



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

TOPIC: Proposed Amendments to EPSL Committee Bylaws and Charge and Role and Responsibilities

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 11, 2022

SUMMARY: In September, the committee conducted its annual review of the Education Policy and Student Life (EPSL) section of the Board of Regents Bylaws as well as the EPSL Charge, Role, and Responsibilities. At that time, the committee sought no amendments and reaffirmed those items.

With the move from the Board of Regents Workgroup on Intercollegiate Athletics to the establishment of the standing Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, EPSL’s responsibilities regarding athletics as detailed in these guiding documents must be reevaluated.

Proposed amendments are attached.

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

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR’S RECOMMENDATION: The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents amend (1) the EPSL section of the Board of Regent Bylaws and (2) the EPSL Committee Charge, Role, and Responsibilities guidance to reflect the changes in responsibilities for intercollegiate athletics.

COMMITTEE RECOMMENDATION: DATE: January 11, 2022

BOARD ACTION: DATE:

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



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

(Adopted by the Board of Regents, April 5, 1989; Amended, September 27, 1990; Amended February 27, 1991; Amended June 9, 1995; Amended August 25, 1995; Amended December 1, 1995; Amended April 12, 1996; Amended April 4, 1997, Amended December 8, 2000, Amended August 23, 2002; Amended September 12, 2003; Amended December 12, 2003, Amended October 21, 2005, Amended September, 2008, Amended April 15, 2011, Amended December 7, 2012, Amended April 11, 2014, Amended June 10, 2016, Amended December 9, 2016, Amended February 22, 2019; Amended April 6, 2020 to be effective immediately, amended April 16, 2021 to be effective July 1, 2021)

Article X

Section 4. Committee on Education Policy and Student Life. – [1.11.22 Review](#)

Deleted: 9.14.21

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

- a. This Committee shall consider and report or recommend to the Board proposals for new academic programs and review and report to the board on the review of existing academic programs that align with the institution's mission, strategic plan, and priorities.
- b. This Committee shall also consider and report or recommend to the Board on matters and policies relating to faculty, including but not limited to conditions affecting recruitment, appointment, rank, tenure, and retention, and issues brought to the Advisory Councils and USM Office of Academic and Student Affairs.

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

Commented [ZL1]: Moving reference to athletics to the end. With the creation of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, EPSL's role with athletics changes.

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

Deleted: athletics;

D. This Committee shall also consider or report or recommend to the Board student-athlete health, wellness, and academic matters brought to it by the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the Chancellor, or the Board.

Commented [ZL2]: The Primary responsibility for athletics now sits with the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. However, since EPSL is responsible for the health and wellness of all students and academics at large, EPSL may consider reports/issues brought to it from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.



UNIVERSITY SYSTEM
of MARYLAND

**Board of Regents
Committee on Education Policy and Student Life
Charge, Role, and Responsibilities**

Charge:

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

Role and Responsibilities:

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

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

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

Approved by EPSL on November 23, 2020

Reviewed by EPSL on [January 11, 2022](#)

Commented [ZL1]: Removing "athletics" because with the creation of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, it is no longer EPSL's responsibility to "report or recommend to the Board of Regents on" athletics.

Deleted: athletics;

Commented [ZL2]: Moving reference to athletics to the end. With the creation of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, EPSL's role with athletics changes.

Deleted: <#>Academic issues related to intercollegiate athletics

Deleted: September 14, 2021

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

The Committee on Education Policy and Student Life may receive, for information purposes from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, reports on academic issues (including but not limited to Academic Progress Rate and mid-year academic indicators) for and the health and wellness of student athletes and/or athletics teams.

Commented [ZL3]: The Primary responsibility for athletics now sits with the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. However, since EPSL is responsible for the health and wellness of all students and academics at large, the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare may report to EPSL on those issues.

