating necessary revenue while having a bigger impact on communities in and visitors to the Eastern Shore region.

The COVID-19 pandemic presented new challenges to the Foundation, but its staff, board, and volunteers have responded in creative and innovative ways that will leave the Foundation on a pathway toward sustained growth and sustainability.

The attached Financial Sustainability Plan outlines the recent past and current financial situation of the Ward Foundation and provides a roadmap for recovery and creation of an operating reserve. Highlights include plans to better engage the Ward Museum's members and other/potential stakeholders to create stronger programming and more effective development strategies while continuing to keep expenses low and reducing debt. The attached includes an overview of these strategies, current budget, and projected revenue and expenses for FY23-26. As noted in the attached, the Ward Foundation is expected to be financially stable going forward with small operating reserves generated annually starting in FY23 and no debt associated with lines of credit by June 30, 2026. SU has a long-standing relationship with the Ward Foundation and is committed to providing financial support into the future at the current level and with appropriate care of the Ward Museum's building and grounds (owned by SU)—enabling the Foundation to effectively carry out its mission, expanding and increasing the impact of Salisbury University.

The University shall return annually in the fall, for the next five years, to provide a status update to the Committee.

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: 12/2/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



The Ward Foundation, Inc.
Financial Sustainability Plan: FY22-26

November 08, 2021

EXECUTIVE SUMMARY

In FY19 the Ward Foundation, Inc. made great strides to begin reducing debt, decreasing expenses, and laying the foundation for a more inclusive, accessible, and engaging Ward Museum capable of generating necessary revenue and having a bigger impact in its communities. The COVID-19 pandemic presented new challenges to the Foundation, but the Foundation's staff, board, and volunteers have responded in creative and innovative ways that will leave the Foundation on surer footing for sustained growth and development.

The following Financial Sustainability Plan outlines the recent fiscal past and current financial situation of the Ward Foundation, while providing a roadmap for recovery and creation of an operating reserve. The goal of this plan is to outline a way for the Foundation to become financially stable, with no debt associated with lines of credit or loans by June 30, 2026.

Highlights include plans to better understand and engage the Ward Museum's members and other/potential stakeholders in order to create more impactful programming but also more effective development strategies; plans to continue to keep expenses low given the uncertainty of the pandemic and post-pandemic years; and focused attention to reducing debt while investing in sustainable and powerful programming led by career staff.

The current budget, and projected revenue and expenses are as follows—with small gains to be added to an operating reserve:

- FY22 Budget, Revenue and Expenses: \$1,085,612
- FY23 Projected Revenue: \$1,113,985 Expenses: \$1,111,918 (\$2,067 reserve contribution)
- FY24 Projected Revenue: \$1,137,001 Expenses: \$1,136,474 (\$527 reserve contribution)
- FY25 Projected Revenue: \$1,170,248 Expenses: \$1,159,749 (\$10,500 reserve contribution)
- FY26 Projected Revenue: \$1,201,583 Expenses: \$1,183,713 (\$17,870 reserve contribution)

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OVERVIEW

The Ward Foundation's vision is to be a leader at the crossroads of the arts, heritage conservation, environmental education, and community service by creating spaces and opportunities for learning about artistic traditions, community heritage, and connections to the natural environment right here on the Eastern Shore. The Foundation is actively working toward sustainable growth, and of impact through service to our communities, while developing increasingly sustainable financial practices.

Beginning in FY19, the Foundation was on a path to build a solid fiscal foundation, following a four-year-long capital campaign and building effort during which debt was taken on. The Foundation began paying down debt and taking a more conservative approach to expenses, while beginning new fundraising efforts. Unfortunately, these efforts met new challenges during the COVID-19 pandemic, beginning in FY20. Over the past year, the Foundation has incurred significant revenue loss, including admission, group tour, and field trip fees; decreased sales in the museum's gift shop; loss of event ticket sales and competition fees; and canceled venue rentals. At the same time, the Foundation incurred new expenses related to facilitating telework and creating a safer experience at the museum for staff and visitors alike.

Despite this, the Ward Foundation is in position to emerge from the pandemic stronger than it was. Between FY20-21, the Foundation successfully brought in \$524,523 in COVID-19 relief grants and forgivable Paycheck Protection Program loans and has continued work to pay down debt (see Current Debt, below). At the same time, programming was reimagined to be conducted in far-reaching but cost-efficient ways, and targeted staff contraction saved additional expense. Likewise, creative fundraising—including a Board-matched fundraiser, and auction of a portion of the Foundation's holding collection donated with the intention of sale, helped to fill gaps between grants.

In this plan, the Ward Foundation will outline current financial practices, income, expenses, plans for continued debt reduction, facility needs that will impact finances, and Ward Museum programming. Processes outlined include balancing the Foundation's income portfolio, assessing program impact vs. financial sustainability, and increasing understanding of, engagement with, and investment by diverse stakeholder communities.

The Foundation will follow this plan as it continues to staff and operate the Ward Museum of Wildfowl Art, Salisbury University for the benefit of our shared community.

FINANCIAL PRACTICES

It is the practice of the Ward Foundation, and a requirement of its bylaws, to hire an outside accounting firm to conduct an independent financial audit annually. Each year, the Foundation establishes an operating budget, which is reviewed by its Finance Committee and approved by the Foundation's Board of Directors.

The Finance Committee, begun in 2018, consists of the Treasurer, Chairman, Executive Director, and at least two board members with knowledge of or backgrounds in finance or accounting. The Committee holds meetings and adopts such procedures that determine the financial stability of

the Foundation. It is charged with the express purpose of evaluating the continued financial stability of the Foundation and to establish that expenditures are in compliance with the current budget and audit requirements. In addition to the Finance Committee, the Ward Foundation employs a full-time financial director.

The Finance Committee created a FY2022 budget, which was approved by the full Board of Directors on June 17, 2021 (see Addendum A). This, and the following projections for balanced income and expenses, including creation of an operating reserve (see also Addendum B), reflect a period of recovery and slow growth following the COVID-19 pandemic. They also reflect current knowledge of upcoming program changes, and they account for new growth following upcoming efforts to better understand and engage current and target audiences.

- FY22 Budget, Revenue and Expenses: \$1,085,612
- FY23 Projected Revenue: \$1,113,985 Expenses: \$1,111,918 (\$2,067 reserve contribution)
- FY24 Projected Revenue: \$1,137,001 Expenses: \$1,136,474 (\$527 reserve contribution)
- FY25 Projected Revenue: \$1,170,248 Expenses: \$1,159,749 (\$10,500 reserve contribution)
- FY26 Projected Revenue: \$1,201,583 Expenses: \$1,183,713 (\$17,870 reserve contribution)

The FY22 budget represents a 27% reduction in support and revenue and 26% reduction in expenses shown on the audited financial statement from FY19, and 2% reduction in support and revenue and 14% reduction in expenses compared to the FY20 audited financial statement. This conservative approach aims to keep expenses low given unknowns related to the COVID-19 pandemic. It also takes a sober approach to accounting for upcoming program changes—e.g., the end of the multi-year STREAM after-school program grant (August 2021) and its replacement with scaled-back equivalent programming, and uncertainty around in-person events and venue rentals despite encouraging public interest in their return (begun summer 2021). More optimistically, the FY22 budget takes into account increased interest in an in-person Ward World Championship in April 2022, which promises to generate revenue for and interest in the Ward Foundation and Museum, based on 2021 virtual event feedback.

Payroll is the largest portion of the Ward Foundation budget, and each year the budget accounts for cost-of-living adjustments for its scaled-down staff, and periodic raises. As such, there is an increase in payroll expenses of approximately 3% annually, including salary and staff benefits. This is important to the future of the Foundation because current wages and salaries are below market norms, and the Foundation has historically seen a high rate of turnover. Each year, the Foundation loses good staff to better paying opportunities, and in turn pays more to find new employees, and loses out on the benefit of continuity while growing programming. It is the Foundation's aim that it not be a stepping stone to other opportunities, but instead a place where careers are developed that benefit the Museum community.

Programmatic changes are reflected throughout the budgets—including an anticipated increase in interest in the Ward World Championship in FY22; the return of revenue-generating public programs such as adult classes and venue rentals in FY22, and subsequent growth of the same; and the addition of a new revenue-generating, mission-related event in FY22 and its subsequent growth.

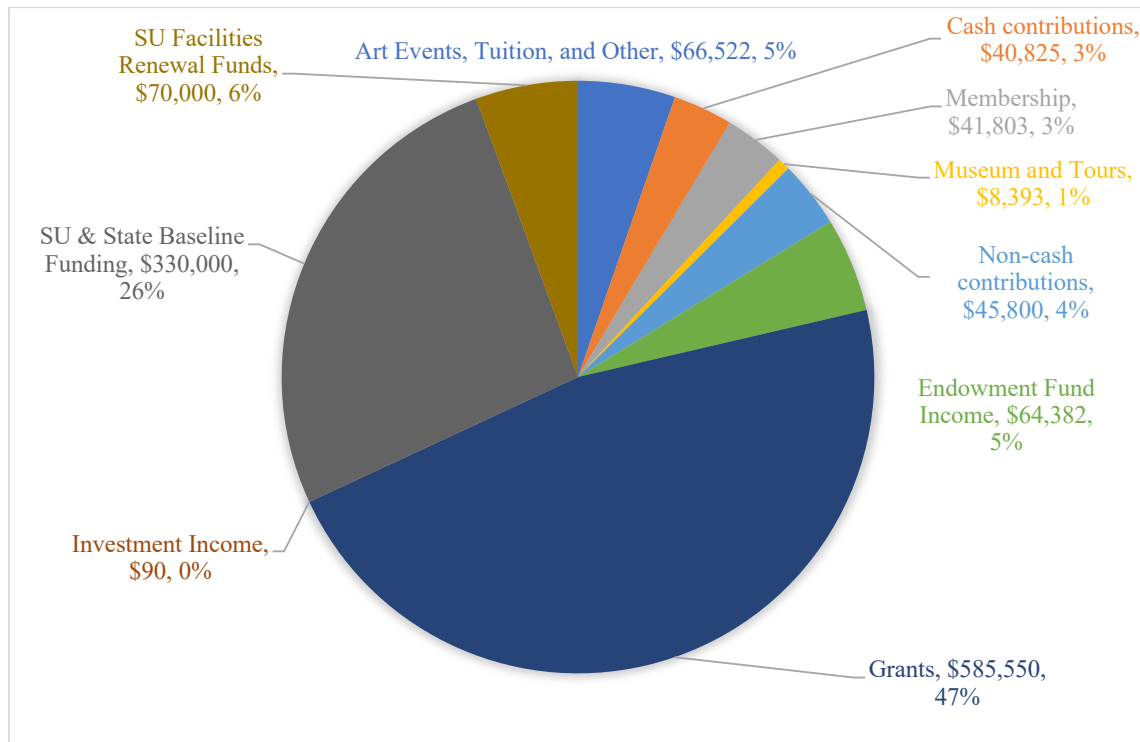
Also during FY22, administrative and marketing staff will develop a reinvigorated corporate sponsorship program, focused on tailored asks pairing potential supporters with exhibit and event themes. Additionally, the Foundation's IDEA (inclusion, diversity, equity, and accessibility) Committee will conduct an in-depth survey of members, visitors, and program participants—to better understand and engage our current audiences, and identify and engage new target audiences. This information will be useful for developing more targeted individual gift programs/campaigns and developing programming with broader reach in FY23 and beyond. Likewise, staff will be able to utilize information gathered through surveys to strengthen the Ward Museum membership program.

INCOME & EXPENSES

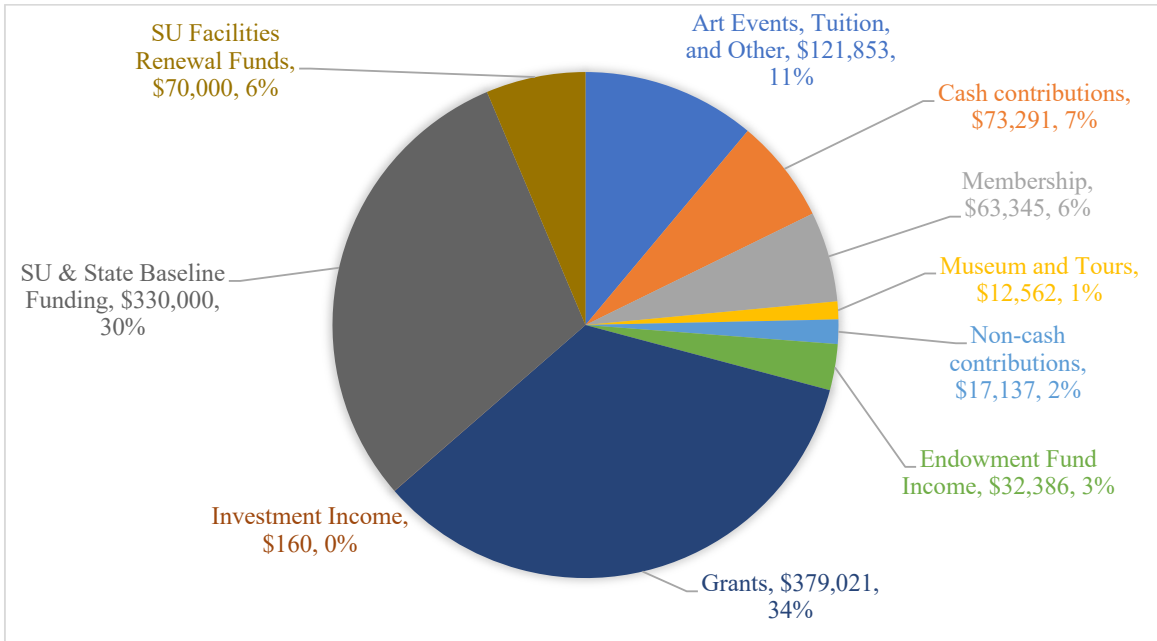
Income

Based on recent audited financial statements, income sources are as follows:

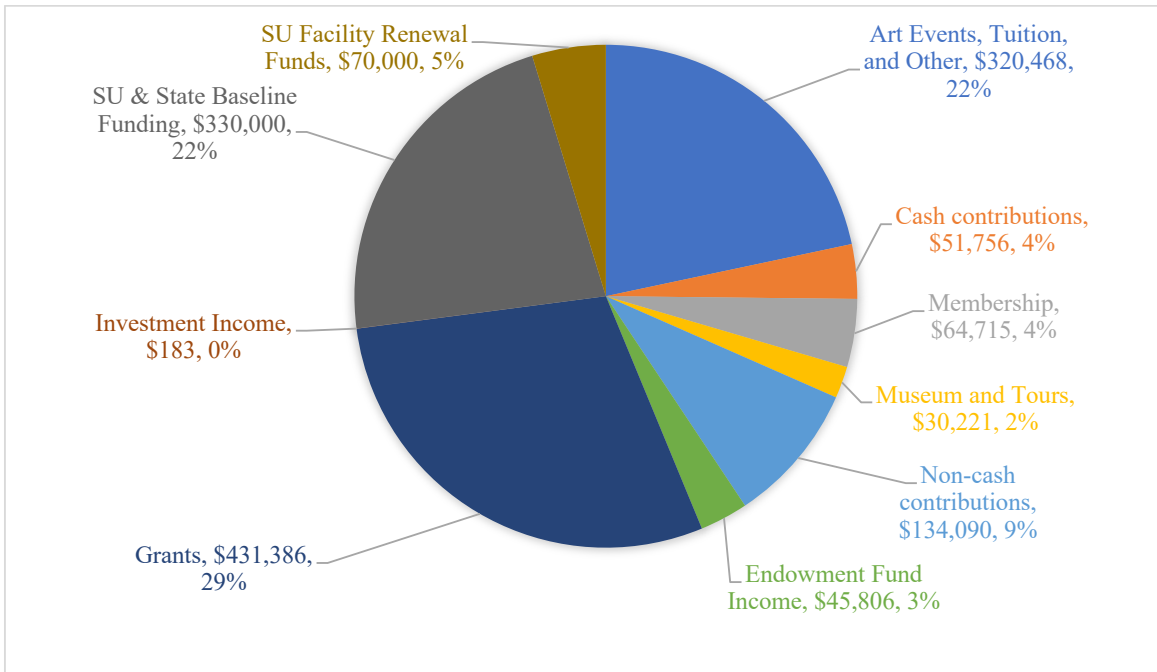
FY21



FY20



FY19



The Foundation receives the largest portion of its funding through grants (federal, state, local, and foundation), and it relies heavily on support from and through Salisbury University and the State of Maryland. In order to achieve a better balance of income, the Foundation must capitalize on opportunities for improvement in museum admission and tour sales, membership revenue,

and cash contributions. These will be areas of focus for the Foundation’s Development and Outreach Committee, new Fundraising Committee, and related staff. Development will benefit greatly from information gathered through the FY22 survey (see Financial Practices, above).

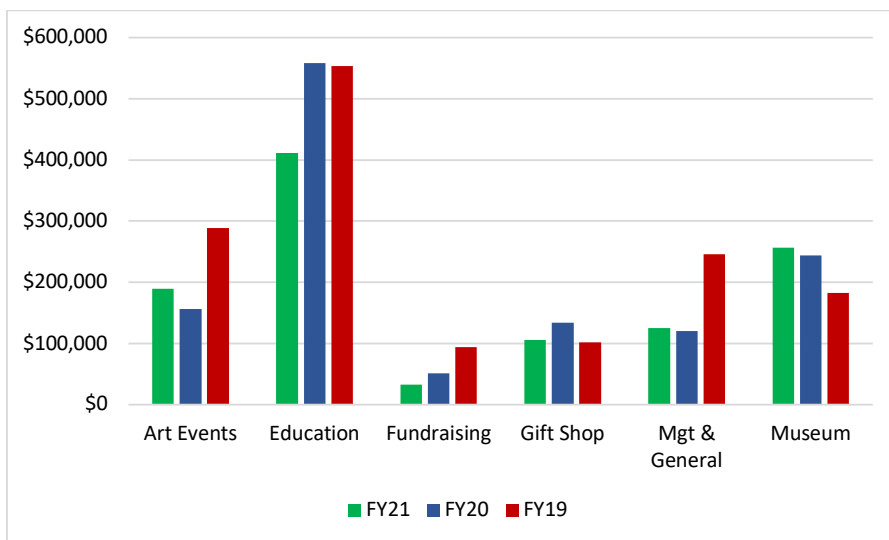
The Foundation will also foster growth in the area of “Art Events, Tuition, and Other”—which includes event ticket sales and education-related income—following increased interest in the Ward World Championship and the Ward Museum Photo Festival, the start of a new income-generating event (watercolor exhibition), and the return of in-person field trips and after-school programming, and adult classes.

Additionally, the Foundation will continue and grow annual fundraisers such as the Fall Migration Gala, decoy raffle, and targeted appeals.

Though not included in the above, Ward Museum volunteers are another major asset to the Foundation. In FY19 volunteers contributed 5,120 hours of service—the equivalent of nearly \$147,000 (using the 2019 value of \$28.65/hr via independentsector.org). In FY20, despite pandemic-related closure during the Foundation’s most labor-intensive event, volunteers contributed 2,905 hours of service, with a value of approximately \$86,000 (using the 2020 value). In FY21 volunteers contributed approximately 1,632 hours—a lower number than previous years due to restrictions on volunteer service during the pandemic. These hours are nevertheless valued at approximately \$47,000 (2021 value). The Volunteer Program Director has begun working with the Foundation’s Development & Outreach Committee in FY22 to expand and better engage the current volunteer pool, with an eye toward creative partnerships—e.g., with regional schools and universities, social clubs, and other pools that have been underutilized in the past.

Expenses

Based on recent audited financial statements, functional expenses are as follows:



In the recent past, education has been the Foundation's largest area of functional expense. In FY22 a multi-year Maryland State Department of Education grant-funded after-school program will come to an end; the grant is no longer being offered. Nevertheless, the Foundation plans to continue providing service to nearly equivalent numbers of students with new funding sources, leveraging partnerships to continue service in a way that will decrease expenses and administrative resources required, while maintaining impact.

Other areas of significant expense within the above are payroll (see Financial Practices, above), and expenses related to large events—such as the Ward World Championship, which was canceled in 2020 and made into a virtual event for 2021 due to the pandemic; these changes are reflected in the dollar amounts above. Program-related expenses such as these will be reviewed by the appropriate Foundation committees, to determine impact and financial sustainability (see Program Impact and Sustainability, below).

Broadly, the FY22 budget and FY23-26 projections were created with the idea of limiting expenses, given pandemic-related unreliability of income, and anticipated slow recovery from the pandemic.

CURRENT DEBT and PLAN for DEBT REDUCTION

At the end of FY18 the Ward Foundation, Inc. owed \$272,744 to three lines of credit. Beginning in FY19 the Foundation made a concerted effort to pay this down, and held a total of \$149,347.40 in line of credit and loan debt at the end of FY21. This is comprised of the following:

- One line of credit with the Bank of Delmarva, with a \$100,000 balance as of June 30, 2021
- One 10-year loan with Hebron Savings Bank with a \$49,347.40 balance as of June 30, 2021. This was termed out in April 2021 from a previous line of credit.

An additional \$100,000 line of credit is held at PNC Bank. This was paid off entirely in 2018 and currently has a \$0 balance.

In FY21 the Foundation received a second draw from the Paycheck Protection Program (PPP) for \$152,020.50, after a first loan was forgiven in FY21. The Foundation has applied for and anticipates PPP2 Loan (i.e., second draw) forgiveness in the first half of FY22.

The Foundation will begin paying principal in addition to interest on the Bank of Delmarva line of credit in July 2022, and anticipates a \$0 balance by the end of FY26 by maintaining a schedule approved by the Foundation's Finance Committee—including increasing principal payments over time, and putting \$8,250 toward the LOC each January and July. These, and additional payments beyond what is required to the Hebron Savings Bank loan (estimated \$2,500/yr. extra) beginning in FY23, are included in the expenses listed above (see Financial Practices). This schedule will result in a \$0 debt balance by June 30, 2026.

Based on these numbers, and the above budgets, the Ward Foundation will be able to begin forming a cash reserve for emergency use in FY23, and increase contributions to the same through FY26 and beyond.

USE OF FACILITY RENEWAL FUNDS

The Ward Museum was designed in 1990 and built in 1992, and ownership was transferred to Salisbury University in 2000. In order to better assist with the upkeep and maintenance of the museum and grounds, the Ward Foundation formed a Facilities Committee in FY19. This is comprised of the Facilities Director, Maintenance Assistant, two Board members, the Executive Director, and outside experts appointed at the discretion of the Foundation (currently this is Eric Berkheimer, Associate Vice President of Facilities and Capital Management, SU). This committee is tasked with the oversight of projects related to the Ward Museum building and grounds, in conversation with appropriate individuals and departments at SU. Members of the Facilities Committee have recently discussed relatively smaller repairs and upgrades that will greatly improve the Ward Museum, which can be accomplished primarily through use of Facilities Renewal Funds, generously provided on an annual basis by Salisbury University for upkeep of the museum. This list includes the following:

- *For completion in FY22:* Repairs and upgrades to enhance accessibility: automatic doors at the front entrance; re-graded entryway ramp (to decrease the slope); main public bathroom remodeling; creation of a deck ramp to allow access to the entire museum campus; and replacement wayfinding and interpretive signage outdoors
- *For completion in FY23-24:* Repairs and upgrades to create a more engaging museum: gallery renovations to remove and replace outdated elements (e.g., carpet on walls) and encourage interactivity; a new, electronic marquee to promote the museum and provide additional sponsorship opportunities; regraded lawn outside the Legacy Center to for safety and functionality

A prioritized list of these and other smaller projects was approved by the Foundation's Facilities Committee in June 2021, and the Foundation plans to carry these out using a combination of Facilities Renewal Funds and grant monies.