Deleted: September 14, 2021

Approved by EPSL on November 23, 2020

Reviewed by EPSL on January 11, 2022



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

TOPIC: Results of Periodic Reviews of Academic Programs, 2020-2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 11, 2022

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

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

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

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

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

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only **DATE:** January 11, 2022

BOARD ACTION: **DATE:**

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

2020-2021 Periodic Review of Academic Programs Summary

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

A total of one hundred thirty (130) academic programs were reviewed during the 2020-2021 period. The 2020-2021 reports represent an eight-one (81) percent increase in programs reviewed compared to the 2019-2020 period of seventy-two (72) programs reviewed. The increase in reviews represent the seven-year schedule when programs come due, adjustments to align programs with reaccreditation /accreditation self-studies, and the number of new programs approved seven years prior to address the growing workforce demands. All enrollments and degrees awarded for the programs reviewed in this report are found in the “2020-2021 Periodic Review of Academic Program Enrollments and Degrees Awarded by Institution” section.

Number of Programs Reviewed

Associate’s ^[1] :	0
Bachelor’s:	52
Master’s:	48
Doctorate:	10
Certificates:	16

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

Results of Program Accreditation Reviews

During this reporting period, 35 percent (n=46) of the programs underwent reaccreditation reviews. The programs reviewed by their discipline-specific accrediting organizations are as follows.

Bowie State University

The *Master (MPA) in Public Administration*, and *Post-Baccalaureate Certificate (PBC) in Public Administration* in the Department of Management, Marketing, and Public Administration completed reaccreditation reviews by the National Association of Schools of Public Affairs and Administration (NASPAA) in 2020.

The *Bachelor of Science (BS) in Early Childhood/Special Education*, *Bachelor of Science (BS) in Elementary Education*, *Master of Arts (MAT) in Teaching*, *Master of Education (M.Ed.) in Reading Education*, and *Master of Education (M.Ed.) in Special Education* in the Department of Teaching, Learning, and Professional Development, the *Master of Education (M.Ed.) in Elementary and Secondary*, *Master of Education (M.Ed.) in Elementary and Secondary School Administration*, and *Doctor of Education in Educational Leadership (Ed.D.)* in the Department of Educational Leadership, and the *Master of Arts (MA) in School Psychology*, and *Certificate of Advanced Studies (CAS) in School Psychology* in the Department of Counseling completed reaccreditation reviews by the Council for the Accreditation of Educator Preparation (CAEP) in 2021.

The *Master (MSN) in Nursing*, *Post-Master Certificate (PMC) in Nurse Educator*, and *Post-Master Certificate (PMC)-Certificate of Advanced Study (CAS) in Family Nurse Practitioner* in the Department of Nursing completed reaccreditation reviews by the Accreditation Commission for Education in Nursing (ACEN) in 2020.

The University of Baltimore

The *Master of Science (MS) in Applied Psychology*, and *Post Baccalaureate Certificate (PBC) in Professional Counseling Studies* in the Department of Applied Behavioral Science completed reaccreditation reviews by the Master's in Psychology and Counseling Accreditation Council (MPCAC) in 2021.

University of Maryland, Baltimore

The *Doctor of Pharmacy (PharmD)* in School of Pharmacy completed the reaccreditation review by the Accreditation Council for Pharmacy Education (ACPE) in 2021.

University of Maryland, Baltimore County

The *Bachelor of Science (BS) in Middle Grades STEM*, *Master of Arts in Teaching (MAT)*, and *Master of Art (MA) in Teaching ESOL* in the Department of Education completed reaccreditation reviews by the Council of the Accreditation of Educator Preparation (CAEP) in 2020. In addition, *Early Childhood (ECE)*, *Elementary (ELEM) and Secondary Education (SEC)* are initial teacher certification programs approved by Maryland Department of Education (MSDE).

University of Maryland, College Park

The bachelor's degrees in *Accounting, Finance, Management, International Business, Marketing, Operations Management and Business Analytics, Supply Chain Management, Business-Undecided, and Information Systems-Business*, and the master's, combined master's/doctoral, and doctoral degrees in *Accounting(M)*, *Finance (M)*, *Quantitative Finance (M)*, *Business Analytics(M)*, *Business & Management (M/D)*, *Information Systems (M)*, *Marketing Analytics (M)*, *MBA, Executive MBA, Executive MBA (China)*, *Supply Chain Management (M) and Business & Management (PhD)* in the Robert H. Smith School of Business completed reaccreditation reviews by the Association to Advance Collegiate Schools of Business (AACSB) in 2021.

The *Master of Community Planning (MCP)* in the School of Architecture, Planning and Preservation completed the reaccreditation review by the Planning Accreditation Board in 2021.

University of Maryland Eastern Shore

The *Bachelor of Science (BS) in Biochemistry*, *Bachelor of Science (BS) in Chemistry*, and *Master of Science (MS) in Chemistry* in the Department of Natural Sciences completed reaccreditation review by the American Chemical Society (ACS) in 2021.

Low Degree Productivity

MHEC Definition

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

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

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

Currently MHEC is examining the Code of Maryland regulations on "Low Degree Productivity." MHEC hopes to consider separate low degree productivity definitions for academic programs that support general education programs and serve as pathways to other academic degree programs at an institution.

2020-2021 Low Degree Productivity

In accordance with the above MHEC definition, of the one hundred thirty (130) academic programs reviewed in 2020-2021 eleven (11) percent (n=14) are very much considered "low degree producing programs." The types of programs identified as low productivity include six (6) bachelor's degree (B), four (4) master's degree (M), three (3) post-baccalaureate certificates (PBC), and one (1) post-master certificate (PMC). Low productivity for the PBC and PMC programs follow the same definition as a master's degree program. Also, there are several programs reported that did not warrant being considered low degree producing as they are only one-degree below the three-year definition threshold.

The report also includes two (2) programs that are suspended and discontinued since their last seven-year periodic program review. The actions taken by the institutions are a result of low enrollments and low degree productivity as determined by program performance evaluations.

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

Bowie State University

The *Post-Baccalaureate Certificate (PBC) in Applied Computational Mathematics* in the Department of Mathematics reports an action plans to address absence of enrollments and degree productivity that includes 1) extending outreach efforts to surrounding governmental and private organizations, particularly NASA/Goddard Flight Center, to recruit students, 2) informing students applying for the master's degree in Applied and Computational Mathematics about the opportunity to receive the PBC as a stackable credential as they progress to the master's degree, and 3) creating a committee to explore offering graduate students in other departments, particularly in the Department of Computer Science, the PBC in Applied Computational Mathematic as a stackable credential.

The *Post-Master Certificate (PMC) in Nursing Educator* under the auspices of the Master in Nursing (MSN) program in the Department of Nursing (DON) report an action plan to address low enrollment and low degrees awarded to include 1) developing academic coaching programs to lower attrition rates, 2) recruiting students from the adjunct/part-time faculty, and 3) establishing doctoral nursing and specialty nurse practitioner programs.

The *Post-Baccalaureate Certificate (PBC) in Public Administration* in the Department of Management, Marketing, and Public Administration reports an action plan to address low to zero enrollments and degree productivity to include 1) utilizing the BSU Leadership Academy to enroll existing students, alumni, and federal, state, and local government professionals, 2) the submission of a proposal for a HBCU Center of Excellence in Housing to support enrollment of next generation of Housing Policy Leaders, 3) participation in the HBCU MPA Consortium to afford students with opportunities to engage in regional and national public service and public administration scholars and professionals, and 4) re-evaluating existing programs to develop a new Philanthropy and Nonprofit Management program.

Frostburg State University

The *Master of Science (MS) in Wildlife/Fisheries Biology* in the Department of Biology reports an action plan to address low enrollments and low degree productivity to include 1) during Fall 2020 to Fall 2021 to merge the Applied Ecology and Conservation Biology and Wildlife and Fisheries Biology graduate programs into a single program, 2) developing realistic levels of stipends to support teaching assistants in Fall 2020 to Spring 2021, 3) enhancing access to existing courses at the Appalachian Laboratory and in other Departments related to GIS and statistics in Fall 2020 to Spring 2021, and 4) increasing professional development opportunities.

The University of Baltimore

The *Post-Baccalaureate Certificate (PBC) in Health Administration* in the School of Health and Human Services reports an action plan to address low enrollments and low degree productivity to include 1) marketing PBC as a stackable credential, 2) providing joint advising with faculty and advisors to assure that students efficiently progress to completion, 3) increasing retention by assigning all students to a faculty mentor, 4) increasing alumni engagement in recruitment of prospective students, 5) pursuing full accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME), 6) engaging in fundraising activities to increase scholarship opportunities, and 7) increasing the program's footprint and visibility.