PROGRAM IMPACT and SUSTAINABILITY

In FY21 the Foundation created a new Strategic Plan for FY21-25 (see Addendum B), and revised foundation committees, which help to oversee staff and programming. The strategic plan was created following an in-depth visioning process led by an outside interpretive planning consultant. This included meetings and workshops with staff, board members, volunteers, selected stakeholders, and the broader public. The consultant's report from the visioning sessions was provided to the Foundation's Board of Directors, which created a Strategic Planning Committee that used the report to inform its next steps. The Strategic Planning Committee worked with Kevin Vedder (Associate Vice President for Human Resources, SU) to flesh out visioning session ideas, and apply them as appropriate to new guiding documents. Ultimately this resulted in a revised mission and vision, inaugural values, and the strategic plan (see Addenda B and C).

Relative to finances, the Foundation's revised committees are currently working to review programming and weigh impact vs. resources required and/or sustainability with strategic goals in mind. Some programs (e.g., the Silver Bells Quarter Auction) with low impact and many resources required are being cut in favor of institutional focus on programs with higher impact (e.g., field trips) and/or financial sustainability or near-term potential for such (e.g., photo festival). Programs that have potential for significant net income are similarly undergoing assessment to determine how to expand impact and income (e.g., venue rentals).

Throughout the remaining years in this strategic plan, committees will address all Museum programs and determine their viability against a metric-based impact and resources required. Programs demanding deep attention include the Ward World Championship Wildfowl Carving Competition and Art Festival, which celebrated its 50th anniversary in 2021, and the Museum's suite of educational programming, which has significant impact but requires the most staff time and costly resources. The Foundation will also weigh potential programming (e.g., an Eastern Shore watercolor exhibition) against an impact/net income or resources-required metric.

Beyond this, the Foundation will also assess its core self—its name, branding, Board of Directors membership, staff, and volunteer community—with finances in mind. Questions must be asked about the impact and financial sustainability of each of these areas, for example whether the name of the museum ("Ward Museum of Wildfowl Art, Salisbury University") presents barrier to deeper engagement with and investment by our regional community. These questions are being asked now by Foundation committees, especially the IDEA Committee and Development and Outreach Committee.

COMMUNITY IMPACT

Through its collective programs, the Ward Foundation has significant impact on its regional and cultural communities. In a non-pandemic year, the Ward Foundation engages over 20,000 student contacts of all ages (saving Wicomico County alone approximately \$40,000 annually, per the Wicomico County Board of Education). The Foundation works with and helps support 100+ teaching and professional artists, and the creative economy, through classes and consignment sales; and the Ward Museum sees 12,000+ visitors both in the museum and at off-site events created by the Foundation. This includes bringing 3,000-4,000 people to Ocean City, MD annually for the Ward World Championship, which helps boost the tourism economy during a shoulder season. A 2012 BEACON study found the Museum has a \$6.1M impact on the greater Salisbury region alone, and according to Wicomico County Tourism, the museum is the number one destination for bus tours to Wicomico County. The Ward Museum is designated a Chesapeake Bay Gateway by the National Park Service, a Certified Green Center (helping regional schools become certified Green Schools) by the Maryland Association for Environmental and Outdoor Education, and a Regional Interpretive Center by the Maryland Heritage Areas Authority. Since 2002 the Foundation has run the Lower Shore Traditions program, which makes the museum the Lower Eastern Shore's Folklife Center in the Maryland State Arts Council's Maryland Folklife Network—researching, documenting, and supporting the cultural heritage and traditions of the Shore.

Since the pandemic, the Foundation has represented the Eastern Shore at the National Folk Festival through its virtual Chesapeake Traditions Today documentary series. It has continued to provide free access to the arts and environmental education through a wide variety of virtual programming, and its virtual and hybrid events have helped to put Salisbury on the map for online visitors from around the world (see Capacity to Innovate, below).

In the coming years, the Foundation will capitalize on these successes, as it develops new partnerships and fundraising strategies.

CAPACITY to INNOVATE

All of the above changes will be possible because of the Foundation's growing capacity to innovate. During the pandemic in particular, the Ward Foundation's volunteer Board of Directors and creative staff have worked together to adapt and respond to unprecedented needs—demonstrating the ability to act nimbly and resourcefully.

Among major successes is the growth of the Ward Museum's online presence. Since the pandemic began, staff have created over 200 videos, now online between the Museum's Facebook and YouTube accounts. These include local folklife documentaries, environmental science lesson plans for children, crafts and story time for preschoolers, virtual art lessons with real take-home kits to follow along, talks on issues such as craft and social justice, virtual after school programming in partnership with Wicomico County, and more.

Thanks in part to hiring a Marketing & Communications Coordinator in FY20, in CY 2021 alone the Ward Museum's social media accounts have reached hundreds of thousands of people, and engagement has grown exponentially. As an example, just one live-streamed video of judging an in-person decoy contest during the virtual Ward World Championship in April reached more than 47,000 people (as of November 8, 2021)—meaning the Ward Museum of Wildfowl Art, Salisbury University name was also in front of these individuals. Another example in FY21, the Museum's photo festival went fully virtual and saw the biggest numbers in its ten-year history: 1,698 photos submitted by 384 artists from 14 countries. Staff will continue to grow the Ward Museum's virtual presence long after the pandemic, and integrate successful aspects of virtual programming into in-person exhibits, events, and education as a means of expanding inclusivity and engagement.

Staff have also made use of minimal resources to make major changes for in-person engagement—for example renovating the museum's Welcome Gallery, making it more modern with flexible use, for under \$4,000. And May-September, 2021, Exhibits staff were proud to present the Museum's first bilingual exhibit: "Las Aves," in Spanish and English.

Meanwhile, Board members have worked closely with the Executive Director to develop and build relationships with County and State representatives, in an effort to secure new sources of support. Prior to the pandemic, the Ward Foundation hosted members of the Eastern Shore delegation at a luncheon—an effort begun in conversation and cooperation with Eli Modlin (Chief of Staff, SU). The Foundation sought an increase in its annual allocation of State funds provided through Salisbury University, as there has been no increase since this funding began.

Follow-up meetings were held with State representatives, who were supportive; but unfortunately, efforts were stalled due to the pandemic. The Foundation will again seek this increase in the coming years, as well as support from Wicomico County, and other new potential sources of funding.

CONCLUSION

The Ward Foundation has the capacity to continue to respond to its needs and the needs of our communities with creativity. It will create lasting and meaningful impact by carrying out its mission, and growing in a thoughtful and sustainable manner. This plan outlines the recent history of Ward Foundation financials, and outlines a plan for the next five years—creating a stronger fiscal foundation for the organization by keeping expenses down, focusing on development, and better understanding, engaging, and serving stakeholders and target audiences. In this way, this plan will support the Ward Foundation into the future, and assure the longevity of the Ward Museum for the benefit of the Foundation, Salisbury University, and our communities.

Addendum A: FY22 Budget

Approved by the Ward Foundation Board of Directors on 06/17/21

July 2021 through June 2022

Cash Basis

Jul '21 - Jun 22

Ordinary Income/Expense	
Income	
43300 · Direct Public Grants	377,000.00
43400 · Direct Public Support	38,000.00
44500 · Government Grants	297,207.00
45000 · Investments	45,125.00
46400 · Other Types of Income	57,230.00
47200 · Program Income	116,500.00
49000 · Special Events Income	179,850.00
Total Income	1,110,912.00
Cost of Goods Sold	
50000 · COST OF GOODS SOLD	25,300.00
Total COGS	25,300.00
Gross Profit	1,085,612.00
Expense	
60300 · Awards and Grants	58,540.00
60900 · Business Expenses	730,017.00
62100 · Contract Services	40,000.00
62800 · Facilities and Equipment	66,962.00
65000 · Operations	104,851.00
65100 · Other Types of Expenses	75,476.00
68300 · Travel and Meetings	9,766.00
Total Expense	1,085,612.00
Net Ordinary Income	0.00
Net	0.00
Income	

Addendum B: FY23 – 26 Projections

Income	FY23	FY24	FY25	FY26
43300 - Direct Public Grants	377,000.00	382,000.00	382,000.00	382,000.00
43400 - Direct Public Support	60,000.00	67,250.00	75,525.00	84,987.50
44500 - Government Grants	274,500.00	260,650.00	266,457.50	269,930.38
45000 - Investments	45,125.00	45,125.00	45,125.00	45,125.00
46400 - Other Types of Income	62,450.00	67,944.50	70,268.69	72,696.75
47200 - Program Income	146,700.00	157,630.00	169,765.50	182,394.96
49000 - Special Events Income	173,510.00	183,001.25	189,019.11	193,738.53
Total Income				
Cost of Goods Sold				
50000 - Cost Of Goods Sold	(25,300.00)	(26,600.00)	(27,912.50)	(29,290.63)
Gross Profit	1,113,985.00	1,137,000.75	1,170,248.30	1,201,582.49
Expense	FY23	FY24	FY25	FY26
60300 - Awards and Grants	58,540.00	58,540.00	58,540.00	58,540.00
60900 - Business Expenses	751,008.51	772,379.77	794,649.66	817,587.65
62100 - Contract Services	42,500.00	44,500.00	44,500.00	44,500.00
62800 - Facilities and Equipment	69,484.00	69,506.44	69,529.33	69,552.68
65000 - Operations	98,051.00	98,765.00	99,493.28	100,236.13
65100 - Other Types of Expenses	81,427.00	81,627.00	81,627.00	81,627.00
68300 - Travel and Meetings	10,907.65	11,155.34	11,409.22	11,669.46
Total Expense	1,111,918.16	1,136,473.55	1,159,748.49	1,183,712.92
Added to Operating Reserve	2,066.84	527.20	10,499.81	17,869.57

Addendum C: Ward Foundation Strategic Plan for FY21-25

1. Increase the impact of the Ward Museum in its regional and programmatic communities.
 - a. Develop and implement evaluation procedures for all major programs.
 - b. Assess programming to determine its impact versus cost, and adjust programs accordingly.
 - c. Assess the economic impact of the Ward Museum on the greater Salisbury, MD region (update to 2011-12 BEACON study).
 - d. Clearly articulate and demonstrate the impact of the work of the Ward Museum through both qualitative and quantitative measurements gained through the above.
 - e. Create and enact a plan for sustainable growth in the area of Museum impact.
2. Develop a more inclusive and accessible Ward Museum.
 - a. Identify gaps in representation, and target audiences and communities left out of current programming and operations. These may include communities associated by race, ethnicity, and/or national origin; gender identity or expression; sexual orientation; age; learning styles; disabilities; and other areas to be defined.
 - b. Achieve and maintain greater diversity on the Ward Foundation Board of Directors, and among staff and Ward Museum volunteers.
 - c. Create exhibits and other programming more representative of Ward Museum stakeholders and target audiences.
 - d. Create accessible, interactive, and engaging exhibits and programming, both in-museum and through increased online presence (website and social media).
3. Strengthen community engagement and community partnerships.
 - a. Identify and increase engagement with local and regional target communities.
 - b. Strengthen the Ward Museum's network of community partners such as regional museums, and arts and environmental organizations, to lift all boats.
 - c. Strengthen and expand the Ward Museum's programs with Salisbury University faculty, staff, and students, creating more varied and meaningful opportunities for engagement and learning.
4. Strengthen the financial sustainability of the Ward Museum, and relationships with donors and members.
 - a. Assess the health of the membership and corporate sponsorship programs, and determine necessary changes.
 - b. Increase membership numbers and member retention rates.
 - c. Strengthen corporate sponsorship programs and work to develop strong relationships with corporate and community supporters.
5. Enhance operational agility.
 - a. Implement and strengthen succession planning for staff.
 - b. Strengthen workforce development in order to reduce turnover, create stronger programming, and allow for both intra- and inter-departmental transitions as needed.

- c. Strengthen volunteer recruitment, training, and enrichment activities, and achieve greater retention of existing volunteers.
- 6. Review the Ward Foundation Strategic Plan annually, to determine areas in need of adjustment, in order to better respond to Ward Museum and stakeholder/community needs.

Addendum D: Mission, Vision, Values

Mission (accepted by Ward Foundation Board of Directors 01/23/20)

The Ward Museum creates spaces and opportunities for learning about artistic traditions, community heritage, and connections to the natural environment.

Vision (accepted by WF BOD 04/23/20)

The Ward Museum's vision is to be a leader at the crossroads of the arts, heritage conservation, environmental education, and community service. We create inspirational, innovative, and accessible exhibits, educational programs, and public events that build on the legacy of pioneering decoy makers Lem and Steve Ward.

Values (accepted by WF BOD 05/14/20)

- We value the wellbeing of our community, and believe that the arts, access to nature, and connection to heritage are vital for maintaining community health.
- We value diversity and inclusion, knowing that we all benefit from better understanding and appreciation of the cultures and peoples with whom we share our communities.
- We value the creative process, and know that the arts, including wildfowl art, not only make our world more beautiful, but encourage creative thinking, constructive problem solving, and effective communication.
- We value sustainability and environmental education, and the role these play in creating a viable future.
- We value material culture and intangible expressions of heritage as ways to convey meaning about our varied pasts and shared future.
- We value collaboration and know that we all benefit from shared ideas and resources.

Addendum E: Audited financial statements for FY21 and FY20

THE WARD FOUNDATION, INC.
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2021 and 2020

	2021	2020
ASSETS		
Current assets		
Cash	\$ 249,860	\$ 155,186
Accounts receivable	-	2,207
Pledges receivable, net	2,138	42,649
Grants receivable	112,082	21,761
Prepaid expenses and other assets	4,666	8,022
Inventory	25,109	35,118
Total current assets	393,855	264,943
Investments, at fair value	127,897	44,400
Fixed assets		
Construction in progress	15,702	19,525
Automobile	19,052	19,052
Furniture and fixtures	231,984	231,984
Equipment	110,904	78,868
Nature trail improvements	13,210	13,210
Total fixed assets	390,852	362,639
Less: accumulated depreciation	(299,599)	(270,929)
Net fixed assets	91,253	91,710
Other assets		
Art collection for sale, at fair value	16,360	55,895
Pledges receivable	2,763	4,042
Total other assets	19,123	59,937
Total assets	\$ 632,128	\$ 460,990

The Notes to Financial Statements are an integral part of these statements.

THE WARD FOUNDATION, INC.
STATEMENTS OF FINANCIAL POSITION
 (continued)
JUNE 30, 2021 and 2020

	2021	2020
LIABILITIES AND NET ASSETS		
Current liabilities		
Current portion of long-term debt	\$ 160,095	\$ 508,243
Line of credit	100,000	181,467
Accounts payable	86,459	80,976
Accrued payroll	26,418	27,256
Compensated absences	28,257	28,945
Refundable advances	38,737	65,113
Deferred revenue	27,112	34,724
Total current liabilities	467,078	926,724
Long-term liabilities		
Long-term debt, less current portion	41,273	-
Assets held on behalf of others	31,461	61,288
Total long-term liabilities	72,734	61,288
Total liabilities	539,812	988,012
NET ASSETS (DEFICIT)		
Without donor restrictions	63,674	(555,664)
With donor restrictions	28,642	28,642
Total net assets (deficit)	92,316	(527,022)
Total liabilities and net assets	\$ 632,128	\$ 460,990

The Notes to Financial Statements are an integral part of these statements.

THE WARD FOUNDATION, INC.**STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021**

	Without Donor Restriction	With Donor Restriction	Total
PUBLIC SUPPORT AND REVENUE:			
Contributions - cash	\$ 40,825	\$ -	\$ 40,825
Contributions - non-cash	45,800	-	45,800
Grants	585,550	-	585,550
Salisbury University:			
Baseline funding	330,000	-	330,000
Additional funding	70,000	-	70,000
Membership investment	41,803	-	41,803
Art events, tuition and other	66,522	-	66,522
Museum and tours	8,393	-	8,393
Investment income (loss)	90	-	90
Endowment fund income	64,382	-	64,382
Total support and revenue	1,253,365	-	1,253,365
EXPENSES:			
Program services:			
Art events	189,778	-	189,778
Museum	256,542	-	256,542
Education	411,755	-	411,755
Gift shop	105,924	-	105,924
Supporting services:			
Management and general	124,807	-	124,807
Fundraising	33,004	-	33,004
Total expenses	1,121,810	-	1,121,810
NON-OPERATING INCOME (EXPENSE)			
Transfer to Salisbury University	(45,800)	-	(45,800)
Gain on sale of assets	25,340	-	25,340
PPP loan forgiveness	129,200	-	129,200
Bridge Loan Salisbury University forgiveness	379,043	-	379,043
Total non-operating income (expense)	487,783	-	487,783
Change in net assets	619,338	-	619,338
Net assets (deficit), beginning of year	(555,664)	28,642	(527,022)
Net assets (deficit), end of year	\$ 63,674	\$ 28,642	\$ 92,316

The Notes to Financial Statements are an integral part of this statement.

THE WARD FOUNDATION, INC.**STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020**

	Without Donor Restriction	With Donor Restriction	Total
PUBLIC SUPPORT AND REVENUE:			
Contributions - cash	\$ 73,291	\$ -	\$ 73,291
Contributions - non-cash	17,137	-	17,137
Grants	379,021	-	379,021
Salisbury University:			
Baseline funding	330,000	-	330,000
Additional funding	70,000	-	70,000
Membership investment	63,345	-	63,345
Art events, tuition and other	121,853	-	121,853
Museum and tours	12,562	-	12,562
Investment income (loss)	160	-	160
Endowment fund income	32,386	-	32,386
Total support and revenue	1,099,755	-	1,099,755
EXPENSES:			
Program services:			
Art events	156,693	-	156,693
Museum	244,095	-	244,095
Education	558,658	-	558,658
Gift shop	133,826	-	133,826
Supporting services:			
Management and general	120,663	-	120,663
Fundraising	50,867	-	50,867
Total expenses	1,264,802	-	1,264,802
Transfer to Salisbury University	16,950	-	16,950
Change in net assets	(181,997)	-	(181,997)
Net assets, beginning of year	(373,667)	28,642	(345,025)
Net assets, end of year	\$ (555,664)	\$ 28,642	\$ (527,022)

The Notes to Financial Statements are an integral part of this statement.

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

TOPIC: University System of Maryland: Report on FY 2021 Procurement Contracts

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2021

SUMMARY: The USM Policy on Approval of Procurement Contracts requires that contracts of \$1 million to \$5 million, and emergency and expedited procurement contracts of \$5 million or more, shall be reported to the Committee on Finance.

Attached is the report of the procurement contracts awarded during Fiscal Year 2021 (July 1, 2020 - June 30, 2021). As provided in the policy, the report does not include construction contracts for capital projects approved by the Board of Regents, sponsored research/education contracts and grants, and contracts pertaining to interests in real property.

Thirty-nine contracts have been awarded that meet the reporting requirements totaling \$71.5 million. Of these, there were four emergency contracts related to COVID-19 pandemic services and supplies. Of the total dollars awarded, 41% of the contracts were awarded to Maryland firms. The MBE participation on these contract awards was 8%.

ALTERNATIVES: This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION

DATE: 12/2/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**USM Procurements Between \$1 million and \$5 million
For Fiscal Year 2021**

<u>Inst.</u>	<u>Description of Procurement</u>	<u>Category</u>	<u>Method</u>	<u>Award</u>	<u>Amount</u>	<u>Fund Source</u>	<u>In- State</u>	<u>% MBE</u>
CSU	Housekeeping Services	Maintenance	Competitive Sealed Proposal	WFF Facilities Services	\$1,703,577	Current Unrestricted	No	20%
CSU	Food Services	Services	Competitive Sealed Proposal	Thompson Hospitality	\$3,300,000	Auxiliary Funds	No	10%
CSU	Desktop and Laptop Computers Campus-wide	Supplies & Equipment	Cooperative Agreement	Daly Computers, Inc.	\$1,617,603	Current Unrestricted	Yes	0%
CSU	HVAC Services	Maintenance	Cooperative Agreement	Johnson Controls, Inc.	\$1,045,617	Current Unrestricted	Yes	20%
CSU	Surveillance Equipment Campus-wide	Supplies & Equipment	Cooperative Agreement	Daly Computers, Inc.	\$1,200,028	Cares Act: HBCU Support	Yes	0%
UMB	Roof Replacement for 19-311 SSW and 19-314 HS/HSL	Maintenance	NCPA Cooperative Contract	Tecta America	\$1,226,191	Major Repairs & Maintenance & ARB	Yes	30%
UMB	School of Pharmacy Electrical System Renewal	Maintenance	Competitive Sealed Bid	Cynergy Electric Company, Inc.	\$3,114,713	Major Repairs & Maintenance	Yes	10%
UMB	Automatic Temperature Control / Building Automation System	Maintenance	Competitive Sealed Bid	Siemens	\$1,281,521	Building Maintenance	Yes	0%
UMB	Chiller Maintenance and Open & Water Treatment Service	Maintenance	OMNIA Partners Cooperative Contract	Boland	\$1,186,113	Building Maintenance	Yes	0%
UMB	Cisco Network Equipment	IT Sup/Equipment	State Contract	Disys Solutions Inc	\$1,001,681	General Revolving	No	0%
UMB	Library Journal Subscriptions	Supplies and Equipment	UMCP Contract	EBSCO Information Services	\$2,112,789	State Operating	No	0%
UMB	COVID-19 Hotline	Services	Emergency	Managed Care Advisors	\$1,351,411	General Revolving	Yes	100%
UMB	COVID Test Collection Kits	Supplies and Equipment	Emergency	Qiagen, LLC	\$2,245,000	General Revolving	No	0%
UMB	COVID Sample Collection Kits	Supplies and Equipment	Emergency	Qiagen, LLC	\$2,152,178	Service Center Operating	No	0%
UMBC	Landscaping Services	Maintenance	Competitive Sealed Proposal	Brightview	\$1,199,256	Operational	No	0%
UMBC	Elevator Maintenance	Maintenance	Cooperative Contract	Schindler Elevator	\$2,040,000	Operational	No	0%
UMCP	Produce for Dining Services	Supplies & Equipment	Competitive Sealed Proposal	Coastal Sunbelt Produce, Co.	\$4,800,000	Auxiliary	Yes	0%
UMCP	Salisbury University-Court Plaza Housing Complex	Architectural	Sole Source	Design Collective, Inc.	\$4,182,483	Plant, Service Center (SelfSupp)	Yes	20%
UMCP	Animal Sciences Wing 2 Pilot Plant Building renovation	Maintenance	Competitive Sealed Proposal	Jeffrey Brown Contracting, LLC.	\$1,657,487	Plant, Capital Project (St/NonBud)	Yes	29%
UMCP	Scientific Equipment-Electron Microscope	Supplies & Equipment	Cooperative Purchase	Olympus America, Inc.	\$1,115,252	Plant, Capital Project (St/NonBud)	No	0%
UMCP	Consulting Services-audit	Services	Competitive Sealed Bid	CliftonLarsonAllen, LLC.	\$1,385,175	State Operating	No	0%
UMCP	Microsoft enterprise agreement for faculty, staff, students	IT Software/Hardware	Cooperative Purchase	Bell Techlogix, Inc.	\$1,485,938	State Operating	No	0%
UMCP	Intercollegiate Athletics Participant Accident Coverage	Services	Purchase Off of State Contract	RCM&D, Inc.	\$1,150,000	State Operating	Yes	0%
UMCP	Kuali Research Licenses FY2022-2024	IT Software/Hardware	Sole Source	Kuali, Inc.	\$1,188,653	Current Unrestricted	No	0%
UMCP	Cole Field House Audio Visual package	Supplies & Equipment	Cooperative Purchase	Audio Visual Innovations, Inc.	\$2,575,483	Plant, Capital Project (SelfSupp)	No	0%
UMCP	Vehicle probe data as part of Eastern Transportation Coalition	Services	Simplified Procurement Non-Competitive	Here North America, LLC.	\$1,372,140	Restricted, C&G Private	No	0%
UMCP	Cole Field House Kitchen and Dining Equipment	Supplies & Equipment	Cooperative Purchase	Gill Group, Inc.	\$1,733,448	Plant, Capital Project (SelfSupp)	Yes	0%
UMCP	Wifi equipment for South Campus Commons	IT Software/Hardware	Cooperative Purchase	CDWG	\$1,192,404	Plant Reserves (St/NonBud)	No	0%
UMCP	Furniture-New Residence Hall North	Supplies & Equipment	Preference Provider	MCE	\$1,151,027	Auxiliary	Yes	0%
UMCP	Salesforce software licenses and cloud services	IT Software/Hardware	Sole Source	Salesforce.com, Inc.	\$1,171,909	State Operating	No	0%
UMCP	HVAC Services at House #4	Maintenance	Competitive Sealed Proposal	W.L. Gary Company, Inc.	\$1,024,400	Auxiliary	No	18%
UMCP	COVID-19 rapid testing for ICA sporting event participants	Services	Emergency	Bio-Reference Laboratories, Inc.	\$1,267,460	Auxiliary	No	0%
UMCP	UMES Natural Gas Mechanical Conversion	Maintenance	Cooperative Purchase	Paige Industrial Services, Inc.	\$1,544,261	Plant, Service Center (St/NonBud)	Yes	15%
UMCP	PowerEdge XE7420 IT Equipment	IT Software/Hardware	Cooperative Purchase	Dell Marketing LP	\$1,071,074	Restricted, C&G Private	No	0%
UMES	Management of Food Dining Services	Service	Competitive/Contract Renewal	Thompson Hospitality	\$4,500,000	Auxiliary Unrestricted	No	4%
UMES	Utilities/Electrical Energy	Utility	Co-op Purchase/Contract Renewal/State Contract	Washington Gas Energy Services	\$3,000,000	State Unrestricted	No	0%
UMGC	Adobe Experience Manager Cloud Implementation	Services	Competitive Sealed Proposal	Bounteous Inc.	\$1,697,660	Current Unrestricted	No	0%
UMGC	Virtual Learning Environment-Cyberapolis	IT Software/Hardware	Cooperative Purchase	The University of Arizona	\$2,363,685	Current Unrestricted	No	0%
UBalt	HVAC Maintenance	Maintenance	Competitive Sealed Proposal	Crockett Facilities Services	\$1,053,490	Institutional Funds	Yes	45%



**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, November 8, 2021. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Beams, Gooden, Johnson, Leggett, Oludayo, Pringle, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom: Dr. Alvarez, Dr. Amoussou, Dr. Andersen, Ms. Bainbridge, Dr. Beise, Dr. Bishop, Dr. Bowden, Dr. Coleman, Dr. Foust, Dr. Goodman, Dr. Hann, Ms. Harper, Dr. Johnson, Dr. Kannan, Dr. Konana, Dr. Lee, Ms. Marano, Dr. Mathias, Mr. McDonough, Mr. Muntz, Dr. Niemi, Dr. Olmstead, Ms. Pomietto, Dr. Reitz, Dr. Rous, Dr. Sanford, Dr. Shapiro, Mr. Skevakis, Dr. Tatum, Dr. Ward, and Ms. Wilkerson.