University of Maryland, College Park

The *Bachelor of Arts (BA) of Jewish Studies* and *Master of Science (MS) of Jewish Studies* in the Meyerhoff Program and Center for Jewish Studies report launching a strategic planning effort during this PPR to address low enrollments and low degree productivity that prioritizes 1) continuing to attract students, 2) engaging more faculty across the campus, and 3) fundraising.

The *Bachelor of Arts (BA) in Central European, Russian Eurasian Studies*, *Bachelor of Arts (BA) in Persian Studies*, *Bachelor of Arts (BA) in Italian Studies*, *Bachelor of Arts (BA) in Romance Languages*, and *Master of Arts (MA) in French Language and Literature* in the School of Languages, Literatures and Cultures report an action plan to address low enrollments and low degree productivity that include 1) continued integration among the staff, 2) strategic planning to create a coherent vision for the diverse programs and faculty, 3) more funding and structured mentoring for graduate students, and 4) the creation of a graduate student handbook.

University of Maryland Eastern Shore

The *Bachelor of Science (BS) in Chemistry* and *Master of Science (MS) in Chemistry* report an action plan to address low enrollments and low degree productivity that include 1) new research projects for undergraduates and graduates with the disciplines of biochemistry, physics, and

environmental sciences, 2) opening a new admissions masters track for students in any scientific field, 3) subsuming the M.S. in Chemistry into a new School of Agricultural and Natural Sciences school-wide graduate program structure, and 4) hiring faculty to fill current vacancies.

The following section “*2020-2021 Periodic Review of Academic Program Enrollments and Degrees Awarded by Institution*” includes data tables that illustrate enrollments and degrees awarded and brief outlines of actions by institution for all programs reviewed this period.

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

Bowie State University										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Applied and Computational Mathematics (M)	13	8	7	3	6	3	7	2	5	3
Applied and Computational Mathematics (PBC)	0	0	0	0	0	0	0	0	0	0
Early Childhood/Special Education (B)	104	17	103	12	108	16	109	10	128	13
Educational Leadership (D)	48	8	58	6	67	4	59	5	56	12
Elementary Education (B)	101	17	112	4	106	15	125	12	174	17
Elementary and Secondary School Administration (M)	16	4	15	5	13	3	11	3	19	2
Mathematics (B)*	48	9	39	5	25	6	17	2	30	6
Nursing - Family Nurse Practitioner (PMC-CAS)	2	0	1	0	6	1	4	2	0	4
Nursing -Nurse Educator (PMC)	0	0	0	0	0	0	1	0	0	1
Nursing (M)	16	41	32	26	37	22	12	18	10	20
School Psychology (M)	11	6	17	5	18	7	18	9	21	7
School Psychology (CAS)	6	5	10	1	8	3	9	11	6	1
Public Administration (M)	101	27	98	38	92	26	88	27	73	30
Public Administration (PBC)	0	2	1	0	0	1	0	0	0	0
Reading Education (M)	18	6	12	3	21	7	26	3	26	12
Special Education (M)	11	5	20	3	21	6	27	8	21	12
Teaching (MAT)	14	5	16	2	14	4	6	1	31	5
<p>Notes:</p> <p>1. The PBC in Applied and Computational Mathematics plan to address the absence of enrollment and degree productivity is to 1) increase recruitment relationships to enroll employees at NASA/Goddard Flight Center and other governmental / private mathematics and science industries that surround BSU, 2) promote the certificate to graduate students in other departments, and 3) increase stackable credential opportunities by restructuring the MS in Applied and Computational Mathematics during the next academic year.</p>										

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

2. The MS in Applied and Computational Mathematics shows trending enrollments and meets degree productivity. The MS in Applied and Computational Mathematics program plans to 1) hire two tenure-track faculty members who will be able to teach graduate level courses and lead research in the area of Applied Mathematics, 2) submit a proposal to extend the financial support for full time graduate students, 3) seek funds to cover expenses for graduate students to travel to scientific conferences, 4) collaborate with other departments, create a working group to explore the feasibility of developing new interdisciplinary graduate programs, 5) reinstate the Math Seminar, 6) create a committee to explore the possibility of establishing an accelerated BS/MS program in Applied and Computational Mathematics, and 7) Establish a research component for the program so that graduate students are engaged in the research process.
3. *The BS in Mathematics program demonstrates steady enrollment and one-degree awarded below the MHEC threshold for degree productivity. The plan to strengthen degree productivity is to increase recruitment and intensified retention by 1) hiring two tenure-track faculty members, a full time Online Course Coordinator and a full time Tutoring Lab Coordinator, 2) developing a statistics minor, 3) collaborating with other departments to explore the feasibility of new programs in Financial Mathematics and/or Actuarial Sciences, 4) reviewing current math minor curriculum, 5) initiating outreach to community colleges to sign articulation agreements, and 6) extending options for internships for math majors, to name a few.
4. The initiatives to increase low degrees productivity in the PMC in Nurse Educator are to 1) develop academic coaching programs to lower attrition rates, 2) recruit students from the adjunct/part-time faculty, and 3) establish doctoral nursing and specialty nurse practitioner programs and will include initiatives identified for the MSN and PMC-CAS in Family Nurse Practitioner programs enumerated in #6.
5. The MSN program reports good enrollment and meets degree productivity and the PMC-CAS in Family Nurse Practitioner reflect progressive enrollment and meets degree productivity.
6. The PMC-CAS in Family Nurse Practitioner programs under the auspices of the Master in Nursing (MSN) program plan to 1) have the Advisory Board working with the program and students to demonstrate a strong commitment to social justice issues, 2) demonstrate a strong commitment to diversity throughout the curriculum, particularly in practicum experiences and service activities, 3) align with established standards for graduate programs, 4) evidence that the end-of-program student learning outcomes are used to organize the curriculum, conduct ongoing assessments, support role-specific professional competencies, and the sharing of data with communities of interest, 5) regularly monitor and evaluate preceptors and full and part-time faculty based on the policies and procedures of the governing organization, 6) ensure student total credit/clock hours requirements as defined comply with the policies of the governing organization, 7) utilization data from graduate and employer satisfaction assessment for program decision-making, and 8) revise the certification examination pass rate outcome statement to reflect an appropriate 12 month period congruent with the Accreditation Commission for Education in Nursing (ACEN) Criterion.
7. Strong enrollments and meets degree productivity are reported for the bachelor's degree programs in Early Childhood/Special Education, and Elementary Education, and the doctorate in Education Leadership. The master's program in Elementary and Secondary School

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

- Administration shows consistent performance, while steady enrollment and meet degree productivity are reported for the master's programs in Reading, Special Education, and Teaching.
8. The BS in Early Childhood/Special Education program plans to 1) revise current assessment to represent one assessment or to replace with another single assessment, 2) encourage faculty to re-examine the alignment of assessments, rubrics, and data to assure performance levels are aligned correctly with the respective elements, 3) increase focus on planning categories to address the understanding and application of students' knowledge of assessment, diverse learners and environments will be conducted, and 4) increase focus on planning categories to address the topic of family and community and how it relates to professionalism will be conducted.
 9. The BS in Elementary Education program plans to 1) review the clinical practice three-way conference assessment (Phase I and Phase II) to clearly separate the learning outcomes at each stage of the student matriculation through the Elementary Education program, and 2) consider changing the portfolio assessment to another substantive assessment to measure the students' knowledge, skills, abilities, and outcomes with a set of six to eight unique assessments to represent the total program assessment.
 10. The Master of Art in Teaching (MAT) plans to 1) revise the lesson and unit plan assignment and rubric to address the vague content terms to better align to rubric evaluation areas and add a rubric component that measures pedagogical content knowledge, and 2) revise the pre and post and summative evaluation assignment, and 3) develop and complete annual action plans that review and address continued program improvements to increase student knowledge, skills and abilities.
 11. The M.Ed. programs in Elementary and Secondary School Administration and in Reading Education plan to 1) evidence that the programs have developed and are maintaining close collaborations with local P-12 school or community partners for clinical preparation of candidates and the continuous improvement of the programs, 2) evidence that the programs work with partners to design varied and developmental clinical placements that allow candidates to practice applications of specialized knowledge and skills, and 3) develop and complete annual action plans that review and address continued program improvements to increase student knowledge, skills and abilities.
 12. The M.Ed. in Special Education program coordinator and faculty will develop and complete annual action plans to review, address, and complete an action plan to continue program improvements to increase student knowledge, skills, and abilities.
 13. The Ed.D. in Educational Leadership program plans to 1) provide evidence to develop and maintain a) close collaborations with local P-12 school or community partners for clinical preparation of candidates, b) work with P-12 partners to design varied and developmental clinical placements, and c) provide continuous program improvement, 2) examine the program content and data of the content in the research, statistics, and law areas more closely to determine what specific areas should be changed to impact positively student performance, and 3) develop and complete annual action plans that review and address continued program improvements to increase student knowledge, skills and abilities.
 14. The MA in School Psychology and the Certificate of Advanced Studies in School Psychology demonstrate solid enrollment and meets degree productivity.