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

Action Items

New Academic Program Proposal

University of Maryland, College Park: Doctorate of Business Administration

Dr. Betsy Beise, Associate Provost, and Smith School of Business Dean Prabhudev Konana, Associate Dean P.K. Kannan, and Associate Dean Rebecca Hann presented the proposal for the University of Maryland, College Park to establish a Doctorate of Business Administration (DBA). The DBA is a practitioner-oriented professional doctoral-level degree designed for senior executives and researchers in industry and government for whom advanced research skills in analyzing business problems are required. The DBA is structured to provide more advanced skills in leadership and problem-solving than one would earn in a master's degree, while also providing a more practical application than would be present in a Ph.D. program. The initial areas of focus/specialization for this cohort-based program will be in information systems, marketing, and finance. Cohorts are anticipated to include 5-10 students in each area and to draw primarily from corporate partners in the Washington, DC area. The program consists of 54 credits, including a minimum of 12 credits of capstone project research. Students who enter the program with a master's degree can meet the requirements with 30 credits. Typically, however, students will take 42 credits in research tools and methodologies, courses in the student's major field of study, and practice-focused elective courses. A capstone project research will address real-world applications in business or government. The program will also develop and build upon skills that students will continue to use throughout their subsequent careers as leaders in federal and state government agencies, financial institutions, and beyond. The Bureau of Labor Statistics indicates that our region (DC-VA-MD-WV) is one of the top metropolitan areas for employing executive-level management level positions.

Currently, UMGC offers a Doctor of Business Administration that is an online, part-time program with content that is more broadly focused on business intelligence, ethics, and complex decision-making and does not have the in-depth focus areas identified in UMD's proposal. Capitol Tech and Morgan State University offer Ph.D.s in business administration. Unlike Ph.D. programs, the DBA is a practitioner-based

program for working professionals with related career goals. In response to a regent's question, while UMCP's program would target execs in business and industry, Morgan's program has a teaching focus for work in academia. Chancellor Perman also noted that this proposal follows the trend of newly created professional doctorates. 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 the University of Maryland to offer a Doctorate of Business Administration. The motion was moved by Regent Gooden, seconded by Regent Wood, and passed unanimously.

Information Items

Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report

Mr. Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data & Analytics presented the first enrollment update for the fall semester and fiscal year. This annual report offers the regents an overview of the fall undergraduate, graduate, and first-professional students' enrollment for the System and each institution. Enrollment in the USM is guided by the Policy on Enrollment III-4.10 and led by enrollment management executives on the campuses.

Highlights include:

- Preliminary Fall 2021 headcount enrollment of 164,797 was down by 3.2% students compared to Fall 2020. An increase at UMCP helped minimize the overall decrease.
- The FY 2021 total of 125,961 full-time equivalent (FTE) students was estimated to be -4,275 FTE lower than last fiscal year. Excluding UMGC, USM's FTE estimate of 90,557 was a decrease of -2,183 FTE compared to FY 2021.
- First-time, full-time students increased by 1,131 in Fall 2021 over Fall 2020. The increase was primarily attributed to UMCP, UMBC, Towson, and UMGC. Salisbury enrolled the same number, and there were decreases at all other institutions including Coppin, Bowie, Frostburg, UMES, and UBalt.
- Undergraduate (part-time and full-time) enrollment was lower; graduate enrollment was also down, but this was mainly due to a decrease in part-time students. However, full-time graduate students increased at UMCP, UMBC, UMB, and FSU.
- Total enrollment of 10,794 at the USM's Historically Black Institutions decreased 4% (or 450 students) compared to Fall 2020.
- Fall 2021 changes were mixed; 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.
- USM recovered almost 1,000 students who "stopped out" in Fall 2020 and returned in Fall 2021
- 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.
- Nationally, 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.

- Maryland high school graduates are projected to remain stable due to growth in LatinX and Asian populations.
- 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.

Mr. Muntz went into more details on many of the points above. Subsequent discussion included:

- Regent Gooden's request to explore the steady enrollment decline at Coppin State University. What are the root cause(s) of the decline, efforts to reverse the decline, what USM and the Board of Regents can do to slow or stop the decline? Dr. Michael Bowden, Assistant Vice President, Coppin State, noted that they, too, are concerned and working on it. Dr. Bowden will consult with the provost and return to engage with the regents on this issue. Mr. Muntz noted that while enrollment remains a concern, Coppin's graduation rates have doubled.
- Although data do show a steady number of high school graduates due to increases in the LatinX population, a sizeable portion of all high school graduates (many from underrepresented minority groups) do not go to college. Chancellor Perman noted that he has and we all should begin exploring ways to help establish a college-going culture for those students – helping ensure they are interested in and prepared for postsecondary education.
- A request to explore why USM's HBCUs are not following the national trend of increased enrollment at HBCUs (Regent Leggett) and, overall, HBCU enrollment over the last five years (Regent Gooden).

PK-20 Pipeline Issues

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, presented on partnerships between PreK-12 and higher education. USM's strategic planning process has prioritized a commitment to building a diverse academic community to prepare leaders for a global economy and an increasingly diverse world. We need to be intentional about removing educational barriers and designing pathways and programs that will support lower income and first-generation students becoming college-ready and enrolling in our institutions. USM's P-20 commitment has focused on building bridges between the PreK-12 schools and postsecondary education through collaborating on college readiness standards in high school; outreach to schools, students, and systems; strengthening teacher preparation; and developing pipelines into postsecondary programs. The USM must consider:

- What kinds of investments can we make in our local schools to support local teachers and mentor young students in the pipeline?
- How can we address the disconnect between students' academic talents and their college attendance, especially students who have been disadvantaged by barriers in the college access?
- How can we identify and scale successful outreach programs at our USM institutions?
- How can we increase transparency about college admissions, financial aid, and pathways to the public colleges and universities in Maryland?

Dr. Shapiro noted that USM direct outreach and engagement with public schools is critical to our ability to meet USM's strategic plan goals and priorities and that:

- Pipeline development requires sustained commitment;
- Pipeline development is a critical part of any commitment to diversity, equity and inclusion;

- Pipeline development requires collaboration with schools and school districts: we need to be responsive to their priorities; and
- Evidence-based interventions can inform effective policy.

To move these efforts along, USM:

- Has applied for an Abell Foundation seed grant to examine how to expand USM's pipeline programs.
- Will further explore pipeline development during a spring education forum for the full BOR to (1) recognize existing campus pipeline programs, (2) identify national evidence-based promising programs, and (3) listen to Maryland school leaders.

Dr. Shapiro further described former and current pipeline programs, discussed how Maryland's recent Blueprint for Education, with an investment of over \$4 million in education, opens doors for substantial collaboration with K-12 via dual enrollment and teacher preparation pathways. The Blueprint is guided by the Accountability and Implementation Board (AIB) on which Regent Leggett sits to represent all of higher education. Regent Leggett agreed to share more details with Ed Policy and Student Life as that work moves forward and is cleared for public discussions.

Regent Wood congratulated Dr. Perman on his leadership on the creation of the CURES Program, which is a hallmark pipeline program at the University of Maryland, Baltimore.

Regent Smarick asked to further explore high school graduation requirements and a bridge program designed to help graduates be successful.

Articulation Efforts at USM Institutions

Dr. Joann Boughman and campus provosts shared details on articulation efforts across the University System of Maryland. Over 60% of students transfer to a USM institution from community colleges or four-year institutions. Most of those transfers are guided by articulation agreements, which document pathways between two or more colleges or universities and their academic programs. Dr. Boughman described the USMO-led efforts to enhance the articulation transfer system (ARTSYS), which helps facilitate these smooth transitions. Currently, there are approximately 770 articulation agreements across USM institutions mostly guiding transfer from two-year to four-year institutions.

Provost Nancy Niemi (UMES), Provost Melanie Perreault (Towson), Interim Provost Catherine Andersen (UBalt), and Interim Provost Mike Mathias (Frostburg) shared details of their schools' articulation efforts which span a number of academic disciplines; are with public and private institutions; cross state lines; are joint with most of the community colleges in the state; involve USM regional centers; and include graduate and professional programs. The provosts noted that, in most cases, transfer students are graduating at rates equal to or higher than those of native students. These partnerships are constantly evolving and growing to meet the needs of the sending and receiving institutions.

Questions or comments included:

- Are we sufficiently leveraging the Universities at Shady Grove in these efforts? (Gourdine) Chancellor Perman noted there are always opportunities for growth, but that the ACES program is steeped in the ideas of preparation, readiness, and transfer and is highly successful.
- Regent Wood noted that advertising and outreach are important in ensuring these efforts are known. Vice Chancellor for Communications and Marketing, Tim McDonough, agreed and also noted the importance of grass roots efforts, as consistent implementation of marketing is too resource-intensive for some institutions.

- Chair Gourdine noted that these efforts are key in creating more affordable options for attendance, as students pay a four-year tuition for fewer years when they enter with credits.

Report on the Instructional Workload of the USM Faculty - (AY 2020-2021)

Dr. MJ Bishop, Director of the Kirwan Center for Academic Innovation and Associate Vice Chancellor, presented the report on the workload of the USM faculty for the 2020-2021 academic year. This is the third of a multi-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy approved by the Board of Regents in June 2019. We are close to having all institutions accounted for in this report. The report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- Despite the extraordinary circumstances during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment.
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced mirrors the unique missions of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36%.
- Full-time tenured/tenure-track faculty carried the largest load at the upper-division undergraduate and graduate levels as compared to all other faculty types.
- Average student credit hour production for core instructional faculty was down somewhat from last year but on par with the previous 4 years.
- The number of bachelor's degrees awarded continued to increase in 2020-21. Across the institutions reported here there was a USM record 27,678 bachelor's degrees awarded.
- Four-year undergraduate graduation rates improved again in 2020-21 to the best performance since this measure was first tracked. Six-year graduation rates decreased slightly.
- Faculty publication and scholarship continued at high levels and at appropriate levels according to faculty type.
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over last year.

Ultimately, faculty workload is keeping pace with enrollment. Dr. Bishop, Chancellor Perman, and the regents thank the faculty for their dedication.

Notification of Awards: Regents Scholars – Academic Year 2021-2022 and Elkins Professorships – FY 2022

This topic is being deferred until a future meeting.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Johnson, seconded by Regent Gooden, and unanimously approved. Regent Gourdine adjourned the meeting at 11:47 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair



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

TOPIC: New Academic Program Proposal:
University of Maryland, College Park: Doctorate of Business Administration

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Doctorate of Business Administration (DBA). The DBA is a practitioner-oriented professional doctoral-level degree designed for senior executives and researchers in industry and government for whom advanced research skills in analyzing business problems are required. The DBA is structured to provide more advanced skills in leadership and problem-solving than one would earn in a master's degree, while also providing a more practical application approach than would be part of a Doctor of Philosophy program. The initial areas of focus for this cohort-based program will be in information systems, marketing, and finance. Cohorts are anticipated to include 5-10 students in each area and to draw primarily from corporate partners in the Washington, DC area.

The program consists of 54 credits, including a minimum of 12 credits of capstone project research. Students who enter the program with a master's degree can meet the requirements with 30 credits. Typically, however, students will take 42 credits in the following categories: research tools and methodologies (10–12 credits), courses in the student's major field of study (22–24 credits), and practice-focused elective courses (10–12 credits). The capstone project research will address a real-world applications in business or government. The program will also develop and build upon skills that students will continue to use throughout their subsequent careers as leaders in organizations and industries.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposals from University of Maryland, College Park to offer the Doctorate of Business Administration.

COMMITTEE RECOMMENDATION: Approval DATE: November 8, 2021

BOARD ACTION: DATE:

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



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

September 23, 2021

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL.
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Doctorate of Business Administration program. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

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

Sincerely,

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

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

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Jennifer King Rice, Senior Vice President and Provost
Prabhudev Konana, Dean, Robert H. Smith School of Business

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Business Administration
Title of Proposed Program

Doctor of Business Administration
Award to be Offered

Fall 2022
Projected Implementation Date

050101
Proposed HEGIS Code

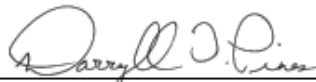
52.0201
Proposed CIP Code

Robert H. Smith School of Business
Department in which program will be located

Rebecca Hann
Department Contact

301-405-7132
Contact Phone Number

rhann@umd.edu
Contact E-Mail Address


Signature of President or Designee

09-23-2021
Date

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

Description. The Robert H. Smith School of Business at the University of Maryland, College Park (UMD), proposes to revive its program leading to the Doctorate of Business Administration (DBA), last offered in the mid-1980's. The DBA is a practitioner-oriented professional doctoral-level degree designed for senior executives and researchers in industry and government for whom advanced research skills in analyzing business problems are required. Rapid developments in technology, big data and artificial intelligence, and machine learning techniques, are all impacting traditional and digital marketplaces and leading to innovative business and financial models. There is a growing demand for senior executives who have a deeper understanding of these developments and the ability to apply them in the corporate world. In 2013, the Association of Collegiate Schools of Business (AACSB), the national accrediting body for schools of business, highlighted the need for programs that provide advanced skills, those refined through doctoral education, to the corporate economic sector. The proposed DBA is structured to provide more advanced skills in leadership and problem-solving than one would earn in a master's degree, while also providing a more practical application approach than would be part of a Doctor of Philosophy program such as that currently offered by the Smith School or at other Maryland institutions. The initial areas of focus for this cohort-based program will be in information systems, marketing, and finance. Cohorts are anticipated to include 5-10 students in each area and to draw primarily from corporate partners in the Washington, DC area.

Relation to Strategic Goals. The University's mission statement highlights the institution's role as the flagship campus and one of the country's first land-grant universities. As such, UMD's mission statement sets a goal to "*continue to build a strong, university-wide culture of graduate and professional education*" and to provide knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. The Robert H. Smith School of Business houses one of the strongest academic faculties in the world and regularly places in the Top 15 in the Financial Times Rankings of "Top Professional Research Institutions in Business." The research and experience of the faculty are particularly suited to attract outstanding executives who are seeking a more thorough understanding of business analytics, marketing technology, finance technology and associated business, marketing and financial issues, and their global implications. Faculty and staff currently affiliated with the Robert H. Smith School of Business hold appropriate degrees in economics, statistics, marketing, finance, information systems, management, and public policy that are relevant and necessary for the DBA degree.

Funding. Resources for the new program will be drawn from the existing infrastructure for master's and Ph.D. programs within the Smith School and will be supported by the DBA program's tuition revenue. Because the cohort sizes in this program are expected to be small relative to, for example, the Smith School's MBA programs, these existing offices have the capacity to support the DBA.

Institutional Commitment. UMD's Provost and President fully support the development of this program as an important component of sharing the expertise of our faculty with the workforce of the surrounding community.

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

Regional Need. Students interested in this program will be working professionals who want to accelerate and solidify their careers as accomplished leaders in business organizations and in government agencies by using doctoral-level research skills in business, marketing analytics, operations, or finance. The purpose of such a program is not to remove executive level professionals from their organizations and launch them into academic careers but enhance their abilities to make effective change in their own specific organizations and industries. College

Park serves the Washington metropolitan area, which has a large collection of organizations, including federal agencies, private businesses, non-governmental organizations, and consulting firms, that will benefit by having professionals who have both the research abilities and implementation skills to make their organizations stronger. Professionals looking to advance their careers in these sophisticated organizations will be more competitive with a DBA degree.

State Plan. The proposed program addresses the Maryland State Plan's Goals to foster innovation in Maryland higher education, and specifically Strategy 8, to partner with industry to develop long-term graduate educational opportunities¹. As noted above, corporations are increasingly reliant on technology advances, large data, digital marketplaces and complex financial models to grow their organizations. As a result, senior executives increasingly require a deep understanding of these areas and apply them in practice. The DBA's focus on application-oriented projects that are relevant to the learner's organization is well matched to the goal of increased workforce development.

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

The Bureau of Labor Statistics² Occupational Outlook Handbook indicates that the "Washington-Arlington-Alexandria, DC-VA-MD-WV" is one of the top metropolitan areas for employing executive-level management level positions. This is further highlighted by a 2016 report "Trends in Workforce Demand" conducted by the Metropolitan Washington Council of Governments³. This report charts the job growth in the Metropolitan Washington DC area and makes national comparisons of job growth. The DC/MD/VA region has seen a 6% growth rate in both Professional and Business Services and Trade, Transportation, and Utilities. The Professional and Business Services industry cluster has experienced significant growth in the Management, Scientific and Technical Consulting Services. Some of the top corporations in the DC/MD/VA area are Accenture, Booz Allen Hamilton, and Deloitte, who are known to prefer individuals with doctoral-level credentials for their executive and top corporate research positions.

The DBA will focus on three areas of specialization that reflect these same job growth trends in the DC/MD/VA. The Finance specialization will provide the skill set required by not only the top companies identified above but also by the highly regarded employers at the International Monetary Fund, Cornerstone Research, the World Bank, and the Federal Reserve Board. The Information Systems area of specialization will provide individuals with business analytics expertise and expand on project management training. These skills are in demand by companies such as Booz Allen Hamilton. The Marketing area of specialization will also expand on marketing analytics and consumer behavior within an industry and management perspective. With the development of Amazon's H2Q in the Washington DC area metro, we anticipate that these skills in all three areas of specialization will be highly coveted.

D. Reasonableness of Program Duplication

The Maryland Higher Education Commission's Institution Program Inventory identifies only one other Doctor of Business Administration program, offered by the University of Maryland Global Campus. UGMC's 48-credit program is designed as an online curriculum to be completed

¹ <https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

² <https://bls.gov/ooh>

³ <https://wtop.com/wp-content/uploads/2016/05/312455432-The-Trends-in-Workforce-Demand-Report-by-the-Metropolitan-Washington-COG.pdf>

through part-time enrollment, with a restriction of one course per term. The content is more broadly defined on business intelligence, ethics, and complex decision-making, but does not have the in-depth focus areas identified in UMD's program.

Three universities offer a Ph.D. program in a business field. Capitol Tech University offers a more narrowly focused Ph.D. program in business analytics and data science, in an online format.

Like UMD, Morgan State University (MSU) offers a research-based, 60-credit Ph.D. program in Business Administration, with specialty areas in Human Resource Management, Marketing, Entrepreneurship, and Hospitality Management, as well as Accounting and Finance. As noted on MSU's web site: *"The Ph.D. program prepares graduates for careers in research, teaching, and consulting in various functional areas of business. Graduates of the program are expected to make significant contributions to the advancement of knowledge of business practices through research and consulting, and to disseminate such knowledge through their teaching. The curriculum is designed to provide graduates with in-depth exposure to a specific business content area, sophisticated analytical methods, and education techniques. This last feature is unique to the program and is structured around different aspects of exposure to university-level teaching."* The program's enrollment is about 20-25 students, with 3-6 graduates per year. UMD's 54-credit Ph.D. program, formally titled "Business and Management", covers similar areas of scholarly study with a focus on preparing graduates for academic careers in research universities. UMD's program has typically 80 students enrolled across all areas of study, with 16-20 graduates per year. The two programs have co-existed for many years. Typically, about 75% of UMD's Ph.D. students in the Smith School are international. Over the past five years, 86% of graduates have continued into tenure-track positions in research-active universities.

Unlike Ph.D. programs, the DBA is a practitioner-based program for working professionals whose career goals are squarely within corporate or financial sectors. Rather than pursue a scholarly research topic with a dissertation, students will create a plan of study with an applied capstone project based on a practical problem they may face in their current employment. UMD's DBA program is designed to be comparable to other existing successful programs, such as those at Washington University in St. Louis, Case Western Reserve University, the University of Florida, and Georgia State University.

More specific information regarding the differences between MSU's Ph.D. program and UMD's proposed DBA program, other than the credential itself, will be provided below.

E. Relevance to Historically Black Institutions (HBIs)

See below.

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

There are a number of major differences, between the program proposed here and Morgan State University's (MSU's) Ph.D. program in Business Administration. Foremost is the target audience: MSU's Ph.D. program has an advertised focus on preparing individuals for careers in academia, through its unique focus on university-level teaching, as noted in its promotional materials. MSU's Ph.D. curriculum is designed to provide a broad knowledge of business operations, an understanding of scientific inquiry, and a firm theoretical foundation of business fields, with an emphasis on teaching. Students are required to teach at least one course in their area of specialization. Alumni from the program have secured tenure-track faculty positions at a variety of institutions, with a high placement rate.

In contrast, DBA candidates in the program proposed here will remain as working professionals throughout the program, and upon graduation, will continue in corporate or government sectors,

with the intent of moving to higher positions of leadership. The DBA program expressly does not prepare individuals for academia. There is no emphasis on teaching. The curriculum is practice-focused, with segments in research methodology, analytics, legal and ethical issues in big data management, and regulatory structure.

The target geographical region for this program is in the Washington, DC area, for which there is good access to College Park.

MSU's program has a clear identity in the academic sector. The proposed DBA program is a complementary pathway that does not interfere with this identity.

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

Curricular Development. The curriculum was developed by faculty within the Smith School of Business, drawing upon their expertise in the three identified areas of focus of Information Systems, Finance, and Marketing.

Faculty Oversight. Each of the three specialty areas will have a faculty coordinator from the tenured Smith School faculty. The faculty coordinators will be responsible for overseeing student progress as well as matching each student with a faculty mentor for their capstone projects. They also serve as the oversight committee for the program along with the Assistant Dean of Doctoral Programs. Currently, Rebecca Hann, Professor of Accounting and Information Assurance, serves as the Assistant Dean of Doctoral Program. P.K. Kannan, Dean's Chair in Marketing Science will serve as faculty coordinator for the Marketing area, Mark Loewenstein, Associate Professor of Finance will serve as faculty coordinator for the Finance area, Siva Viswanathan, Professor of Information Systems, will serve as faculty coordinator for the Information Systems area. This responsibility will rotate among the tenured faculty, with an anticipated term length of two years.

Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core elements of the curriculum.

Educational Objectives and Learning Outcomes. The educational objectives of the program are as shown below and include a common set of objectives for the program along with specific objectives for each area of focus.

Students who complete the program are expected to have acquired the following skills and understanding:

- a) Comprehensive knowledge of foundational concepts in the respective concentration areas – information systems, marketing, and finance;
- b) Analytical skills in the respective concentration areas of information systems, marketing, and finance.
- c) The competency necessary to take leadership roles in business and financial organizations with global reach; and
- d) Knowledge of the legal and ethical issues related to big data management, privacy preservation, marketing research, financial management and an understanding of the role of all stakeholders when capital allocation decisions are made.

Area-specific objectives include the following:

INFORMATION SYSTEMS

- I. Comprehensive knowledge and analytical skills, including data mining and prediction models, decision analytics, big data and artificial intelligence, social media and web analytics, and market segmentation.
- II. The ability to leverage emerging technologies including artificial intelligence, Internet of Things, and novel sources of mobile and social data to develop agile businesses strategies and inform policy.
- III. Understanding of foundational theory and practical application of information systems topics.

MARKETING

- I. Comprehensive knowledge and analytical skills including data mining and prediction models, decision analytics, social media and web analytics, market segmentation, marketing mix models, personalization and recommendations, attribution modeling, etc.
- II. Use of behavioral theories to understand users' as well as customers' motivation, attitudes and behaviors and make behavioral predictions.
- III. Understanding of foundational theory and practical application of marketing behavioral and quantitative topics.

FINANCE

- I. Comprehensive knowledge and analytical skills including financial products and financial market structure, detailed financial modeling, the ability to design and empirically estimate financial relationships and creation of financial statements and forecasts.
- II. An understanding of the regulatory structure of financial markets and the role that policymakers and regulators play in the efficient operation of financial markets.
- III. Understanding of foundational theory and practical application of finance topics.

Learning outcomes to assess the success of the program in meeting these objectives are included in Appendix C.

Institutional assessment and documentation of learning outcomes. The UMD Graduate School is in the process of developing an outcomes assessment strategy for all master's and doctoral programs across the campus, like that which has been in place for undergraduate curricula for many years. The Graduate School tracks enrollments, retention, time-to-degree, and graduation rates for all programs, and has recently acquired tools to track career placements.

Course requirements. The program consists of 54 credits, including 42 credits in a course setting and a minimum of 12 credits of capstone project research. Students who enter the program with a master's degree can meet the requirements with 30 credits. Typically, however, students will take 42 credits in the following categories: Research Tools and Methodologies (10–12 credits), courses in the student's major field of study (22–24 credits), and practice-focused elective courses (10–12 credits). All students must complete 12 credits of the capstone project research in addition to the coursework for graduation eligibility.

Course listings for each of the categories and for each specialization are included in Appendix B. Students are not required to take all courses listed nor are they limited to only these courses. Some coursework is interdisciplinary, in that students may take a course in another area to fulfill

their requirements. All course registration plans must be approved by the DBA faculty coordinator. Approximately 70% of the courses are related to existing courses in either the MBA or PhD programs. Sample plans to complete the program are shown below.

The most significant aspect of the DBA is the capstone project. In collaboration with a mentor, the student will develop a written proposal for a substantial original project that addresses a real-world application in business or government. The capstone project is designed to develop and build upon skills that the student will continue to use throughout their subsequent career. The student is expected to develop close working relationships with the mentor and advising committee to identify relevant data, develop research methodologies, and apply them to a practical problem. Committee selection, topic selection, data collection, design and conduct of research, highlighting implications of the research for industry are all critical aspects of the capstone project. Because this is a program of professional practice, necessary conditions for a successful project involve evidence of either actual implementation of the solution derived from the research or potential for near-term implementation of the project, a written report outlining the project problem, research design and methodologies, findings/results, plan for implementation, and a highlight of implications of the research for the industry. The student will present their findings through an oral presentation to the committee at the end of the project.

Information Systems Track

Course	Credits	Course	Credits
Semester 1		Semester 2	
BDBA830 Applied Multivariate Analysis	3	BDBA801 Research Methods in Information Systems	2
BDBA820 Applied Microeconomics for Business	3	BDBA720 Data Mining and Predictive Analytics	3
BDBA601 Data Models and Decisions	2	BDBA804 Research in Strategy and Information Systems - I	2
BDBA600 Strategic and Transformational IT	2	BDBA805 Research in Strategy and Information Systems – II	2
Semester 3		Semester 4	
BDBA821 Data Science Research Seminar	2	BDBA821 Data Science Research Seminar	2
BDBA802 Institutions, Firms, and Collectives	2	BDBA802 Institutions, Firms, and Collectives	2
BDBA803 Quality Transparency and the Value of Information	2	BDBA803 Quality Transparency and the Value of Information	2
BDBA708(A-Z) Special Topics in DBA in Information Systems	1-4	BDBA708(A-Z) Special Topics in DBA in Information Systems	1-4
BDBA808(A-Z) Special Topics in DBA in Information Systems	1-4	BDBA808(A-Z) Special Topics in DBA in Information Systems	1-4
Semester 5		Semester 6	
BMGT829 Capstone Research	6	BMGT829 Capstone Research	6

Marketing Track

Course	Credits	Course	Credits
Semester 1		Semester 2	
BDBA752 Market-Based Management	3	BDBA755 Marketing Research and Analysis	3
BDBA753 Customer Analysis	3	BDBA756 Advanced Marketing Analytics	2
BDBA754 Statistical Programming	3	BDBA758(A-Z) Special Topics in DBA in MKT	1-4
BDBA758(A-Z) Special Topics in DBA in MKT	1-4	BDBA821 Data Science	3
Semester 3		Semester 4	
BDBA758(A-Z) Special Topics in DBA in MKT	1-4	BDBA758(A-Z) Special Topics in DBA in MKT	1-4
BDBA851 Seminar in Consumer Behavior	3	BDBA850 Seminar in Marketing Strategy	3
BDBA852 Seminar in Marketing Models	3	BDBA854 Seminar in Analytical Modeling	2
BDBA858(A-Z) Special Topics in DBA in MKT (Quant)	1-4	BDBA858(A-Z) Special Topics in DBA in MKT (Quant)	1-4
Semester 5		Semester 6	
BMGT829 Capstone Research	6	BMGT829 Capstone Research	6

Finance Track

Course	Credits	Course	Credits
Semester 1		Semester 2	
BDBA640 Financial Econometrics I	2	BDBA643 Financial Programming	2
BDBA641 Financial Econometrics II	2	BDBA646 Valuation in Corporate Finance	2
BDBA645 Advanced Capital Markets		BDBA740 Applied Equity Analysis	2
BDBA747(A-Z) Special Topics: Asset Management	1-4	BDBA741 Fixed Income Analysis	2
BDBA748(A-Z) Special Topics: Corporate Finance	1-4	BDBA848(A-Z) Special Topics in DBA in FIN I	1-4
Semester 3		Semester 4	
BDBA742 Portfolio Management	2		
BDBA747(A-Z) Special Topics: Asset Management	1-4	BDBA747(A-Z) Special Topics: Asset Management II	1-4
BDBA840 Theory of Finance	3	BDBA843 Seminar in Asset Pricing	3
BDBA848(A-Z) Special Topics in DBA in FIN II	1-4	BDBA848(A-Z) Special Topics in DBA in FIN III	1-4
Semester 5		Semester 6	
BMGT829 Capstone Research	6	BMGT829 Capstone Research	6

General Education.

N/A

Accreditation or Certification Requirements.

All academic programs in the Robert H. Smith School of Business are accredited with the Association to Advance Collegiate Schools of Business (AACSB). The School's accreditation was reaffirmed in 2021, with the next review in 2025-2026. Once the DBA program has been

launched, it will be submitted for inclusion in the School's accreditation. No additional certifications are required.

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

Student Support. The DBA faculty coordinator will be responsible for the majority of advising. Other faculty involved with the courses and specialization may also advise and/or participate on capstone project committees. The Smith School of Business currently has a PhD Office staffed with a coordinator, assistant director, and assistant dean. Depending on the demands of the program, the Smith School may allocate staff and resources from the Master's Program Office and Executive Education Office. These offices currently have staff who can assist with the demands of the DBA program.

Marketing and Admissions Information. The primary audience for the DBA is the working professional who is at the level of a senior manager, with an existing master's degree in a relevant field, such as business, economics, engineering or science. The Smith School has strong relationships with numerous corporations within the DC metropolitan area, from which candidate applicants are mostly likely to be identified. Post-master's students who are practicing senior managers may enroll in the DBA on either a full-time or a part-time basis; classes will be offered on weekday evenings and/or weekends to accommodate all students.

Admission is for the fall semester only. Applicants must have a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent non-U.S. university and a minimum GPA of 3.0 (on a 4.0 scale) in all prior undergraduate and graduate coursework. A master's degree and significant work experience are preferred, but exceptional candidates with only a bachelor's degree in a relevant field will be considered. International applicants must in addition provide evidence of English proficiency, financial certification, and appropriate visa documentation. The Smith School also requires three letters of recommendation, a statement of goals and interests, and a resume or CV. The DBA Admissions Committee will make a final determination of suitability for the program as well as any additional course requirements to succeed in the program.

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a full list faculty who will be engaged in the core aspects of program, along with their credentials. The Robert H. Smith School of Business has 94 tenured/tenure-track faculty, of whom 52 have expertise in the three areas of focus of the DBA. Another 54 professional track instructional faculty support other aspects of the educational mission of the School.

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. The Smith School also supports its own [Office of Transformational Learning](#) that provides training and support for best practices in teaching and learning, including workshops, faculty coaching, and instructional design.

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

The Smith School has access to excellent resources and facilities for this program in Van Munching Hall. There are sufficient classrooms and conference rooms to accommodate the cohorts. The rooms are well-equipped with technology and software to support instruction. All students have access to the University's learning management system, ELMS and the additional embedded tools for communication and grading.

L. Adequacy of Financial Resources

Resources for the program will come primarily from the tuition revenue generated by the DBA program, along with supporting infrastructure within the Smith School of Business. See Tables 1 and 2 for anticipated resources and expenditures. A brief description of expenses and revenue is included here as well.

Resources:

1. Reallocated Funds: No University-level reallocated funds are required to launch the program.
2. Tuition revenue: Tuition revenue is based on a rate of \$2500 per credit hour, with an initial cohort of 17 students, the majority of whom are part-time.
3. Grants, Contracts and External Sources: No additional sources of revenue are identified or required.

Expenditures:

1. Most courses have already been developed and are shared with the existing MBA and Ph.D. programs. The unique aspect of this program is the capstone research project. Each faculty mentor will expend a fraction of an FTE supervising a student as the student develops a capstone project. Thus while, in year 1, only 1 FTE is identified, it corresponds to a small portion of time for a number of individuals.
2. Approximately 1.0 FTE of administrative support will be assigned to assist with program management.
3. Approximately 1.0 FTE of additional support will be assigned for student advising, class coordination, and communication.
4. No equipment is required specifically for this program.
5. No new library resources are required for the program.
6. No new or renovations to existing space will be required.
7. Operational expenses include marketing, materials and supplies, and cost-sharing on instruction for the added course loads in the Ph.D. program. Approximately 1/3 of the courses are shared with the Ph.D. program.

M. Adequacy of Program Evaluation

Program evaluation is carried out through assessment of learning outcomes. The four primary outcomes for the DBA are identified in Appendix C. Formal program review is also carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

To attract a diverse population, Smith School recruiting staff will focus on identifying leaders from a variety of industries and geographic locations, employing many of the same strategies that have generated significant diversity in its MBA and Executive MBA programs. For example, Smith School faculty and students work with liaisons at companies such as Oracle, Security Exchange Commission, IMF, etc. to identify promising candidates. The Doctoral Program Office also participates in recruitment at The PhD Project⁴, an organization founded by the KPMG Foundation, Citibank, AACSB, and the Graduate Management Admission Council (GMAC) to advance workplace diversity by increasing diversity of business schools specifically. While The PhD Project is focused on development of diverse faculty, similar strategies can be used to recruit and retain working professionals in the DBA. The program introduces underrepresented minorities to doctoral programs in business with focus on research, teaching, and executive DBA programs. Additionally, The PhD Project continues support and resources with individuals as they become students in doctoral programs and later as faculty or executives in industry.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

⁴ <https://www.phdproject.org/>

Tables 1 and 2: Resources and Expenditures

Tuition revenue is based on a proposed rate of \$2500 per credit hour, consistent with national market rates for a professional doctoral program at a research university.

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$850,000	\$1,700,000	\$2,325,000	\$2,325,000	\$2,325,000
a. #FT Students	2	4	6	6	6
b. Annual Tuition/Fee Rate	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
c. Annual FT Revenue (a x b)	\$100,000	\$200,000	\$300,000	\$300,000	\$300,000
d. # PT Students	15	30	45	45	45
e. Credit Hour Rate	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
f. Annual Credit Hours	20	20	18	18	18
g. Total Part Time Revenue (d x e x f)	\$750,000	\$1,500,000	\$2,025,000	\$2,025,000	\$2,025,000
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$850,000	\$1,700,000	\$2,325,000	\$2,325,000	\$2,325,000

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$252,700	\$520,562	\$1,072,358	\$1,104,528	\$1,137,664
a. #FTE*	1.0	2.0	4.0	4.0	4.0
b. Total Salary	\$190,000	\$391,400	\$806,284	\$830,473	\$855,387
c. Total Benefits	\$62,700	\$129,162	\$266,074	\$274,056	\$282,278
2. Admin. Staff (b+c below)	\$93,100	\$95,893	\$197,540	\$203,466	\$209,570
a. #FTE	1.0	1.0	2.0	2.0	2.0
b. Total Salary	\$70,000	\$72,100	\$148,526	\$152,982	\$157,571
c. Total Benefits	\$23,100	\$23,793	\$49,014	\$50,484	\$51,999
3. Total Support Staff (b+c below)	\$79,800	\$82,194	\$84,660	\$87,200	\$89,816
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
c. Total Benefits	\$19,800	\$20,394	\$21,006	\$21,636	\$22,285
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$137,500	\$265,000	\$358,750	\$358,750	\$358,750
8. Cost sharing with PhD program**	\$35,000	\$70,000	\$70,000	\$70,000	\$70,000
TOTAL (Add 1 - 8)	\$598,100	\$963,649	\$1,713,307	\$1,753,944	\$1,795,800

Appendix A: Faculty who will support the Doctor of Business Administration Program

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests can be found on the department web site at

<https://www.rhsmith.umd.edu/faculty>. All faculty listed below are full-time and tenured or

tenure-track. The Robert H. Smith School of Business has 94 tenured/tenure-track faculty, of whom 52 have expertise in the three initial areas of focus for the DBA. Specific course assignments have not yet been made and change on a regular basis.

Name	Highest Degree Earned, Field & Institution	Rank
MARKETING TRACK		
Trusov, Michael	Ph.D., Marketing, UCLA	Professor
Ferraro, Rosellina	Ph.D., Marketing, Duke University	Associate Professor
Faraji-Rad, Ali	Ph.D., Economics (Marketing), BI Norwegian Business School	Assistant Professor
Zhang, Lingling	D.B.A., Marketing, Harvard Business School	Assistant Professor
Godes, David	Ph.D., Management Science (Marketing), Massachusetts Institute of Technology	Dean's Professor
Ma, Liye	Ph.D., Industrial Administration, Carnegie Mellon University	Associate Professor
Rust, Roland	Ph.D., Business Administration, University of North Carolina, Chapel Hill	Distinguished University Professor
Kannan, P.K.	Ph.D., Management Science & Marketing, Purdue University	Dean's Chair
INFORMATION SYSTEMS TRACK		
Agarwal, Ritu	Ph.D., Management Information Systems, Syracuse University	Distinguished University Professor
Clark, Jessica	Ph.D., Information Systems, New York University	Assistant Professor
Gao, Guodong (Gordon)	Ph.D., Information Systems & Economics, University of Pennsylvania	Professor
Hann, Il-Horn	Ph.D., Information Systems, University of Pennsylvania	Professor
Huang, Peng	Ph.D., Information Technology Management, Georgia Institute of Technology	Associate Professor
Ramaprasad, Jui	Ph.D., Information Systems, University of California, Irvine	Associate Professor
Rhue, Lauren	Ph.D., Information Systems, New York University	Assistant Professor
Raschid, Louiqa	Ph.D., Electrical Engineering, University of Florida	Dean's Professor
Viswanathan, Siva	Ph.D., Information Systems, New York University	Dean's Professor
Zhang, Kunpeng	Ph.D., Computer Science, Northwestern University	Assistant Professor
FINANCE TRACK		
Pellegrino, Bruno	Ph.D., Business Economics, UCLA	Assistant Professor
Heston, Steve	Ph.D., Finance, Carnegie Mellon University	Professor
Senbet, Lemma	Ph.D., Finance, State University of Buffalo	Professor

Mathews, Richmond	Ph.D., Business Administration (Finance & Strategy), University of Rochester	Associate Professor
Maksimovic, Vojislav	Ph.D., Business Economics, Harvard University	William A. Longbrake Chair Professor
Yang, Liu	Ph.D., Business and Management (Finance), University of Maryland	Associate Professor
Tate, Geoff	Ph.D., Economics, Harvard University	Dean's Professor
Kozak, Serhiy	Ph.D., Financial Economics, University of Chicago	Assistant Professor
Wermers, Russell	Ph.D., Finance, University of California, Los Angeles	Bank of America Professor
Loewenstein, Mark	Ph.D., Columbia University	Associate Professor
Han, Brandon	Ph.D., Finance, London School of Economics	Assistant Professor
Ernst, Thomas	Ph.D., Finance, Massachusetts Institute of Technology	Assistant Professor
He, Alex	Ph.D., Economics, Massachusetts Institute of Technology	Assistant Professor
Kyle, Albert	Ph.D., Economics, University of Chicago	Distinguished University
Unal, Haluk	Ph.D., Finance, Ohio State University	Professor
Rossi, Clifford	Ph.D., Cornell University	Professor of the Practice/Executive in Residence
Faulkender, Michael	Ph.D., Finance, Northwestern University	Dean's Professor

Appendix B: Course Descriptions

All approved course descriptions can also be found in the University's Graduate Catalog (<https://academiccatalog.umd.edu/graduate/courses/>). Many courses are derivative of existing courses but will have special numbering for this cohort-based program. Those that are completely new will undergo our formal campus review process once the program is approved.

INFORMATION SYSTEMS TRACK

BDBA600, also offered as BUS621 Strategic and Transformational IT (2 credits)

Introduces students to the strategic role of digital transformation within businesses and provides an overview for how major information technologies may be used to inform and transform the firm's strategic, operational, and tactical decisions. Topics discussed in the course include the strategic use of digital technologies to generate sustainable competitive value; the contributions of new forms of technology infrastructure; the evaluation of new technology investments and the resulting ROI; acquiring, managing, and governing technological capabilities within the firm; understanding the role of enterprise systems and social technologies within the firm; and the management of disruptive technologies within and outside the firm.

BDBA601, also offered as BUSM622 Managing Digital Business Markets (2 credits)

The objective is to understand the strategic and tactical issues involved in managing digital businesses and markets. Also, some of the characteristics of digital businesses and markets that make them unique and understand how companies can best manage them will be examined.

BDBA 620, also offered as BUSI630 Data, Models and Decisions (2 credits)

Analytical modeling of business decisions; uncertainty, risk and expected utility; regression modeling to infer relationships among variables.

BDBA621, also offered as BUSI681 Managerial Economics and Public Policy (2 credits)

Basic microeconomic principles used by firms, including supply and demand, elasticities, costs, productivity, pricing, market structure and competitive implications of alternative market structures. Market failures and government intervention. Public policy processes affecting business operations.

BDBA608(A-Z) Special Topics in DBA Information Systems (1-4 credits)

Courses designed to address trending topics that apply to the DBA in Information Systems track.

BDBA701, also offered as BUSI785 Project Management in Dynamic Environments (2 credits)

Addresses project management skills that are required by successful managers in increasingly competitive and faster-moving environments. Examines fundamental concepts of successful project management, and the technical and managerial issues, methods, and techniques.

BDBA702, also offered as BUDT732 Decision Analytics (3 Credits)

Analytical modeling for managerial decisions using a spreadsheet environment. Includes linear and nonlinear optimization models, decision making under uncertainty and simulation models.

BDBA720, also offered as BUDT733 Data Mining and Predictive Analytics (2 credits)

Data mining techniques and their use in business decision making. A hands-on course that provides an understanding of the key methods of data visualization, exploration, classification, prediction, time series forecasting, and clustering.

BDBA708(A-Z) Special Topics in DBA Information Systems (1-4 credits)

Courses designed to address trending topics that apply to the practice focused elective course requirement for the DBA in Information Systems track.

BDBA801, also offered as BMGT808O Research Methods in Information Systems (2 credits)

Examine different research methodologies in the Information Systems field. The primary focus is on identifying and understanding the research methodology used in current IS literature.

BDBA802, also offered as BMGT808J Institutions, Firms, and Collectives (2 credits)

This course will focus on the role of institutions and firms in behavioral information systems research. This course seeks to expand the student from an Information Systems scholar to a business scholar by incorporating papers from top field journals not just in the Information Systems field. This course covers the topics of organizational control, coordination theory, institutional theory, institutional logics, information processing/contingency theory, and simulations and organizational/behavioral theory.

BDBA803, also offered as BMGT808K Quality, Transparency, and the Value of Information (2 credits)

This course seeks to understand the current research literature in quality information and consumer/patient behavioral change. The course will highlight theoretical foundations and empirical research on the economics of quality information, impact of quality information in healthcare and behavioral economics in healthcare.

BDBA804, also offered as BMGT808V Research in Strategy and IS I (2 credits)

This course offers a survey of current research on the strategic management of Information Technology (IT), and the role of IT in shaping firms' strategy. The topics of the course include the theoretical foundations of IS strategy, how IT enable firm competitive advantages, and the impact of IT on inter-organizational relationships, etc.

BDBA805, also offered as BMGT808J Behavioral Research in Information Systems (2 credits)

The course will focus on behavioral research in information systems, specifically touching on drivers and impacts of decisions in digital contexts at the individual level. The themes and topics covered in this seminar include prospect theory, heuristics and cognitive biases, motivation, influence and persuasive techniques, and consumer behavior experiments.

BDBA806, also offered as BMGT808D Information Systems Economics I (2 credits)

This course focuses on the applications of microeconomic theories and techniques to Information System research problems. The seminar is intended to motivate participants to explore the use of economics-based approaches to analyze a research question in their domain of interest.

BDBA807, also offered as BMGT808E Information Systems Economics II (2 credits)

This course focuses on current research on the economics platform, their business models, and strategies. The course will cover the topics of platforms network effects and products as well as user generated content.

BDBA820, also offered as BMGT808G Applied Microeconomics for Business (3 credits)

This course covers research methods from economics that have proved to be useful in business disciplines. Students will develop an understanding of how equilibrium models are constructed, how they are used to make predictions about causal relationships, and how this forms the basis for empirical estimation strategies.

BDBA821, also offered as BMGT808Q Data Science Research Seminar (2 credits)

The design of this course is to work towards a deeper understanding of data science. The first component of the course will focus on the underlying fundamentals and contributions of data science papers, specifically highlighting papers authored by those using machine learning in their research. The second component of the course will be more practical and cover learning essential tools that data science researcher uses to conduct their research.

BDBA830, also offered as BMGT837 Applied Multivariate Analysis (3 credits)

Assumes working knowledge of matrices and elementary linear algebra and a sound understanding of univariate statistics, including random variables, statistical inference, ANOVA, and ordinary least squares regression. Multivariate statistical methods and their use in empirical research. Topics include summarization and visualization of multivariate data, the multivariate normal distribution, tests on mean vectors, multivariate paired comparisons, multivariate analysis of variance, repeated measures designs, test on covariance matrices, discriminant analysis and classification, canonical correlation, principal components, factor analysis and cluster analysis. Maximum likelihood estimation and the likelihood ratio method of test construction.