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

15. The MA in School Psychology and Certificate of Advanced Studies in School Psychology programs plan to 1) review the need to develop an additional course to broaden the candidate's knowledge of school-wide program evaluation techniques, 2) explore additional strategies to increase school psychology practice pedagogy and skill development, 3) investigate ways to improve documenting candidates' participation in activities that promote preventive and responsive services, 4) develop a more formalized approach to rate students on their abilities, skills, and dispositions by formalizing the process using an evaluation measure and/or a review of portfolio documents, 5) continue to explore strategies to evaluate student impact, 6) refine survey and review data from the unit as well as the program specific employer and employee surveys, and 7) provide more in-depth training regarding diversity, cultural issues, and disabilities in a few courses or explore creative ways to embed these critical issues across the curriculum.
16. The plan for the PBC in Public Administration to address the low to absence of enrollment and degrees awarded is to 1) utilize the BSU Leadership Academy to enroll existing students, alumni, and federal, state, and local government professionals, 2) submit proposal for a HBCU Center of Excellence in Housing to support enrollment of next generation of Housing Policy Leaders, 3) participate in the HBCU MPA Consortium to afford students with opportunities to engage in regional and national public service and public administration scholars and professionals, and 4) re-evaluate existing programs to develop a new program in Philanthropy and Nonprofit Management.
17. The MPA program reports good enrollment and meets degree productivity, it is also participating in the same initiative delineate in #16 for the PBC in Public Administration.

Coppin State University										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Human Services Administration (M) (CSU) (Joint CSU/UBALT Program)	84	42	87	45	74	29	66	37	55	18
Human Services Administration (M) (UBALT) (Joint CSU/UBALT Program)	81	42	66	23	57	29	66	16	33	20
Notes:										
1. Human Services Administration (Joint CSU/UBALT Program) report solid enrollments and meets degrees productivity for CSU and UBALT>										
2. To further strengthen the joint Human Services Administration program, CSU and UBALT plan to 1) increase and improve campus coordination, 2) add faculty specifically assigned to the human services program, 3) engage in more aggressive program marketing, 4) pursue additional financial assistance for students, and 5) seek national accreditation.										

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

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Enrollments and Degrees Awarded by Institution

Frostburg State University										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Art and Design (B)	27	27	20	30	20	21	17	16	76	17
Communication Studies (B)	48	8	49	9	36	14	29	12	25	9
Earth Sciences (B)	35	7	36	6	30	10	25	6	23	9
Environmental Analysis and Planning (B)- SUSPENDED	16	4	22	3	24	1	22	5	17	6
Geography (B)	35	13	28	9	30	15	25	11	35	11
Social Science (B)	36	12	47	12	45	11	39	10	31	8
Wildlife and Fisheries (B)	108	15	111	24	118	16	116	20	88	40
Wildlife/Fisheries Biology (M)	5	1	5	0	6	1	6	1	6	0

Notes:

1. The MS in Wildlife/Fisheries Biology report low degree productivity and plans to 1) during Fall 2020 to Fall 2021 to merge the Applied Ecology and Conservation Biology and Wildlife and Fisheries Biology graduate programs into a single program, 2) develop realistic levels of stipends to support teaching assistants in Fall 2020 to Spring 2021, 3) enhance access to existing courses at the Appalachian Laboratory and in other Departments related to GIS and statistics in Fall 2020 to Spring 2021, and 4) increase professional development opportunities.
2. The BS in Environmental Analysis and Planning degree is suspended with USM and MHEC and during the three-year suspension period the faculty will determine if the departments of Biology and Chemistry will revise or develop a new program in Environmental Analysis/Sciences/Studies by June 2024, and 2) complete by June 2022 student surveys and/or focus groups to examine students' perceptions and experiences with environmental science and field-based studies.
3. The bachelor's degree programs in Art and Design, Communication Studies, Earth Sciences, Geography, Social Science, and Wildlife and Fisheries report good to strong performance in enrollment and meet degree productivity.
4. The BFA in Art and Design program plans to 1) advocate for improvements to the Fine Arts Building and studio facilities, 2) review curriculum to update and streamline course offerings in line with current enrollments and creative trends, 3) develop and encourage more high impact practices for Art and Design students, such as internships and field work placements, 4) enhance opportunities for Art and Design students to explore career options and readiness through extracurricular programming, 5) redesign Visual Art's marketing