BDBA808(A-Z) Special Topics in DBA Information Systems (1-4 credits)

Courses designed to address trending topics that apply to the major requirement for the DBA in Information Systems track.

BDBA829 Capstone Project (6 credits)

FINANCE TRACK

BDBA640, also offered as BUFN640 Financial Econometrics I (2 credits)

The course adopts a machine learning mindset to study standard techniques of econometric analysis of financial data. The focus is on understanding, interpretation, and practical applications in Python and Google Collab.

BDBA641, also offered as BUFN650 Machine Learning in. Finance (2 credits)

A hands-on course on applications of cutting-edge machine learning methods to financial modeling. It introduces students to a wide variety of machine learning techniques ranging from lasso regression to deep learning and TensorFlow.

BDBA642, also offered as BUFN670 Financial Mathematics (2 credits)

Introduction to the mathematical models used in finance and economics with emphasis on pricing derivative instruments. Topics include elements from basic probability theory, distributions of stock returns, elementary stochastic calculus, Ito's Lemma, arbitrage pricing theory, and continuous time portfolio theory. Particular focus is on the financial applications of these mathematical concepts.

BDBA643, also offered as BUFN758E Financial Programming (2 credits)

This course introduces basic and innovative statistical modelling methods for financial markets and equips students with analytical and programming tools for modelling and analyzing financial data. Examples of applications include portfolio management and risk management.

BDBA644, also offered as BUFN610 Financial Management (2 Credits)

Focuses on the valuation of the real assets of firms as well as the valuation of stocks and bonds, the primary financial assets in an economy. While details vary, the conceptual foundations of valuation boil down to three themes: time value of money, no-arbitrage, and systematic risk.

BDBA645, also offered as BUFN741 Advanced Capital Markets (2 credits)

This course covers modern theories and techniques for investments and asset pricing. The main topics covered are portfolio theory, pricing models, market efficiency, fixed income investment, forwards and futures, and options.

BDBA646, also offered as BUFN750 Valuation in Corporate Finance (2 credits)

An advanced topics course in Corporate Finance dealing with valuation. Main topics will be, building pro forma statements, cost of capital, using ratios and comparable value projects and firms, discounted cash flow valuations, WACC and APV methods of valuation and Real Option Valuations.

BDBA647, also offered as BUFN660 Derivative Securities (2 credits)

Standard types of derivatives contracts are presented and illustrated as to how they are used in practice. The theory of pricing these contracts is then presented in detail. The use of static and dynamic replication strategies, and the concept of no-arbitrage strategies is illustrated in

numerous ways. Standard valuation techniques are covered, and standard formulas are presented. The theory is then applied to develop specific pricing and hedging strategies for various types of derivatives on different underlying assets. The management of the exposure of various risks is covered in detail as well.

BDBA740, also offered as BUFN760 Applied Equity Analysis (2 credits)

Students will learn to analyze equity securities using the basic EIC (Economy/Industry/Company) framework used in the financial industry, paying special attention to financial statement analysis. Students also will learn the primary valuation techniques used to estimate market values for equity securities.

BDBA741, also offered as BUFN762 Fixed Income Analysis (2 credits)

Describes important financial instruments which have market values that are sensitive to interest rate movements. Develops tools to analyze interest rate sensitivity and value fixed income securities. Defines and explains the vocabulary of the bond management business.

BDBA742, also offered as BUFN763 Portfolio Management (2 credits)

Provides training that is important in understanding the investment process - the buy side of the financial world. Specifically, the objective is to provide graduate-level instruction in the following topics, both in theory and in using financial markets data to test the basic theory and practice of portfolio choice and equilibrium pricing models and their implications for efficient portfolios.

BDBA743, also offered as BUFN770 International Investment (2 credits)

Addresses international stock markets, portfolio theory, international interest rates, exchange rates and exchange rate derivatives (options, forwards, and futures), exchange rate swaps and exchange rate exposure (operating, translation, and transaction), foreign investment strategy.

BDBA744, also offered as BUFN710 Financial Strategy for Corporations (2 Credits)

An advanced course in corporate finance, focusing on the issues that firms face when they plan to raise external capital from financial markets. The focus is on the financing problems faced by mid-market to large firms and on capital raised from public markets. The forms of external finance vary from simple debt or equity to more complex securities that bundle with an element of risk management.

BDBA745, also offered as BUFN714. Corporate Governance and Performance (2 credits)

Deals with corporate governance and its impact on shareholder value. Divergence of interests between corporate insiders and providers of funds leads to agency problems which can impair corporate performance and shareholder value. Various instruments of corporate governance - internal as well as external mechanisms - that can help align managerial incentives with those of outside investors, and hence help restore shareholder value will be studied.

BDBA746, also offered as BUFN771 International corporate and Project Finance (2 credits)

Issues addressed will include capital budgeting, project financing, exchange rate exposure (operating, translation, and transaction), foreign investment strategy, and risk management.

BDBA747 (A-Z) Special Topics in DBA In Finance (1-4 credits)

Courses designed to address trending topics that apply to the major requirement for the DBA in Finance track.

BDBA748 (A-Z) Special Topics in DBA In Finance (1-4 credits)

Courses designed to address trending topics that apply to the practice focused elective course requirement for the DBA in Finance Asset Management track.

BDBA840, also offered as BMGT840 Seminar in Financial Theory (2 credits)

This course is an introduction to the foundations of modern financial economics. The focus throughout the course will be on the development and interpretation of discrete-time models of asset pricing, capital markets, and corporate financial. This course is primarily theoretical.

BDBA841, also offered as BMGT841 Seminar in Corporate Finance (3 credits)

This course is meant to introduce theoretical research in corporate finance. The course will take the approach of surveying (to varying levels of depth) seminal and more recent articles in the different areas of corporate finance research. This is a topical and applied course covering the topics of theory of the firm and agency issues, corporate control and corporate governance, capital structure and bankruptcy, continuous time models in corporate finance, financial intermediation, corporate finance and industrial organization, optimal contracting and security design, and incentives and innovation.

BDBA842, also offered as BMGT848C Topics in Empirical Corporate Finance (3 credits)

This seminar will provide an overview of recent applied theory papers on the overlay between individual organization and financial economics. This course will cover the topics of product markets and asset prices, knowledge, innovation, investment and Q, strategic interactions and peer effects, trade credit, external financing, and industry structure and production networks in finance.

BDBA843, also offered as BMGT843 Seminar in Asset Pricing (3 credits)

This course will cover modern asset pricing theory for dynamic markets. The goal of the course is to develop a set of tools and explore how these tools have been applied in the asset pricing literature. Topics covered in this course include generalized asset pricing theories, intertemporal models, consumption-based and equilibrium arbitrage models, and stochastic discount factor models.

BDBA848 (A-Z) Special Topics in DBA In Finance (1-4 credits)

Courses designed to address trending topics that apply to the practice focused elective course requirement for the DBA in Finance Corporate Finance track.

BDBA829 Capstone Project (6 credits)

MARKETING TRACK

BDBA750, also offered as BUSM706 Innovation and Product Management (2 credits)

Focuses on the development of innovations - new products or new services - from the perspective of a marketer. For an innovation to be successful in the market, it has to be customer-centric: hence, in this course, we study how to develop and bring to market elegant and efficient solutions to strong customer needs. This is a fundamental business challenge, faced while working in a startup or in an established company; when developing a new product or a new service; and when serving customers who are individuals or large corporations.

BDBA751, also offered as BUSM714 Integrated Brand Management (2 credits)

Marketing communications are a complex but critical component of marketing strategy. Topics include communication tools: advertising, sales promotions, corporation communications, one-on-one or direct marketing, public relations, internet communications, sponsorship/events marketing, and marketing communication plans: defining objectives, implementing the plan, and measuring communications effectiveness. Achieving integration in the content, look, and feel of all marketing communications is stressed.

BDBA752, also offered as BUMK758B Market-Based Management or BUMK750 Marketing Strategy (3 credits)

Introduces students to the fundamentals of marketing. This course combines lectures, readings, case analyses and a competitive simulation. A significant part of the course involves a competitive computer-based simulation in which student teams leverage marketing data and metrics to make marketing decisions for an organization that is competing in a market against other student teams in the class.

BDBA753, also offered as BUMK758D Consumer Analysis or BUMK724 Customer Analysis (3 credits)

Focuses on the analysis of customer decision-making and how marketing strategy can be used to influence those decisions. The framework used is the buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of case study formats.

BDBA754, also offered as BUMK758E Statistical Programming or BUMK726 Statistical Programming for Customer Analytics (3 credits)

Provides students with a foundation in probability and statistics with a focus on business applications. It also gives students a foundation for thinking in both likelihood and Bayesian frameworks. The course teaches students the basics of SAS, as well as its use in statistical analysis and statistical programming. Also addressed are basic SAS language structure, data management, OLAP, enterprise miner, statistical analysis, writing procedures.

BDBA755, also offered as BUMK758L or BUMK744 Marketing Research & Analysis (3 credits)

Provides a review of primary data collection methods for marketing data. Students will learn how to design and implement effective confirmatory research. Both direct methods such as surveys and indirect methods such as experiments will be covered. In this hands-on course, students will design and conduct research with target customers, analyze the data, and then present their results to decision makers.

BDAB756, also offered as BUMK758K Advanced Marketing Analytics (3 credits)

The analysis of marketing data needed for profitable marketing decisions. Advanced methods of marketing analysis for marketing decisions, including choice and count data models, joint analysis of consumers choice, quantity and timing decisions, mixture and mixture regression models, and conjoint analysis, all using data-based cases and SAS software. Applications are in the areas of strategic marketing, marketing segmentation, eye tracking for advertising effectiveness, new product development, sales promotion analysis, pricing, design of marketing mix, and direct marketing.

BDBA757, also offered as BUMK758W Data Science (3 credits)

An introduction to data science and the basic concepts of database management. The course also provides an overview of the various sources of in-house data that are available to many organizations. Students will learn how to work with click stream, scanner panel and social media data. Geo-demographic datasets will be discussed and explored, and techniques for data-fusion will receive ample attention.

BDBA758(A-Z) Special Topics in DBA in Marketing (1-4 credits)

Courses designed to address trending topics that apply to practice focused elective course requirement for the DBA in Marketing track.

BDBA850, also offered as BMGT858L Seminar in Marketing Strategy (2 credits)

This course will address marketing problems of practical importance. The course will cover the topics of branding, advertising, societal issues, strategic emphasis, return on investment, customer lifetime value, personalization, word-of-mouth, robots and chatbots, and artificial intelligence.

BDAB851, also offered as BMGT858C Seminar in Consumer Behavior (3 credits)

This objective of this course is to expose students to doctoral level research that has emerged from (largely) psychological approaches to consumer behavior. Among the issues discussed are how people attend to information, how such information is related to prior knowledge, how knowledge guides judgements, how people form attitudes, how people respond to persuasion, how they make decision, and how emotions effect consumer behavior.

BDBA852, also offered as BMGT858P Seminar in Marketing Models (3 credits)

This course will cover basic concepts of marketing modeling, state-of-art techniques of analyzing marketing data, analytic modeling techniques, and incorporate current literature and substantive marketing problems with the basic concepts and state-of-art techniques of analyzing marketing data with marketing and analytical modeling. Students will have a broad exposure to literature in the marketing modeling covering many areas such as consumer choice, pricing models, channels, dynamic models, service models, new product, and diffusion models, etc.

BDAB853, also offered as BMGT858J Seminar in Structural Models (2 credits)

Introduction to structural models in marketing and economics. This seminar will train students to identify and frame empirical analysis using structural models and further the understanding of basic frameworks and estimation techniques in structural analysis.

BDAB854, also offered as BMGT858G Seminar in Analytical Models (2 credits)

Provides a broader perspective on the use of analytical models to address marketing models and their contribution in the literature. Topics include pricing, advertising and promotion, communications, product line design, competition, search, models of cognitive aspects of game theory, and models of the organization. This course presumes knowledge of microeconomics, especially game theory and industrial organization.

BDAB855, also offered as BMGT858W Seminar in MCMC Estimation (2 credits)

Bayesian data analysis is an indispensable tool in the toolbox of empirical quantitative research and lend itself particularly well for market application. This seminar covers the foundations of Bayesian statistic that are needed to perform Bayesian analyses, which is a blend of theory and applications. Introduction to Bayes' theorem with prior and posterior distributions, forecasting and testing in the Bayesian framework, parameter inference in the Bayesian setting, Markov

Chain Monte Carlo (MCMC) methods including Gibb's sampling and Metropolis-Hastings algorithm as well as the recent advances in inference such as Hamiltonian Monte Carlo (HMC) and Variational Inference (VI).

BDBA856, also offered as BMGT858E Experimental Design (2 credits)

This course is meant to familiarize students with the techniques used to conduct and to evaluate experimental research in the consumer behavior domain. The course will cover the topics of experimental manipulations, measurement of outcome variables, moderation, and mediation, how to rule out alternative explanations, external validity, and data collection.

BDBA857 (A-Z) Special Topics in DBA in Marketing (1-4 credits)

Courses designed to address trending topics that apply to major course requirement for the DBA in Marketing Consumer Behavior track

BDBA858(A-Z) Special Topics in DBA in Marketing (1-4 credits)

Courses designed to address trending topics that apply to major course requirement for the DBA in Marketing Quantitative track.

BDBA829 Capstone Project (6 credits)

APPENDIX C: LEARNING OUTCOMES AND ASSESSMENT MEASURES

LEARNING OUTCOME 1

Students will demonstrate a clear understanding of the research tools and methodologies for research investigation and analysis.

MEASURE: Students will be required to successfully pass the methodology courses for their program. Students will be assessed on their clear understanding of the application of statistical methods to quantitative data. Each course will assess students on their discussion of articles and case studies as well as their investigation and analysis on course projects.

CRITERION: At least 90% of students will receive a rating of “Satisfactory” or better from the Academic Director, who will review their performance in the classes. The Academic Director will meet with students rated below “Satisfactory” to help improve their performance or determine their continued participation in the program. A general rubric has been constructed to evaluate the following categories: 1) comprehensive knowledge and understanding of the related content area, 2) integrative understanding across content areas, 3) clear, logical, and convincing arguments with coherent flow and organization, and 4) proposed proper research methods (e.g., research design, setting, sample, measures, etc.). The DBA Faculty Coordinator will review main assignments and consult instructors to complete the rubric.

ASSESSMENT: Every Year, starting in the 2022-2023 academic year.

LEARNING OUTCOME 2

Students will demonstrate a clear understanding of foundational topics and analysis techniques.

MEASURE: Students will be required to successfully pass the major courses for their program. They will be assessed on their understanding of theoretical framework and perspective and encouraged to apply the theoretical frameworks to their own research ideas. Each course will assess students on their exams, discussion of articles and case studies as well as their projects (i.e., literature reviews and papers conceptualizing research ideas).

CRITERION: At least 90% of students will receive a rating of “Satisfactory” or better from the Academic Director, who will review their performance in the classes. The Academic Director will meet with students rated below “Satisfactory” to help improve their performance or determine their continued participation in the program. A general rubric has been constructed to evaluate the following categories: 1) comprehensive knowledge and understanding of the related content area, 2) integrative understanding across content areas, and 3) clear, logical, and convincing arguments with coherent flow and organization. The DBA Faculty Coordinator will review main assignments and consult instructors to complete the rubric.

ASSESSMENT: Every Year, starting in the 2022-2023 academic year.

LEARNING OUTCOME 3

Students will demonstrate a clear understanding of practice-focused analytical skills applied to business problems.

MEASURE: Students will demonstrate their comprehension of analyzing real-world topics and issues to present quality practical implications. Additionally, students will demonstrate appropriate knowledge of the legal and ethical issues related to big data management, privacy preservation, marketing research, financial management and an understanding of the role of all stakeholders when capital allocation decisions are made. Students will complete case studies and oral and written projects that specifically investigate real-world application.

CRITERION: At least 90% of students will receive a rating of “Satisfactory” or better from the Academic Director, who will review their performance in the classes. The Academic Director will meet with students rated below “Satisfactory” to help improve their performance or determine their continued participation in the program. A general rubric has been constructed to evaluate the following categories: 1) comprehensive knowledge and understanding of the related content area, 2) integrative understanding across content areas, 3) clear, logical, and convincing arguments with coherent flow and organization, and 4) present clearly the theoretical and practical implications. The DBA Faculty Coordinator will review main assignments and consult instructors to complete the rubric.

ASSESSMENT: Every Year, starting in the 2022-2023 academic year.

LEARNING OUTCOME 4

Students will demonstrate their ability to apply foundational theories and quantitative research methods and practice-oriented skills to a business research problem.

MEASURE: Students will be required to pass their Capstone Research Project Proposal and Final Presentation of their Project.

CRITERION: The Capstone Doctoral Research Project committee will evaluate the student’s proposal and project. Students must obtain a “pass” in the Capstone Doctoral Research Proposal and Final Project Presentation. A rubric has been constructed for the committee to evaluate the student’s proposal and final project. The rubric will assess defining the problem, literature review, methodology, results and their implications, with a specific focus on solving the managerial problems. For the final project, there will be an additional assessment that will determine if the student addressed the committee’s recommendations from the proposal stage.

ASSESSMENT: Once course work has been completed, which is typically, the student’s second or third year of the program.



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

TOPIC: Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 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 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: Information Only		DATE: November 8, 2021
BOARD ACTION:		DATE:
SUBMITTED BY: Ellen Herbst	301-445-1923	eherbst@usmd.edu



UNIVERSITY SYSTEM
of MARYLAND

**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 UMG. 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**

	Fall 2021 Actual FTE	FY 2022 Budget Submission	Fall 2022 Annualized ESTIMATED FTE	Change Over	
				FY 2022 Budget Submission	FY 2021 Actual
				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 UMG. 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							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
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							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
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							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
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							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
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)

Education Policy & Student Life Committee
November 8th , 2021



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.

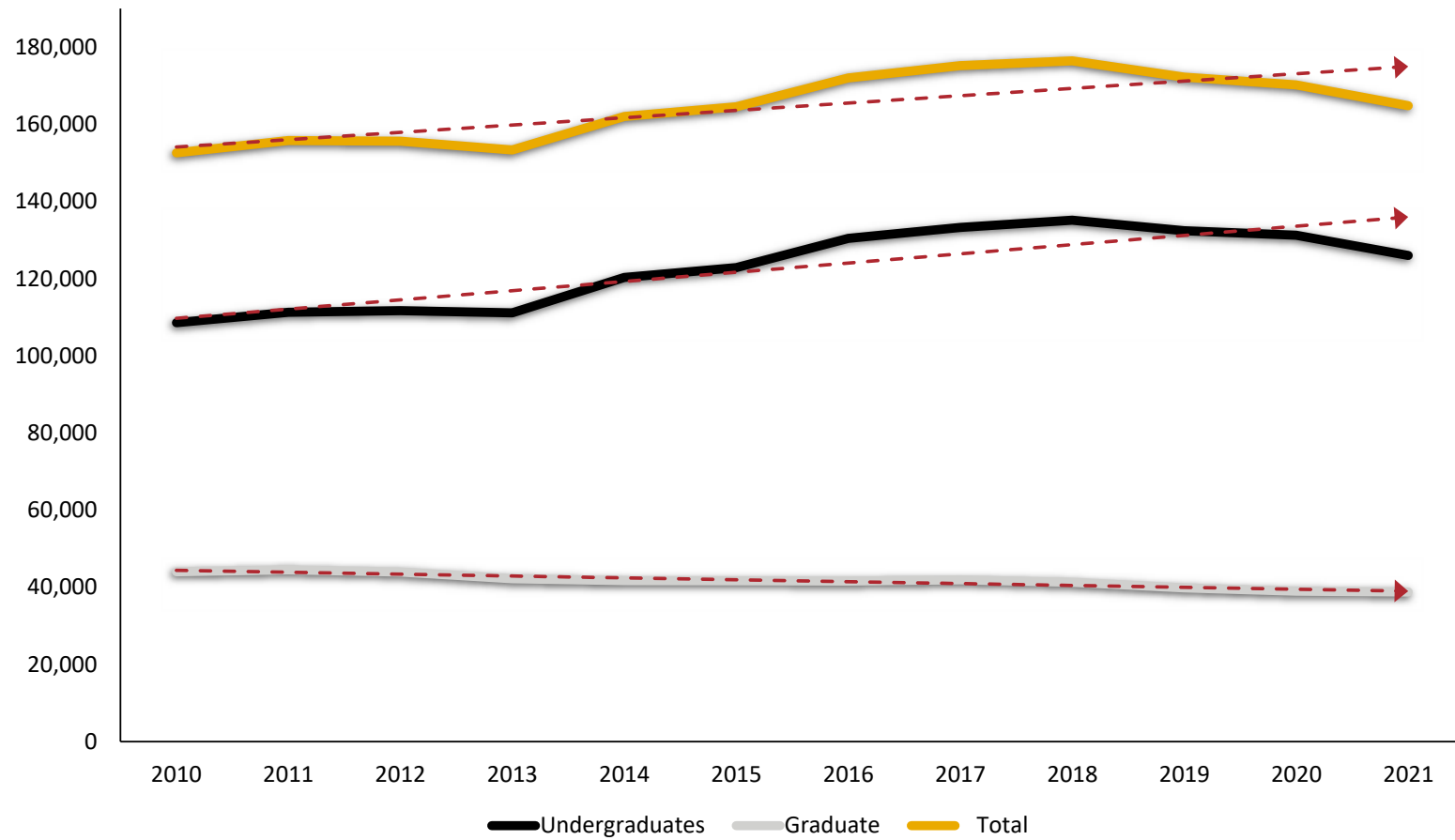
Fall 2021 changes were a mixed story and the impacts from the pandemic are not fully understood.

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.

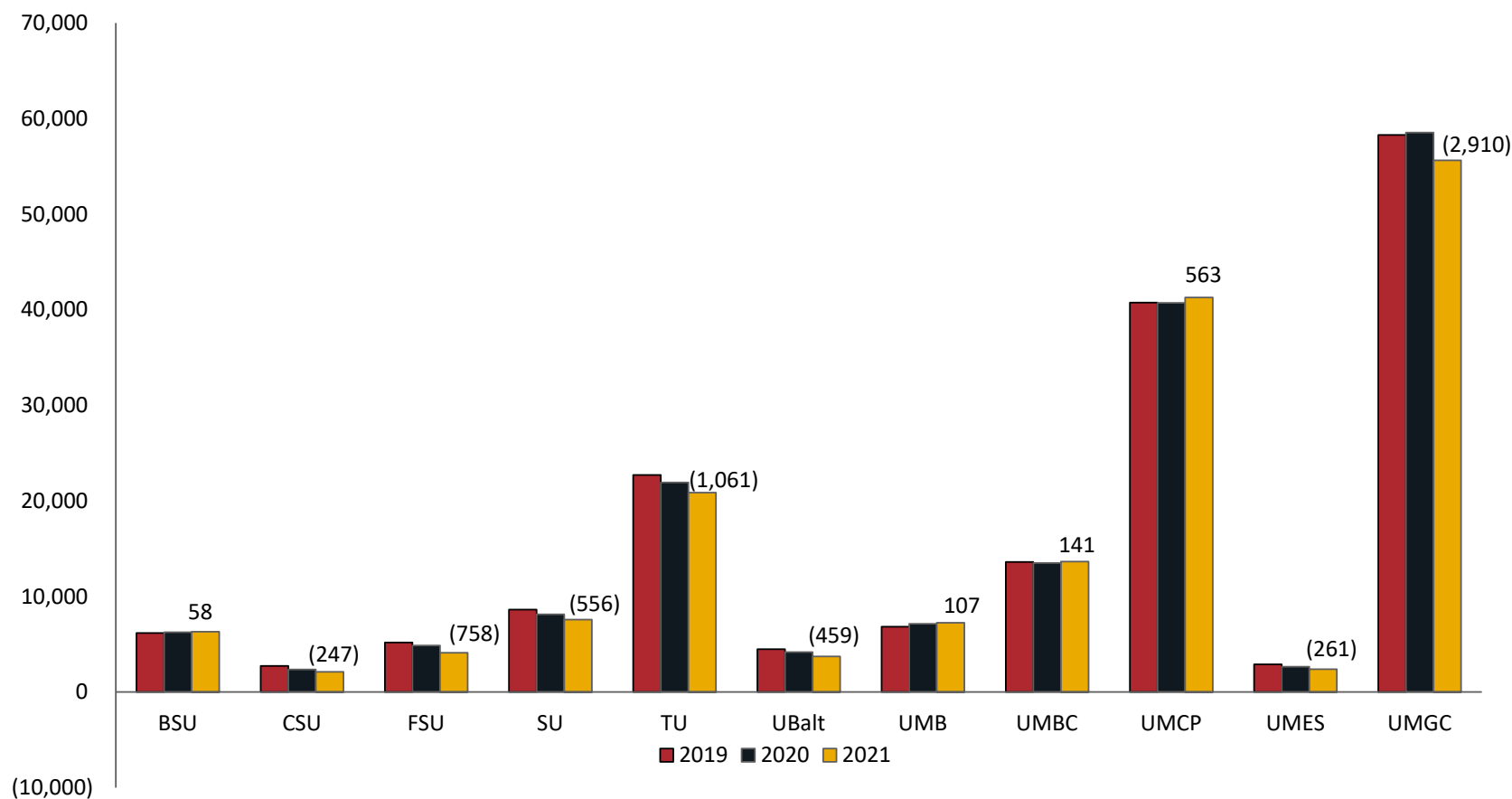


USM Enrollment Trajectory (Fall 2010-2021)





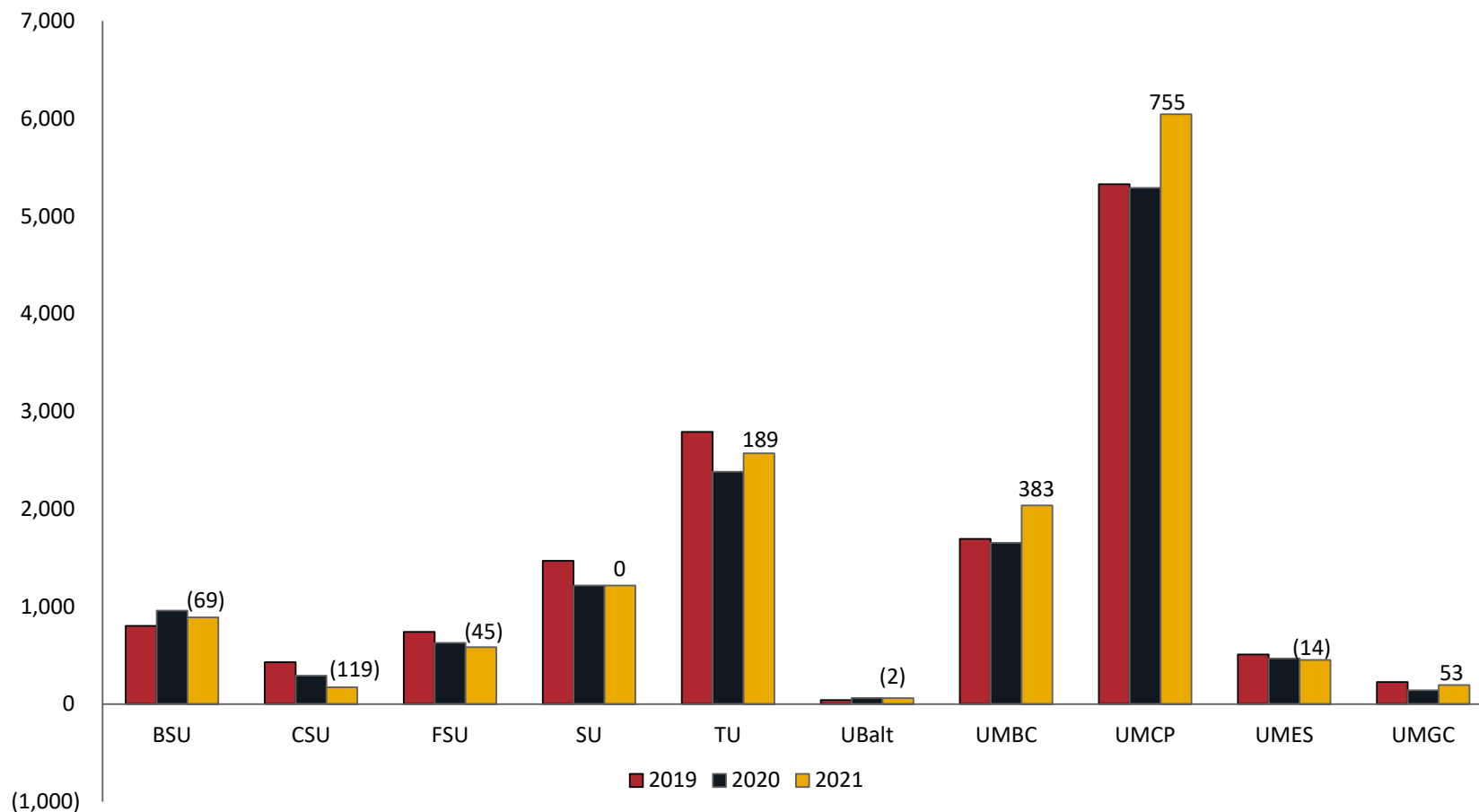
Fall 2021 Total Enrollment by Institution Three-year Comparison



Data Labels indicate the enrollment difference between the current Fall 2021 and previous Fall 2020



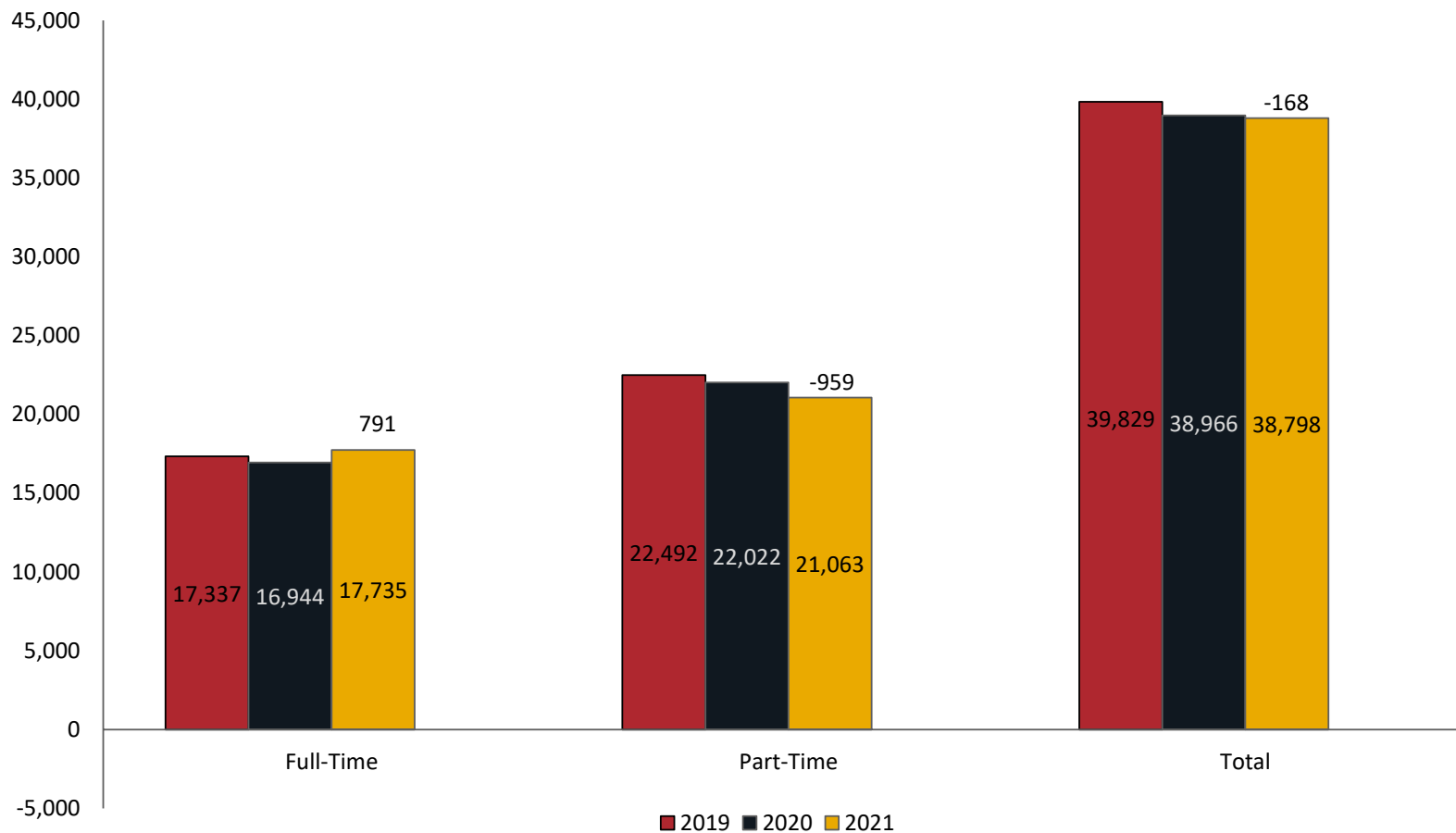
First-Time, Full-Time New Undergraduates by Institution Three-year Comparison



Data Labels indicate the enrollment difference between the current Fall 2021 and previous Fall 2020



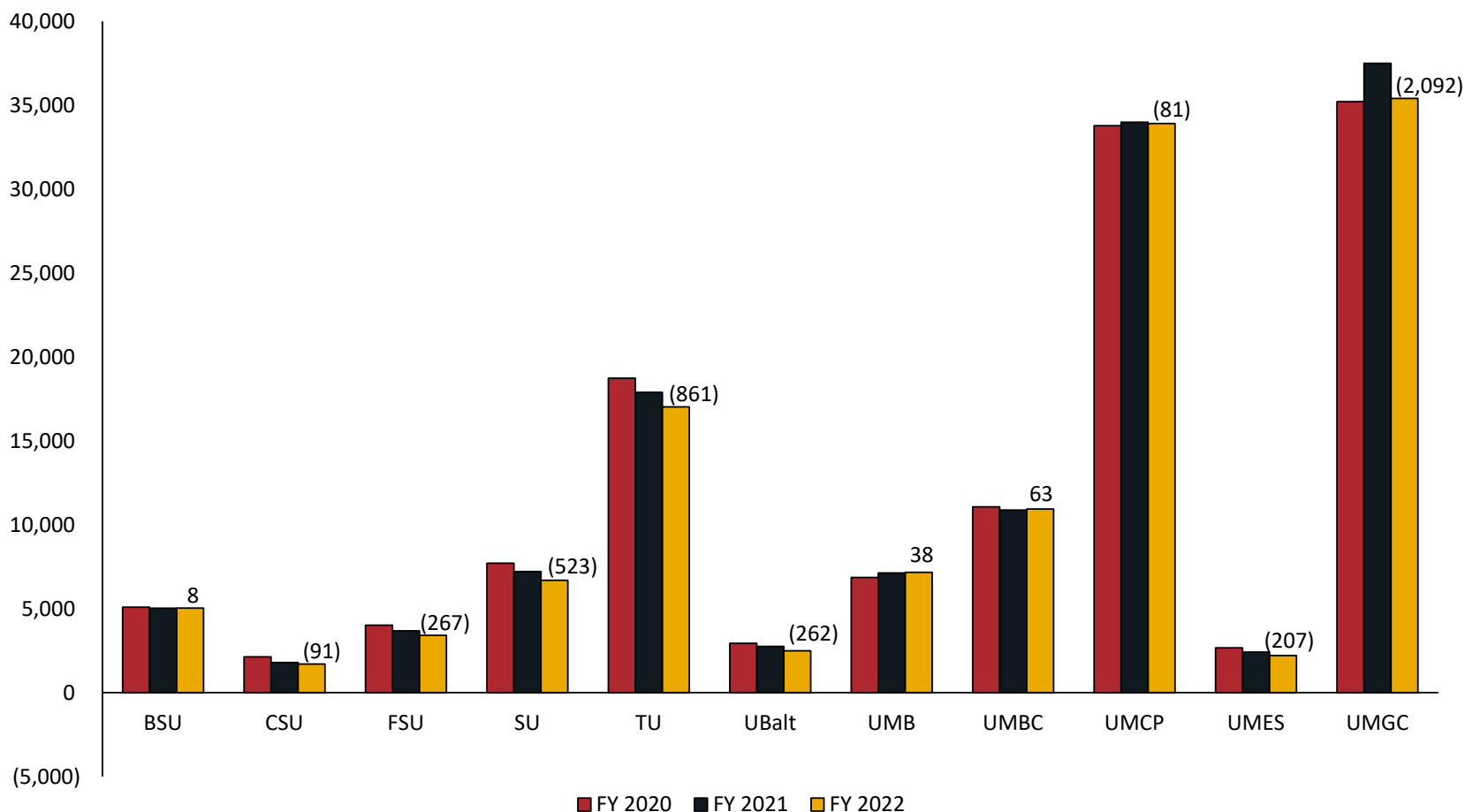
Total USM Graduate Enrollment Three-Year Comparisons



Data Labels indicate the enrollment difference between the current Fall 2021 and previous Fall 2020



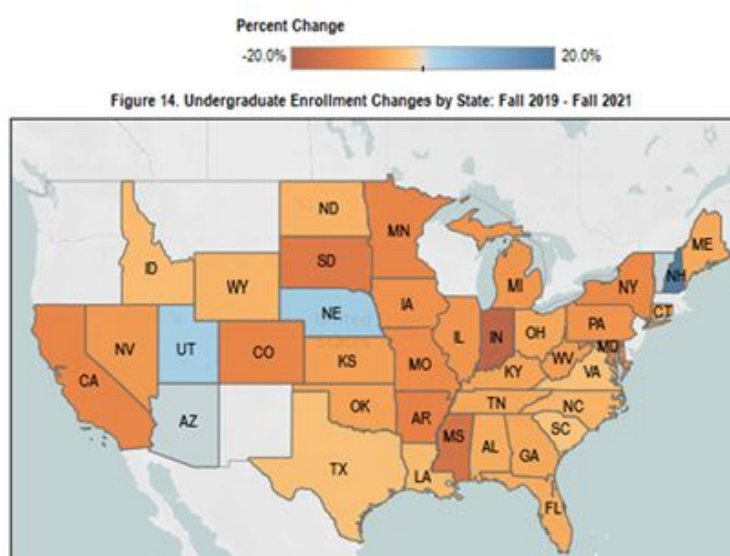
Fiscal Year Credit Hour Full-time Equivalent by Institution FY 2020 – FY 2022 Estimate



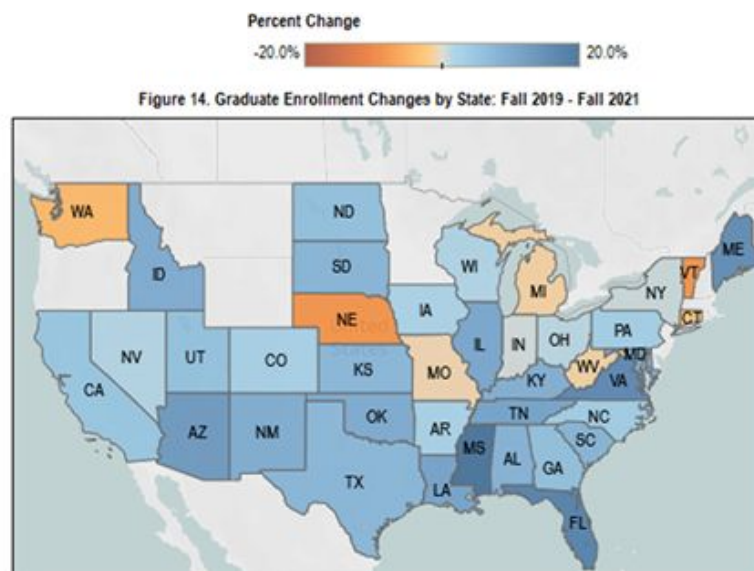
Data Labels indicate the enrollment difference between the current FY 2022 Estimated FTE and the previous FY 2021 Actual FTE

National Undergraduate & Graduate Trends Fall 2019 – Fall 2021

Reported by National Student Clearinghouse



Undergraduate Enrollment Decreased
(Maryland -9.4%)



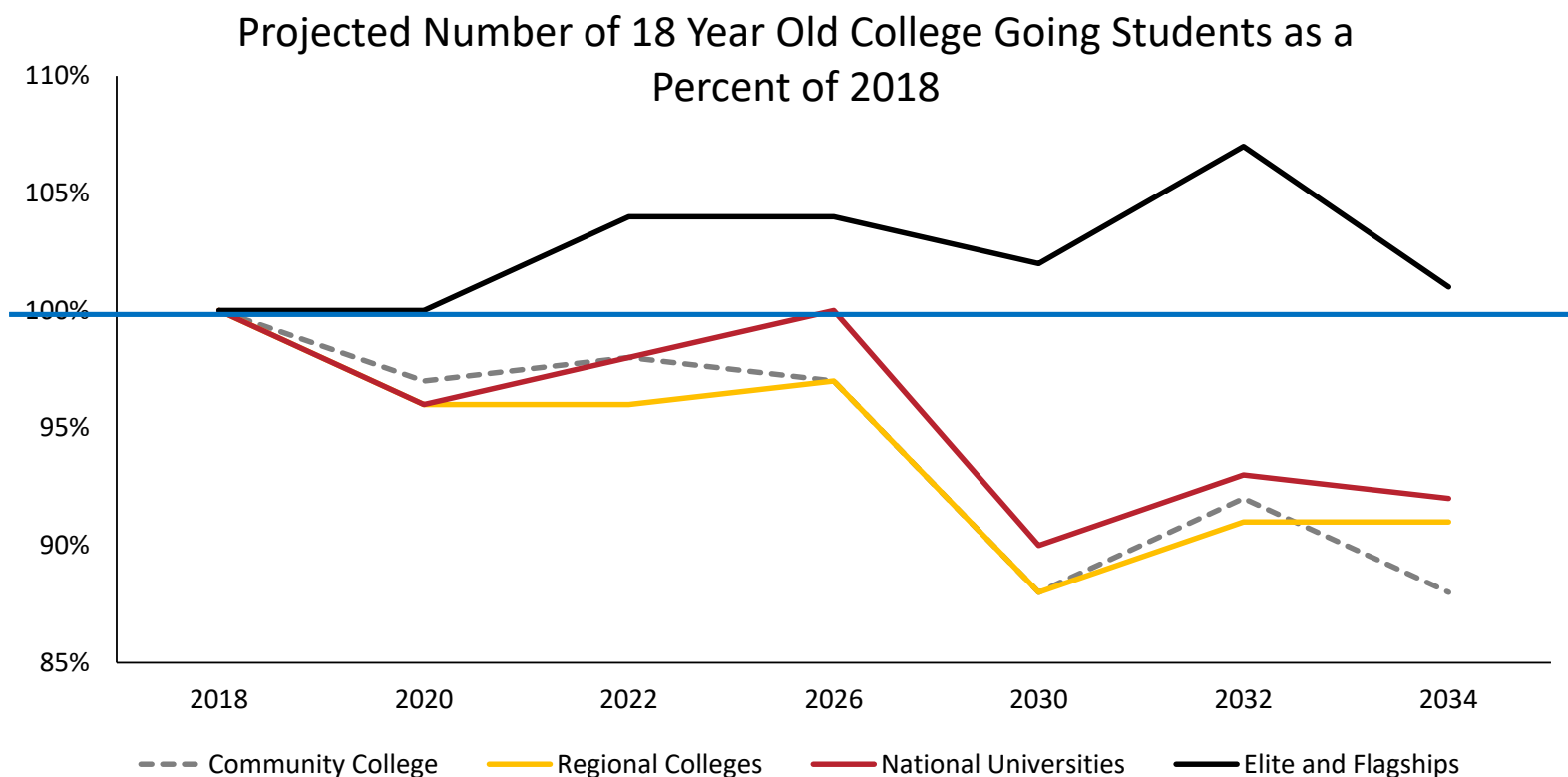
Graduate Enrollment Increased
(Maryland +9.1%)

National Student Clearinghouse "Stay Informed" Report – October 26, 2021



USM Institutions Are Operating Within Larger Demographic Shifts and Market Preference Changes

Northeast Higher Education Demand Index (The Agile College by Nathan Grawe 2021)



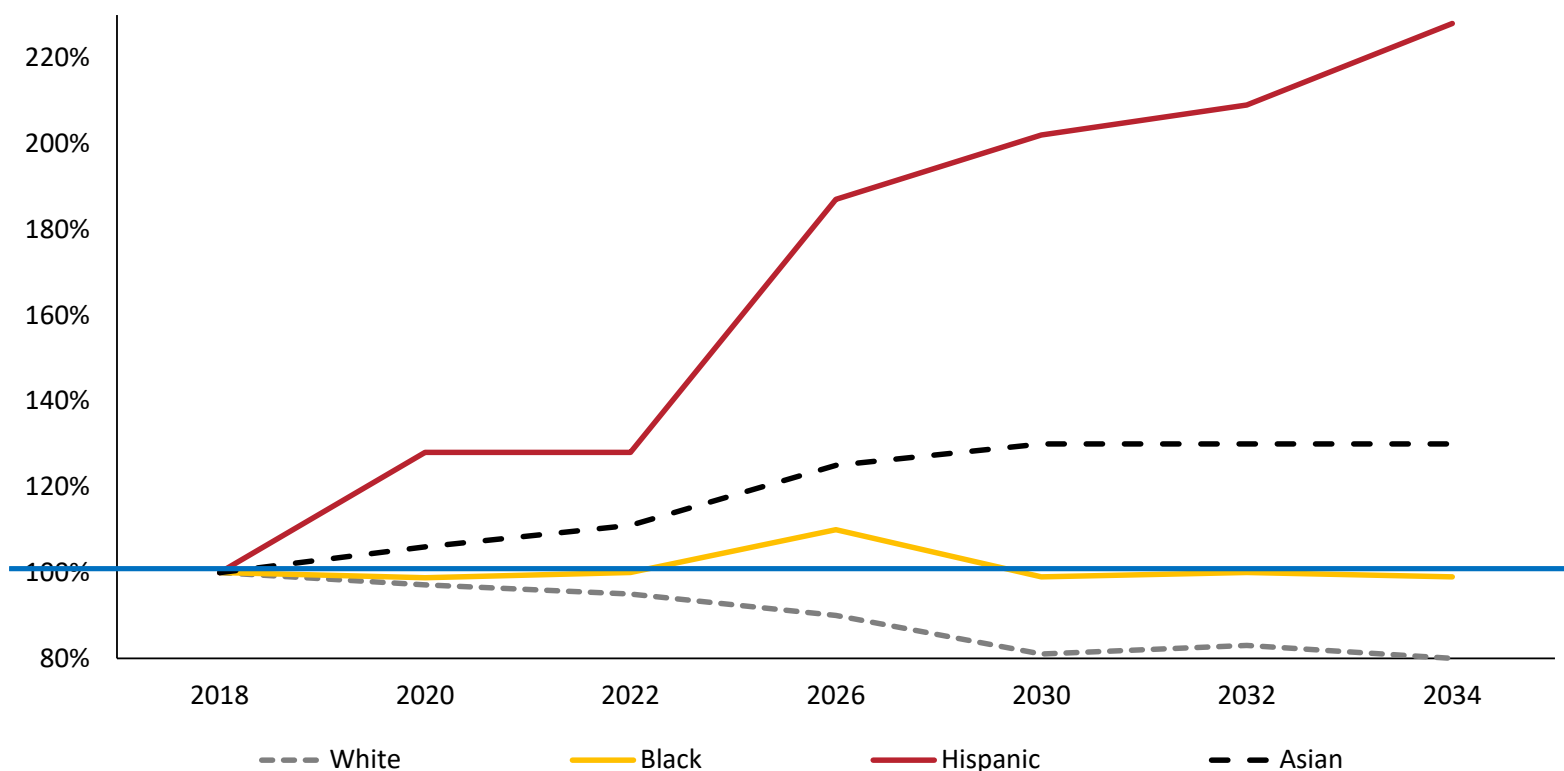
Projection based on past trends – Institutions *can intervene* to change the direction.¹⁰



Maryland High School Graduates are Projected to Remain Stable Due to Growth in LatinX and Asian Populations

(WICHE High School Estimates)

Projected Number of High School Graduates as Percent of 2018



Retrieved from WICHE “Knocking on the at the College Door”: <https://knocking.wiche.edu/data/knocking-10th-data/>



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?



Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
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BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: PreK-20 Pipeline Issues

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: USM's strategic planning process has prioritized a commitment to building a diverse academic community to prepare leaders for a global economy and an increasingly diverse world. We need to be intentional about removing educational barriers and designing pathways and programs that will support lower income and first-generation students becoming college-ready and enrolling in our institutions.

USM's P-20 commitment has focused on building bridges between the PreK-12 schools and post-secondary education through collaborating on college readiness standards in high school; outreach to schools, students and systems; strengthening teacher preparation; and developing pipelines into postsecondary programs. There are critical questions USM must now consider:

- What kinds of investments can we make in our local schools to support local teachers and mentor young students in the pipeline?
- How can we address “undermatching”—the disconnect between students’ academic talents and their college attendance, especially students who have been disadvantaged by barriers in the college access pipeline?
- How can we identify and scale successful outreach programs at our USM institutions?
- How can we increase transparency about college admissions, financial aid, and pathways to the public colleges and universities in Maryland?

The enrollment challenges posed by the COVID-19 pandemic's impact on education will continue to plague the education system over several years. We are seeing a disturbing [drop in public school enrollments](#), which makes our direct outreach and engagement with public schools critical to our ability to meet USM's strategic plan goals and priorities. In addition, the recent passage of the *Blueprint for Maryland's Future* legislation and the appointment of the new Maryland State Department of Education superintendent create an important opportunity to reaffirm USM's commitment to building the sustainable pipeline from PreK-12 to college.

This agenda item will serve as an introduction to USM's proposed investment in pipeline development.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: November 8, 2021

BOARD ACTION:

DATE:

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

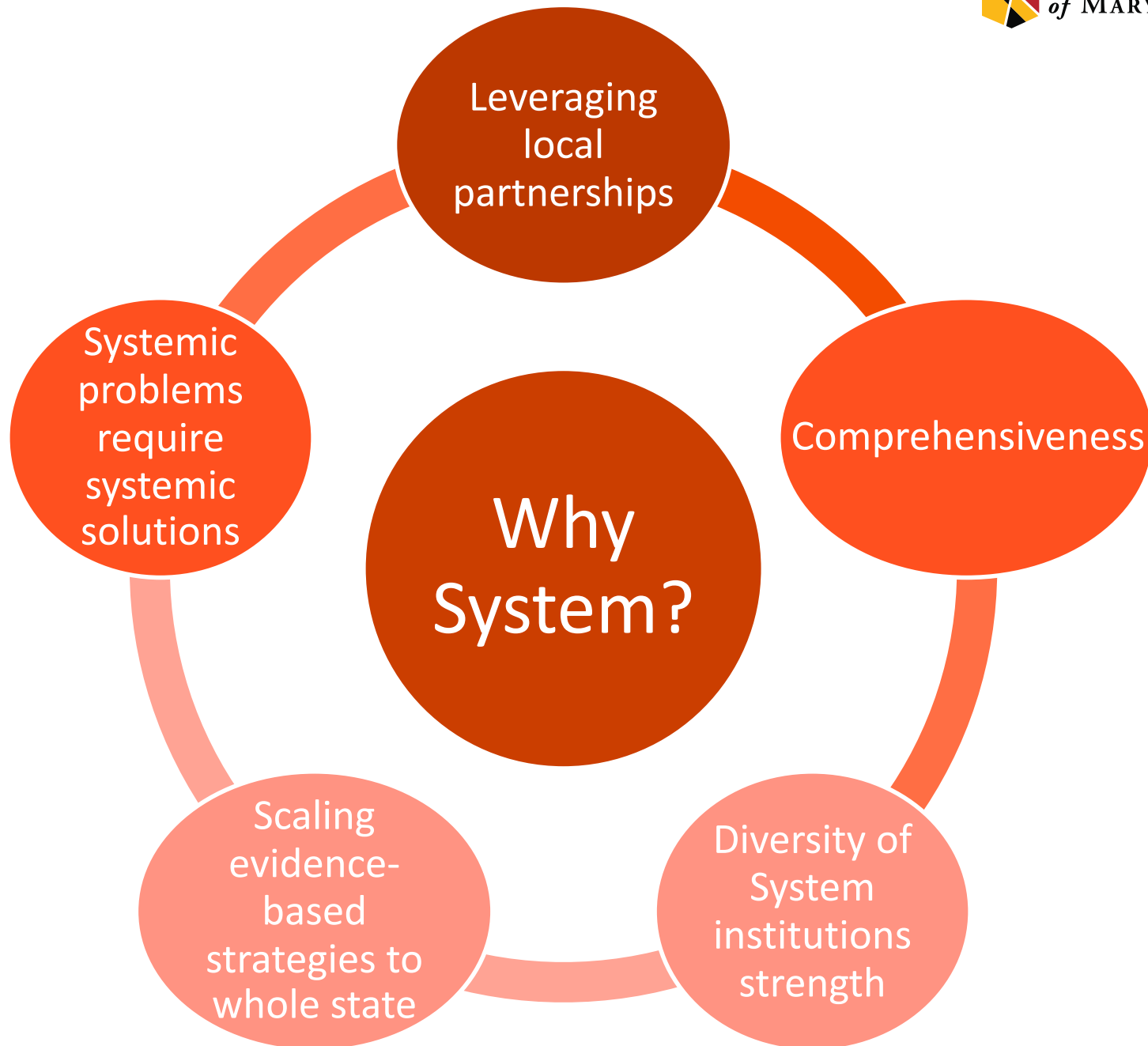
jboughman@usmd.edu

P-20 Pipeline Issues USM Board of Regents EPSL November 8, 2021

Nancy Shapiro, PhD
Associate Vice Chancellor for Education and Outreach
Office of Academic and Student Affairs

What is pipeline work?

- Pipeline development requires sustained commitment
 - The whole is greater than the sum of the parts
- Pipeline development is a critical part of any commitment to diversity, equity and inclusion
- Pipeline development requires collaboration with schools and school districts: we need to be responsive to their priorities
- Evidence-based interventions can inform effective policy



Current policy context

- Maryland's recent Blueprint for Education opens doors for substantial collaboration with K-12
 - Dual enrollment (and the preparation required)
 - Teacher preparation pathways
 - Accountability and Implementation Board (AIB)
- USM's Strategic plan positions us to invest in strong pipeline development

Where do we go next?

- Applied for Abell Foundation for seed grant to study best to expand USM's pipeline programs
- Spring education forum on "Pipeline development"
 - Recognize existing campus pipeline programs
 - Identify national evidence-based promising programs
 - Listen to Maryland school leaders

Thank you! Questions?



nshapiro@usmd.edu



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

TOPIC: Articulation Efforts at USM Institutions

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: Over 60% of students in the USM transfer to a USM institution from community colleges or four-year institutions. Many of the processes guiding those transfers are guided by articulation agreements, which document pathways between two or more colleges or universities and their academic programs.

Today, provosts from the University of Maryland Eastern Shore (Dr. Nancy Niemi), Towson University (Dr. Melanie Perreault), University of Baltimore (Dr. Catherine Andersen), and Frostburg State University (Dr. Michael Mathias) will offer insight into the successes, challenges, and future of a small proportion of the articulation efforts in place across the University System of Maryland.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: November 8, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**TOPIC:** Report on the Instructional Workload of the USM Faculty - (AY 2020-2021)**COMMITTEE:** Education Policy and Student Life**DATE OF COMMITTEE MEETING:** Monday, November 8, 2021

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year's report (AY 2020-2021) is the third of a multi-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019.

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

- Despite the extraordinary circumstances that faculty and students endured during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36%. Faculty publication and scholarship continue at high levels and at appropriate levels according to faculty type.
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over the previous year.

ALTERNATIVE(S): This is an information item.**FISCAL IMPACT:** This is an information item.**CHANCELLOR'S RECOMMENDATION:** This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: November 8, 2021

BOARD ACTION:

DATE:

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

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REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2020-2021



As requested on Page 202-203 of the FY22 Joint Chair's Report

Submitted by:

Office of the Senior Vice Chancellor for Academic and Student Affairs

KEY FINDINGS

- Despite the extraordinary circumstances that faculty and students endured during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment (see Table 3).
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately mirrored the unique mission of the USM institutions (see Table 5).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Further, over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36% (see Table 6).
- Full-time tenured/tenure-track faculty carried the largest load at the upper-division undergraduate and graduate levels as compared to all other faculty types (see Table 7).
- Average student credit hour production for core instructional faculty was down somewhat from 2020-19 but on par with the previous 4 years.
- The number of bachelor's degrees awarded continued to increase in 2020-21. Across the institutions reported here there was a USM record 27,678 bachelor's degrees awarded (see Table 9).
- Four-year undergraduate graduation rates improved again in 2020-21 to the best performance since this measure was first tracked (see Table 10). Six-year graduation rates decreased slightly (see Table 11).
- Faculty publication and scholarship continued at high levels (see Table 12) and at appropriate levels according to faculty type (Table 13).
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over the previous year (Table 14).

INTRODUCTION

Since 1994 the University System of Maryland (USM) Board of Regents has provided an annual report to the General Assembly that synthesizes faculty workload, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2020-2021.

Background

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

The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. However, since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. As a result, the "course unit" metric reported previously was requiring an increasing number of

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

exemptions and workarounds to establish equivalencies with the various academic innovations our institutions are embracing. This policy, therefore, was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year's report continues the transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. While UMCES and UMB will not be included until next year, this report adds back previously exempted departments/colleges for Salisbury University, Towson University, and University of Baltimore and includes for the first time data from UMGC, which had been exempted in previous years.

As described, below, we have also made some definitional shifts in this report over the last 2 years:

- Numbers of faculty provided are based on *headcounts* instead of *full-time equivalents* (FTEs).
- Data for department chairs and non-departmental administrators who are also full-time faculty are included in the full-time faculty categories instead of being included as part of "other faculty."
- Data for full-time research faculty and teaching/graduate assistants are disaggregated into their own categories instead of being included as part of the previous "other faculty" category.
- Previously exempted departments/colleges for Salisbury University, Towson University, and University of Baltimore have been added back into calculations across years for consistency and comparison purposes.

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

Definitions

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

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

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

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

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

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

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

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

Part-Time Instructional Staff: This category includes emeritus, adjunct and affiliated faculty, staff who teach, and all other part-time faculty with at least 1 instructional credit hour in the reporting year. Teaching/graduate assistants are not reported here.

Course Levels: Per the USM's Policy for the Numbering of Academic Courses III-6.10, course levels are defined here as follows:

Lower Division: Undergraduate credit hours for 000-099 non-degree courses and 100 and 200 level courses.

Upper Division: Undergraduate credit hours for undergraduate courses 300 level courses and higher.

Graduate I: Graduate credit hours for post-baccalaureate certificate, master's and professional practice doctoral level courses

Graduate II: Graduate credit hours for post-master's and research/scholarship doctoral level courses.

Graduate III: Graduate credit hours for master's and doctoral research supervision courses (798, 799, 898, 899).

USM FACULTY PROFILE

In 2020-2021, the USM had a total instructional complement of 17,899 faculty by headcount across all institutions except UMCES. Table 1 provides a detailed breakdown of these faculty by tenure status and full or part time employment status for the institutions represented in this year's report.

Table 1. USM Faculty Profile (Academic Year 2020-2021)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	174	36	0	0	341	551
CSU	113	8	0	0	136	257
FSU	201	39	0	3	164	407
SU	344	91	0	20	309	764
TU	614	308	0	25	935	1882
UB	141	34	0	0	210	385
UMB	465	1122	357	37	1918	3899
UMBC	395	159	16	28	594	1192
UMCP	1,347	503	67	399	1,525	3,841
UMES	159	53	8	42	90	352
UMGC	0	203	0	0	4180	4383
Total*	3,955	2,555	448	554	10,401	17,913

Source: USM Report on Faculty Teaching Workload

*Note: Total does not include UMCES.

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

Because student success is the central focus of our degree-granting institutions, the primary measure of instructional productivity in this report is expressed in terms of credit hours produced. Additional student outcomes with respect to enrollments and graduation rates are also presented here as a measure of the faculty's contributions to student success.

Student Credit Hour Measures

Production of student credit hours (SCH) is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and deployment of faculty. SCH are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D) and further defined above.

Total SCH Production by Institution

The total SCH production by institution over the last 5 academic years is reported in Table 2, below. These SCH totals include all faculty types and instructional levels. The number and percent of 1-year change and the 5-year change are also reported.

Table 2. One-year and 5-year change in total SCH produced.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1-yr change (2020-21 vs. 2019-20)		5-yr change (2020-21 vs. 2015-16)	
							#	%	#	%
BSU	121,580	130,328	141,908	142,389	149,722	147,901	-1,821	-1.22%	26,321	21.65%
CSU	71,361	73,302	72,329	72,014	65,674	65,192	-482	-0.73%	-6,169	-8.64%
FSU	126,599	121,206	121,392	112,865	117,702	107,662	-10,040	-8.53%	-18,937	-14.96%
SU	223,537	222,151	226,494	223,402	227,458	212,474	-14,984	-6.59%	-11,063	-4.95%
TU	541,783	534,520	536,584	542,978	551,865	526,026	-25,839	-4.68%	-15,757	-2.91%
UB	112,471	108,029	100,387	89,689	78,698	73,396	-5,302	-6.74%	-39,075	-34.74%
UMBC	322,899	322,225	317,416	321,734	320,027	314,074	-5,954	-1.86%	-8,826	-2.73%
UMCP	853,867	895,625	887,875	889,605	962,924	969,969	7,045	0.73%	116,102	13.60%
UMES	115,731	103,346	93,939	83,779	75,792	67,229	-8,562	-11.30%	-48,502	-41.91%
UMGC	749,237	772,224	789,320	786,602	771,941	802,652	30,711	3.98%	53,415	7.13%
Total*	3,239,065	3,282,956	3,287,644	3,265,057	3,321,802	3,286,575	-35,227	-1.06%	47,510	1.47%

Source: USM Report on Faculty Teaching Workload

*Note that total does not include UMB or UMCES.

Table 3, below, illustrates whether the total SCH produced by the institution is keeping pace with total enrollment. Over the last year, there was a slight drop in USM fall headcount enrollment (-1.18%) and an almost equal drop in overall USM SCH production (-1.06%). Over 5 years, however, enrollments are up slightly overall (3.45%) and total SCH generated has also increased (1.47%).

Table 3. One-year and 5-year change in fall headcount enrollment and total SCH produced.

	1-yr change (2020-21 vs. 2019-20)		5-yr change (2020-21 vs. 2015-16)	
	Enrollment	Total SCH	Enrollment	Total SCH
BSU	1.28%	-1.22%	15.10%	21.65%
CSU	-13.80%	-0.73%	-24.45%	-8.64%
FSU	-6.20%	-8.53%	-15.62%	-14.96%
SU	-5.72%	-6.59%	-6.31%	-4.95%
TU	-3.49%	-4.68%	-1.65%	-2.91%
UB	-6.86%	-6.74%	-33.07%	-34.74%
UMBC	-0.77%	-1.86%	-2.47%	-2.73%
UMCP	-0.08%	0.73%	6.74%	13.60%
UMES	-8.32%	-11.30%	-40.74%	-41.91%
UMGC	0.42%	3.98%	16.47%	7.13%
Total*	-1.18%	-1.06%	3.45%	1.47%

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

*Note that total does not include UMB or UMCES.

Given SCH is calculated as the number of students in a course multiplied by the number of course credit hours, one might expect enrollment changes to exactly mirror SCH changes. However, undergraduate and graduate headcount enrollment includes both full time and part-time students, who differentially impact SCH due to the numbers of credits they are taking in a given year. Part-time students count equally in enrollment headcount numbers, but account for fewer SCH within a given year. Given this, variations in drops or increases in part-time and fulltime enrollments can account for some of this variation. Table 4 illustrates the 1-year and 5-year change in fulltime and part-time headcount enrollments.

Table 4. Total undergraduate and graduate headcount enrollment by attendance status.

	1-year % (2020-21 vs. 2019-20)			5-year % (2020-21 vs. 2015-16)		
	Change in Fulltime	Change in Part-time	Change in Total	Change in Fulltime	Change in Part-time	Change in Total
BSU	1.42%	0.81%	1.28%	21.61%	-3.23%	15.10%
CSU	-12.36%	-17.22%	-13.80%	-21.64%	-30.71%	-24.45%
FSU	-7.77%	-2.04%	-6.20%	-21.48%	3.65%	-15.62%
SU	-6.12%	-2.71%	-5.72%	-5.26%	-13.39%	-6.31%
TU	-5.10%	3.08%	-3.49%	-3.08%	4.12%	-1.65%
UB	-4.11%	-9.49%	-6.86%	-36.22%	-29.54%	-33.07%
UMB	-0.29%	18.75%	4.54%	2.71%	48.70%	12.77%
UMBC	-2.40%	5.23%	-0.77%	-2.94%	-0.84%	-2.47%
UMCP	-1.78%	13.70%	-0.08%	6.33%	9.70%	6.74%
UMES	-9.47%	-2.02%	-8.32%	-41.50%	-36.57%	-40.74%
UMGC	10.45%	-1.55%	0.42%	21.59%	15.41%	16.47%
Total*	-3.51%	2.57%	-2.42%	-2.81%	-4.63%	-3.16%

Source: USM Institutional Research Information System (IRIS).

*Note that total does not include UMB or UMES.

Beginning last year USM institutions began also providing a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 5 provides the 2020-21 SCH data by course level. Variations illustrate the unique missions of each of the USM institutions.

Table 5. SCH production by course level.

	BSU	CSU	FSU	SU	TU	UB	UMBC	UMCP	UMES	UMGC	TOTAL*
Lower Division	86,711	31,444	48,971	109,979	247,002	12,311	143,278	414,505	35,823	342,406	1,130,023
Upper Division	47,789	29,721	48,151	88,359	239,856	24,903	137,950	420,768	17,016	344,425	1,054,513
Graduate I	6,965	4,027	9,697	13,359	35,836	35,371	21,773	84,011	9,532	114,088	220,571
Graduate II	4,419	0	617	777	2,660	495	3,922	30,678	4,168	1,341	47,736
Graduate III	2,017	0	226	0	673	316	7,151	20,007	690	392	31,080
Total*	147,901	65,192	107,662	212,474	526,026	73,396	314,074	969,969	67,229	802,652	2,483,923

Source: USM Report on Faculty Teaching Workload.

*Note that total does not include UMB or UMES.

Student Credit Hour Production by Faculty Type

Table 6, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. Core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 69.45% of all SCH produced (up again slightly over last year). Of note as a continuing trend, total credit hours produced in the five years since 2015-16 by core instructional faculty is up again this year by 2.42% while the number of SCH produced by teaching/graduate assistants and other part-time faculty has dropped again this year by -3.36%. Specific institutions do differ from this trend. For example, UMGC is not reported in these totals at all due to their unique business model. Part-time faculty there account for almost 93% of SCH production.

Table 6. Percentage of SCH produced by faculty type.

	FT Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		FT non-TT Research		Teaching/Graduate Assistants		Other PT Instructional Staff	
	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21
BSU	46.58%	44.04%	18.02%	0.06%	0.00%	0.00%	0.00%	0.00%	35.40%	45.12%
CSU	62.83%	60.71%	2.60%	8.58%	0.00%	0.00%	0.00%	0.00%	34.57%	30.71%
FSU	65.51%	68.96%	13.05%	14.39%	0.00%	0.00%	0.38%	0.11%	21.07%	16.54%
SU	59.61%	61.09%	18.32%	18.95%	0.00%	0.00%	1.40%	1.07%	20.67%	18.89%
TU	41.25%	40.74%	26.98%	28.75%	0.00%	0.00%	0.87%	0.43%	30.90%	30.08%
UB	50.83%	59.17%	11.86%	13.77%	0.00%	0.00%	0.00%	0.00%	37.31%	27.06%
UMBC	34.40%	29.62%	28.85%	33.60%	2.84%	0.47%	3.33%	1.90%	30.57%	34.41%
UMCP	40.61%	34.82%	22.81%	36.47%	0.37%	1.91%	6.91%	5.30%	29.30%	21.50%
UMES	46.57%	48.98%	26.03%	19.03%	0.45%	0.34%	1.77%	0.14%	25.19%	31.51%
Total*	44.58%	41.47%	22.44%	27.97%	0.52%	0.81%	3.22%	2.50%	29.24%	26.60%

Source: USM Report on Faculty Teaching Workload

*Note that total does not include UMB, UMCEs, or UMGC.

Table 7, below, illustrates how faculty types are being deployed across undergraduate and graduate programs. As expected, full-time tenured/tenure-track faculty carry the largest load at the graduate level as compared to other faculty types. Of note, the institutions appropriately make heavy use of part-time faculty (usually also practitioners in the field) at the Graduate I Level, which are typically master's and professional practice courses.

Table 7. Course Levels of Total SCH Produced by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Teaching/Graduate Assistants	Other PT Instructional Staff	Total*
Faculty Headcount	3,488	1,231	91	517	4,304	9,631
Lower-Division	363,495	396,796	12,270	40,821	316,642	1,130,023
Upper-Division	495,065	274,767	6,295	20,335	258,051	1,054,513
Graduate I	109,560	36,486	1,252	1,003	72,270	220,571
Graduate II	35,997	2,233	338	18	9,151	47,736
Graduate III	26,053	502	32	-	4,493	31,080
Total*	1,030,170	710,784	20,187	62,176	660,606	2,483,923

Source: USM Report on Faculty Teaching Workload

*Note that totals do not include UMB, UMCEs, or UMGC.

Average Student Credit Hour Production for Core Instructional Faculty

Table 8 indicates that USM average SCH produced by FT core instructional faculty decreased in 2020-21 from the previous year with core instructional faculty at five of the nine institutions reported here producing fewer SCH as compared to 2019-20. That said, overall SCH production is on par with the five-year period since 2015-16.

Table 8. Trends in Average SCH Generated by FT Core Instructional Faculty

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
BSU	357	348	353	387	314	311
CSU	365	364	391	398	340	373
FSU	401	364	381	376	388	374
SU	421	427	413	404	407	391
TU	413	405	405	403	412	396
UB	351	341	344	336	294	306
UMBC	385	394	365	367	358	358
UMCP	299	319	311	328	359	374
UMES	365	344	349	308	264	216
Total*	346	346	340	344	366	350

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

* Note that totals do not include UMB, UMCEs, or UMGC.

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report. Until the recent shifts in USM policy, UMB has applied a different set of standards for judging faculty instructional workload that were more appropriate for its professional schools. Starting with next year's report, UMB will be integrated into the above analyses to the extent possible.

For 2020-21, UMB reports that 95% of all core faculty met or exceeded the institution's standard faculty instructional workload, consistent with the attainment for previous years. In fact, nearly half of faculty exempted from teaching the standard load taught anyway to pursue opportunities for externally funded or department supported research and service.

Student Outcomes

While SCH are one measure of faculty production, student outcomes --such as number of degrees awarded and graduation rates-- are also useful indicators of faculty contributions to student success. While an increase or decrease in the number of degree recipients can reflect a number of factors such as the institution's growth in enrollment and their level of success in retaining students to graduation, students' ability to graduate in a timely fashion is also dependent on the efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings.

Table 9. Five-year trends in undergraduate degrees awarded by institution.

	2016	2017	2018	2019	2020	2021
BSU	832	713	781	826	870	881
CSU	464	421	399	378	335	332
FSU	964	1,060	1,027	1,078	967	1,023
SU	1,982	2,026	1,873	1,805	1,907	1,842
TU	4,428	4,628	4,609	4,619	4,701	4,628
UB	721	755	711	615	521	468
UMBC	2,521	2,572	2,578	2,658	2,632	2,643
UMCP	7,253	7,292	7,559	7,768	8,295	7,839
UMES	574	514	482	508	516	384
UMGC	5638	5883	6206	6346	6663	7,638
Total*	25,377	25,864	26,225	26,601	27,407	27,678

Source: USM Institutional Research Information System (IRIS)

*Note total does not include UMB or UMCES.

As seen in Table 9, above, the number of graduating students continues to rise and is at the highest level yet achieved by the USM. USM also continues to see overall progress in student time-to-degree. Table 10, below, illustrates four-year graduation rates and Table 11 documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture, they are a useful measure of student success.

Table 10. Four-year undergraduate graduation rate by entering year.

	2012	2013	2014	2015	2016	2017
BSU	16%	16%	17%	18%	18%	15%
CSU	9%	12%	12%	12%	9%	9%
FSU	29%	27%	27%	27%	31%	34%
SU	50%	52%	49%	49%	50%	48%
TU	46%	45%	47%	49%	47%	45%
UB	15%	17%	18%	22%	20%	23%
UMBC	40%	39%	42%	43%	45%	46%
UMCP	66%	66%	65%	69%	70%	71%
UMES	22%	21%	21%	15%	20%	19%
UMGC	6%	3%	4%	5%	6%	6%
Total*	46%	46%	47%	48%	49%	50%

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen.

Table 11. Six-year undergraduate graduation rate by entering year.

	2010	2011	2012	2013	2014	2015
BSU	41%	42%	46%	46%	46%	44%
CSU	20%	23%	21%	25%	31%	25%
FSU	55%	56%	57%	57%	59%	55%
SU	74%	76%	71%	74%	70%	74%
TU	72%	74%	75%	72%	75%	75%
UB	36%	34%	41%	44%	40%	42%
UMBC	66%	65%	68%	71%	72%	73%
UMCP	86%	85%	86%	87%	87%	87%
UMES	42%	42%	44%	46%	45%	37%
UMGC	14%	11%	15%	17%	13%	13%
Total*	68%	70%	70%	72%	72%	71%

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen.

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Scholarship and Service Activity

Table 12 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2020-21 academic year, USM faculty published 587 books and 15,762 peer-reviewed articles. Faculty also participated in 4,221 juried and non-juried creative activities combined. Despite COVID-19 shutdowns, USM faculty still logged 37,804 days in public service to their communities, government, schools, and non-profit organizations. Table 13, below, provides these same data disaggregated by faculty type.

Table 12. Scholarship and service of the USM faculty.

	# Books Published	# Refereed Publications	# Non-Refereed Publications	# Juried Creative Works	# Non-Juried Creative Works	# Professional Presentations	# Prestigious Faculty Awards	# Faculty Awarded Externally Funded Grants and Contracts	# Patents Awarded to Faculty	# Faculty in Leadership Positions in Professional Societies	# Days Spent in Public Service
Comprehensive											
BSU	36	161	58	19	36	399	49	67	3	71	1,602
CSU	1	37	5	18	0	93	2	30	0	12	1,740
FSU	11	99	60	6	228	130	0	15	0	7	1,265
SU	25	165	51	57	81	7	24	18	1	33	749
TU	73	865	240	362	452	613	60	96	0	256	5,957
UB	10	84	53	11	0	55	15	38	0	21	490
Research											
UMB	304	6,564	963	--	2,437	3,432	502	819	--	--	16,207
UMBC	19	655	187	17	102	702	81	172	13	99	1,953
UMCP	93	7,007	803	54	283	207	162	1,202	117	99	6,335
UMES	15	125	42	32	26	184	16	57	0	44	1,505
UMGC	8	14	13	4	6	25	8	3	1	22	56
Total*	587	15,762	2,462	576	3,645	5,822	909	2,484	134	642	37,804

Table 13. Measures of Research and Scholarly/Creative Productivity by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Other	Total
# Books Published	246	31	1	13	291
# Refereed Publications	7,738	347	135	992	9,212
# Non-refereed Publications	1,198	106	24	184	1,512
# Juried Creative Works	440	129	0	11	580
# Non-juried Creative Works	902	235	13	64	1,214
# Professional Presentations	2,104	240	23	48	2,415
# Prestigious Faculty Awards	312	54	10	41	417
# Faculty Awarded Externally Funded Grants and Contracts	1,113	62	66	457	1,698
# Patents Awarded to Faculty	100	2	7	26	135
# Faculty in Leadership Positions in Professional Societies	514	111	6	33	664
# Days spent in public service	14,717	5,411	188	1,337	21,653

Source: USM Report on Faculty Teaching Workload

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars.

Table 14 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2020-2021 academic year, the USM was awarded over \$1.6 billion in external awards. This represents a 3.83% increase from the 2019-2020 academic year.

Table 14. External funding per institution over the last 5 years.

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Comprehensive						
BSU	\$7,988,546	\$8,750,023	\$10,025,960	\$9,870,789	\$12,195,822	\$16,783,732
CSU	\$5,850,572	\$7,765,864	\$6,524,176	\$8,250,738	\$9,674,730	\$9,826,256
FSU	\$3,279,980	\$7,818,382	\$2,041,543	\$3,564,730	\$3,185,636	\$3,351,082
SU	\$4,584,488	\$5,760,833	\$5,141,941	\$8,032,505	\$5,791,637	\$5,135,529
TU	\$16,789,859	\$10,439,414	\$12,953,604	\$14,724,204	\$6,707,767	\$14,364,535
UB	\$7,729,907	\$10,582,279	\$13,698,053	\$14,813,294	\$16,972,599	\$15,962,335
UMGC	\$52,172,670	\$51,111,131	\$54,782,797	\$57,041,537	\$75,575,017	\$56,772,279
Research						
UMB	\$494,477,177	\$553,170,320	\$664,599,070	\$664,120,371	\$684,752,810	\$690,112,744
UMBC	\$76,215,884	\$92,193,683	\$77,180,308	\$79,741,464	\$72,517,690	\$72,825,769
UMCP	\$554,177,223	\$509,225,382	\$538,013,239	\$566,559,047	\$613,620,510	\$663,211,652
UMCES	\$24,815,908	\$24,739,098	\$26,833,197	\$21,424,116	\$23,184,557	\$23,461,321
UMES	\$17,827,443	\$19,728,418	\$15,601,754	\$16,750,307	\$18,772,791	\$30,209,484
Total*	\$1,265,909,657	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102	\$1,542,951,566	\$1,602,016,718

Source: USM Annual Extramural Awards Survey

Note: Includes all USM institutions.

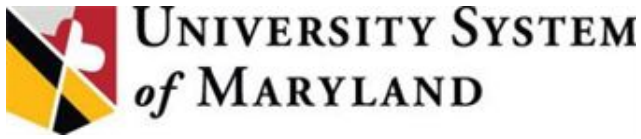
SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2020-2021 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of SCH kept pace with overall enrollment trends in 2020-21, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion despite the extraordinary circumstances that faculty worked in during the global pandemic. This is further substantiated by the fact that the number of degrees awarded continues to rise and four-year and six-year graduation rates continue to improve. That said, to ensure we are keeping pace with longer-term enrollment trends, the USM continues to track SCH generated by core instructional faculty.

The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is for teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at very high levels. External research funding rose again in the last year to over \$1.6 billion in the last year in 2020-21.



The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

December 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 December 2, 2021 virtually. Regent Leggett called the meeting to order at 12:33 pm.

Regents present were I. Leggett (chair), E. Fish, R. Hur, 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 S. Sheppard. Presenters were V. Ehienulo, P. McQuown, E. Ford, N. Banerjee, and C. Broido Johnson.

Chair Leggett shared that this is an important time for the state and country, with economic development and technology top of mind, and the USM being an important player in Maryland's economy. He reminded everyone that the educational topic for the full Board of Regents meeting on December 10 will be Economic Development. Chancellor Perman said often when people think of higher education, they rightfully think of classroom education. However, it is critical to remember the research and economic and workforce development. Regent Leggett thanked Ms. Herbst and Ms. Ryan for their work during this time of leadership transition.

Towson University Economic Development (Information Item)

L. Ryan introduced P. McQuown, Executive Director of Entrepreneurship at Towson University. Mr. McQuown explained that he was a student entrepreneur and is not an academic. He reviewed the presentation. He explained that they have had success so far, with multiple ventures receiving or in the process of receiving follow-on investment.

Featured Startup: Plugged (Information Item)

A video of Mr. Ehienulo's lightning pitch from the Accelerator demo day was shown, detailing the company's journey and traction so far.

Mr. Leggett asked about challenges and the size of the opportunity. Mr. Ehienulo said that companies are getting on board and signing up, and Plugged is vetting them. The biggest challenge is working within the politics of government and universities. For example, it may take some time to get those contracts. They have also pivoted somewhat to work with students and organizations directly.

Regent Gooden said their work was impressive. She asked how he is handling the infrastructure and security. Mr. Ehienulo said safety has been utmost from the start because of his background and his CTO's experience, and he described how they provide information security.

Workforce Development Quickfire Panel (Information Item)

L. Ryan introduced Eric Ford, Director, Choice Program at UMBC. Mr. Ford explained that they are a mentoring and advocacy program as part of the Shriver Center. Their primary mission is to disentangle youth from the juvenile legal system across five counties. Their workforce development program serves 390 young people per year across social enterprises across three locations. Over the last two years, President Hrabowski has encouraged them to explore the STEM opportunities. They are excited about a 10-week software development program with UMBC Training Centers and BGE. Through their social enterprises, they have an office location in Port Covington in the Impact Village, with is an incubator space for new businesses. They hope eventually to scale digital programs there for training in person. They have applied for funding to explore biotech opportunities as well. They are also looking to explore opportunities in the emerging cannabis industry, especially considering well-documented disparities in that workforce and potential connections to the M.S. program via UMB.

Chancellor Perman asked how young people access the program, to which Mr. Ford explained that the majority are referred through the Department of Juvenile Services. They also have word of mouth referrals and a relationship with a local high school.

Dr. Boughman asked if they are connected with University of Baltimore advocacy for youth in the legal system. Mr. Ford said they have some interactions, but not as much as they would like, and it is still a part of their strategic plan. Dr. Boughman offered to be helpful in connecting him.

L. Ryan introduced Nilanjan Banerjee, Faculty at UMBC and PI for CyMOT. Dr. Banerjee explained the CyMOT is a collaboration between UMBC, a DOD-funded manufacturing institute, UMBC Training Centers and others. They are building a training platform that is aimed at practitioners in specific roles, focusing on a niche area first. They are looking at current skills needs and those that will be needed, based on industry knowledge and input. They piloted CyMOT last year for one specific role – Manufacturing Cybersecurity Operations. 25 students earned a certificate from 10 manufacturing companies, 5 large and 5 small. 65 hours of asynchronous material was offered over 3 courses. The pilot went well, and some manufacturers are now willing to pay tuition to go through the training. They could expand to provide materials for more modern roles such as artificial intelligence and machine learning. They are also building a virtual cyber range after receiving feedback that more hands-on training is needed. They are also expanding to create a pipeline of students into the industry from community colleges and the veteran community. He explained that they could expand this to other states.

Regent Gooden said this is a high-demand area, a lot of gear is old, and it's a combination of hardware and software. She asked if they are teamed with anyone in the manufacturing arena on the range. Dr. Banerjee said they are learning from best practices through partners. They have also started conversations with MD MEP. She asked if they are tied to the Computer Science program at UMBC. He responded that he is a professor in the computer science and electrical engineering program, and they plan to leverage a lot of material they are already developing for the data science track. But they need to be shorter and more hands-on.

Regent Hur agreed that it would be high-demand. He asked about other parts of the infrastructure that aren't in manufacturing and if they are captured. Dr. Banerjee said manufacturing is a good start, but the material they are developing is applicable to anywhere with operational technology. Boeing and Dow were in the pilot, for example.

Momentum Fund Update (Information Item)

L. Ryan introduced C. Broido Johnson, Managing Director of the USM Momentum Fund. Ms. Broido Johnson reviewed the slides. Regent Leggett left the meeting at 1:20pm. Ms. Broido Johnson said she has looked at about 250 companies and MMF has funded fewer than 10%, which is fairly typical. She explained that the co-investment dollar values are great, and the added *connections* to co-investors are also very valuable. She explained that the Advisory Board is a great group of investors who volunteer their time. She explained that MMF has resulted in good press for the universities and that she has streamlined processes to provide quality investments at a good pace. She explained that money is set aside for investing further in the companies that do well. MMF has set aside only 30% for follow-on investment. Ms. Herbst asked Ms. Broido Johnson to explain how the actual decision is made. Ms. Broido Johnson explained that after the Advisory Board session, the decision is made incorporating the advice of the Advisory Board, but the actual decision is made by the Executive Committee, which consists of representatives from multiple institutions and USMO. Regent Gooden suggested moving on without discussion because several Regents are not present. Ms. Herbst agreed and said they have spoken with Regent Leggett about some of the work behind the scenes, with more information to come in the February meeting.

USM Office of Economic Development Update (Information Item)

L. Ryan presented updates regarding economic recovery, the upcoming Economic Impact Report, and the USM Strategic Plan. In the update on the early-stage resource study, she shared that all-in-all, more than 26 individuals across 15 institutions and multi-institution programs have been engaged in over 8 hours of discussion so far. Regarding the Strategic Plan, Regent Gooden asked to learn more about the goal involving MPower. Chancellor Perman clarified that it's not simply a matter of adding institutions, but using the model to make relationships through organically growing connections. Regent Hur asked if there are any no-brainer industries for collaboration. Ms. Ryan said yes, there are collaborations already to build on. Chancellor Perman provided an example of climate and environmental sciences. Dr. Boughman added that they regularly gather the STEM deans from across the USM, and there is a meeting coming up in conjunction with the USM Louis Stokes Alliance for Minority Participation (LSAMP) Research Symposium.

Regent Leggett returned at 1:52pm and thanked Ms. Herbst and Ms. Ryan again. He said that we have great potential and opportunity. We have done well as a State and University System, but we can do more and continue to communicate more about the great work being done.

The meeting ended at 1:54 pm.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization

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

TOPIC: Approval of Chancellor's Authority to Issue Guidance Increasing the Annual Leave Carryover Limit under BOR II – 2.40 – Policy on Annual Leave for Faculty

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: December 10, 2021

SUMMARY: The Chancellor seeks approval of the Board of Regents ("Board") to permit institutions to temporarily amend the Policy on Annual Leave for Faculty, BOR II-2.40, in accordance with the proposed guidance attached to this item, "Temporary Exception Permitting Institutions to Increase the Amount of Faculty Annual Leave That May Be Carried Forward into Calendar Year 2022." This action is intended to provide faculty the same flexibility provided to staff.

Last year, under temporary authority granted the Chancellor by the Board to amend policies as needed to implement the USM's response to COVID-19, the Chancellor issued two guidance documents temporarily permitting institutions to amend faculty and staff annual leave policies. Those policies limit the amount of accrued annual leave employees may carry over from one calendar year to the next. Institutions were permitted under the temporary guidance to allow faculty and staff to carry over an additional 80 hours (two weeks) of accrued annual leave, increasing the amount stated in applicable policies from 400 hours to 480 hours. That action was taken in recognition of the fact that some employees had not been using annual leave at the expected rate due to circumstances associated with the pandemic; thus, they stood to permanently forfeit an unusually high number of hours of annual leave.

Under the guidance, faculty and staff who separate from employment are not entitled to receive compensation for any unused portion of these additional 80 hours. For procedural reasons related to the Board approval process, the staff guidance permitted the additional leave to be carried into 2022; the faculty guidance only permitted the additional leave to be carried into 2021. Some faculty have not yet been able to use the additional 80 hours and risk forfeiture of it at the end of this calendar year. For this reason, the Chancellor seeks to permit institutions to allow faculty to carry over this leave into 2022, in keeping with the deadline permitted to staff employees.

ALTERNATIVE(S): The Board could deny the Chancellor authority to issue the attached guidance.

FISCAL IMPACT: This action is not expected to have a material fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Board approve the Chancellor's authority to issue the proposed guidance.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



Temporary Exception Permitting Institutions to Increase the Amount of Faculty Annual Leave That May Be Carried Forward into Calendar Year 2022

Due to circumstances associated with COVID-19, faculty with twelve-month (fiscal-year) contracts may have been unable to use all of their available accrued annual leave, resulting in potential loss of this leave under existing policy. This guidance permits institutions to provide a temporary exception to the amount of accrued annual leave that may be carried forward into calendar year 2022 under BOR II – 2.40 – Policy on Annual Leave for Faculty.

Under that policy, twelve-month faculty are permitted to carry a maximum of fifty (50) workdays of accrued annual leave into a new calendar year. Under this temporary exception, an institution may permit a maximum of 480 hours (60 workdays of 8 hours each) of annual leave to be carried into calendar year 2022, so long as the following conditions are met:

- Faculty who separate from the University System of Maryland or otherwise become eligible for a payout of leave will not be entitled to compensation for any unused portion of the hours of additional annual leave in excess of 400 that were carried over under this exception to current policy. Annual leave earned but unused in the year of separation or eligibility for payout of leave will be compensated in accordance with BOR II-2.40.
- Likewise, any unused portion of the additional ten days (80 hours) will not be transferred to a state agency or university outside the University System of Maryland if a faculty member transfers to such state agency or university.
- For faculty members who are paid in whole or in part from contracts or grants, the temporary increase in annual leave carryover will not increase the number of days of unused annual leave for which such employees may be paid upon leaving employment or otherwise becoming eligible for a payout of leave.
- The 60 days maximum carryover (480 hours) will be pro-rated for part-time twelve-month faculty working 50% or more.

Despite this exception to current policy, supervisors should approve requests for use of annual leave to the extent operations permit and should encourage faculty to schedule annual leave usage well before the end of the calendar year.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: BOR Nominations

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 10, 2021

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

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

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

Each currently serving officer expressed interest in continuing to serve in their existing position. One Regent, not serving as an officer, expressed interest in serving if there were open seats.

The following slate of officers for 2022 is being presented for vote by the full Board of Regents:

Board Officers

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

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

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: N/A

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2023 BOR Committee Assignments

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 10, 2021

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

The following standing committee chairs have been identified for FY 2023:

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

ALTERNATIVE(S): Information item.

FISCAL IMPACT: Information item.

CHANCELLOR’S RECOMMENDATION: Information item.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

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

TOPIC: University System of Maryland: Amendment of the Nonexempt Salary Structure

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 2, 2021

SUMMARY: Pursuant to BOR VII-9.10–Policy on the Pay Program for Nonexempt Staff Employees, authority to revise and adjust salary structures rests with the Board of Regents upon the recommendation of the Chancellor. The first four ranges of the current nonexempt structure reflect a minimum wage below \$15.00 per hour. The proposed revised Nonexempt Salary Structure (Attachment A) adjusts the current structure to reflect a minimum wage of \$15.00 per hour in all pay ranges, including ranges 2, 3, 4 and 5, which currently begin below that level. This structure will be effective the first full pay period beginning after January 1, 2022 and supersedes any previously approved structures.

All current employees whose pay falls below the minimum of their assigned position's pay range in the revised structure will have their pay adjusted to meet the new minimum of the range. It is recommended that USM staff work with the Systemwide Compensation and Classification Committee to examine whether future salary structure adjustments should be considered to address salary compression issues that may result from implementation of the new structure.

Employee exclusive representatives will be notified and institutions will engage in collective bargaining on this matter if requested by the representatives.

ALTERNATIVE(S): The Committee could choose not to recommend adjusting the Nonexempt Salary Structure.

FISCAL IMPACT: A rough estimate of the fiscal impact to of this action is \$1,828,312, not including the cost of fringe benefits.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the adjustment to the Nonexempt Salary Structure as reflected in Attachment A, which supersedes all previously approved structures.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/2/21

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



Attachment A

Current USM Nonexempt Salary Structure
Effective July 1, 2021
Annual and Hourly Rates

Pay Range	Minimum	Midpoint	Maximum
2	\$26,663 \$12.79	\$31,370 \$15.04	\$36,076 \$17.29
3	\$27,908 \$13.38	\$33,544 \$16.08	\$39,181 \$18.78
4	\$29,234 \$14.02	\$35,870 \$17.20	\$42,506 \$20.38
5	\$30,686 \$14.71	\$38,356 \$18.39	\$46,026 \$22.07
6	\$32,812 \$15.73	\$41,016 \$19.67	\$49,219 \$23.60
7	\$33,772 \$16.19	\$43,859 \$21.03	\$53,945 \$25.86
8	\$36,111 \$17.31	\$46,898 \$22.49	\$57,686 \$27.66
9	\$37,863 \$18.16	\$50,150 \$24.05	\$62,436 \$29.94
10	\$40,487 \$19.41	\$53,626 \$25.71	\$66,765 \$32.01
11	\$43,293 \$20.76	\$57,344 \$27.49	\$71,394 \$34.23
12	\$46,295 \$22.19	\$61,318 \$29.40	\$76,340 \$36.60
13	\$49,503 \$23.73	\$65,569 \$31.44	\$81,633 \$39.14
14	\$52,936 \$25.38	\$70,114 \$33.62	\$87,293 \$41.85
15	\$56,606 \$27.14	\$74,975 \$35.95	\$93,343 \$44.75
16	\$60,530 \$29.02	\$80,172 \$38.44	\$99,813 \$47.85
17	\$64,707 \$31.03	\$85,704 \$41.09	\$106,701 \$51.15

Proposed USM Nonexempt Salary Structure
Effective in the first full pay period
following January 1, 2022

Pay Range	Minimum	Midpoint	Maximum
2	\$31,286 \$15.00	\$33,673 \$16.15	\$36,076 \$17.29
3	\$31,286 \$15.00	\$35,227 \$16.89	\$39,181 \$18.78
4	\$31,286 \$15.00	\$36,896 \$17.69	\$42,506 \$20.38
5	\$31,286 \$15.00	\$38,658 \$18.54	\$46,026 \$22.07
6	\$32,812 \$15.73	\$41,016 \$19.67	\$49,219 \$23.60
7	\$33,772 \$16.19	\$43,859 \$21.03	\$53,945 \$25.86
8	\$36,111 \$17.31	\$46,898 \$22.49	\$57,686 \$27.66
9	\$37,863 \$18.16	\$50,150 \$24.05	\$62,436 \$29.94
10	\$40,487 \$19.41	\$53,626 \$25.71	\$66,765 \$32.01
11	\$43,293 \$20.76	\$57,344 \$27.49	\$71,394 \$34.23
12	\$46,295 \$22.19	\$61,318 \$29.40	\$76,340 \$36.60
13	\$49,503 \$23.73	\$65,569 \$31.44	\$81,633 \$39.14
14	\$52,936 \$25.38	\$70,114 \$33.62	\$87,293 \$41.85
15	\$56,606 \$27.14	\$74,975 \$35.95	\$93,343 \$44.75
16	\$60,530 \$29.02	\$80,172 \$38.44	\$99,813 \$47.85
17	\$64,707 \$31.03	\$85,704 \$41.09	\$106,701 \$51.15



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 10, 2021

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: December 10, 2021
Time: Approximately 11:30 a.m.
Location: Wiseman Ballrooms, Student Center, Bowie State University

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
 - [] (ii) Any other personnel matter that affects one or more specific individuals.
- (2) [] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [] 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) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING

PAGE TWO

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

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

- [X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meeting with Presidents Nowaczyk, Breaux, and Anderson as part of their performance reviews;
2. Updates on president search committees for two USM institutions;
3. A contract for housekeeping;
4. To consider the development of the proposed FY 2023 Operating Budget submission and potential adjustments to the submission;
5. Update on collective bargaining and negotiations at USM institutions; and
6. Review of a USM president's compensation.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel information regarding specific employees' performance evaluations (§3-305(b)(1));
2. To handle an administrative matter pertaining to search committees for two USM president searches (§3-103(a)(1)(i));
3. To maintain confidentiality regarding collective bargaining negotiations and strategy (§3-305(b)(9));
4. To maintain confidentiality of a potential contract award prior to BOR approval (§3-305(b)(14));
5. To maintain confidentiality (pursuant to executive privilege) of the proposed operating budget prior to the Governor's submission to legislature (§3-305(b)(13)); and
6. To maintain confidentiality of discussion regarding specific employment agreements and compensation (§3-305(b)(1)).