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

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- materials in keeping with current aesthetics and prospective curriculum changes, and 6) pursue opportunities to enhance program regarding developments in new media, interdisciplinary practices, and game design.
5. The BS in Communication Studies program plans to 1) identify characteristics of and positions needed to support new programs, 2) continue new and transfer student recruitment, 3) determine what laboratory space is needed in consideration of updated Communication Studies (CMST) major, 4) revise assessment plan for the new curriculum, and 5) finalize CMST course size limitations.
 6. The BS in Earth Sciences and Geography program plans to 1) strengthen the Geographic Information Systems/Science (GIS) curriculum in the Earth Sciences (EASC) program by June 2024, 2) review and streamlining Earth Sciences curriculum annually, 3) integrate student professional development and career preparation into the program annually, and 4) promote and develop more high impact learning experiences in the program.
 7. The BS in Geography program plans to 1) strengthen the Geographic Information Systems/Science (GIS) curriculum in the Geography program by June 2023, 2) review and streamlining Geography curriculum annually, 3) integrate student professional development and career preparation into the program annually, and 4) promote and develop more high impact learning experiences in the program annually.
 8. The BS in Social Science program plans to 1) explore the feasibility of creating two separate tracks: one for students who want to be social studies teachers and another for those pursuing other careers in the social sciences by AY 2021-2022, 2) form a partnership for professional learning for Allegany County social studies teachers and FSU social science faculty to complete by the next midpoint review, 3) consult with faculty from the FSU social science departments to determine what connections and partnerships already exist with community agencies, 4) explore the development of a consistent rubric score for writing throughout the Social Science program by AY 2021-2022, 5) monitor data for the capstone project to determine if additional writing support within the program is needed, beginning in summer 2021, 6) organize group advising and information sessions for social science majors to be ongoing, beginning in fall 2021, and 7) add the following to the Social Science Advisory Group: a) two students (one who intends to be a social studies teacher and one pursuing a career in a field outside of education), b) a representative from the local public school system with experience in social studies, and c) a person from an organization/institution associated with another Social Science career field by AY 2021-2022 .
 9. The BS in Wildlife and Fisheries plan to 1) develop a plan to recruit and retain faculty by Fall 2022, 2) support and encourage research among faculty, especially involving undergraduate students is ongoing, 3) review current tracks and course offerings by fall 2023, 4) work to develop or strengthen articulation agreements with local colleges by fall 2024, 5) reduce course scheduling conflicts and the need for course substitutions is ongoing, 6) increase recruitment, especially of minority and underrepresented students is ongoing, and 7) strengthen the collaborations between the graduate and undergraduate programs is ongoing.

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

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Salisbury University										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Curriculum & Instruction - includes Post-Secondary Track (M)	97	27	101	36	94	27	80	29	68	25
Physics (B)	117	18	114	30	84	12	80	20	60	14
<p>Notes:</p> <ol style="list-style-type: none"> 1. The M.Ed. in Curriculum and Instruction and BS in Physics demonstrate good enrollments and meet degree productivity. 2. The M.Ed. in Curriculum and Instruction program plans to 1) review the course catalog and program requirements to eliminate obsolete or outdated courses, to identify areas of curricular focus, and to develop coursework to address present gaps in our course offerings, 2) implement steps to develop an accelerated, online M.Ed. program, 3) implement steps to clarify faculty expectations and to provide professional development, 4) develop and implement innovative recruitment and marketing resources for sustaining and diversifying enrollment (e.g., higher education faculty and staff, students of color, linguistic backgrounds, and male students), and 5) collect, analyze, and respond to stakeholder and student feedback when assessing M.Ed. programs and curricula. 3. The BS in Physics program plans to 1) better support students interested in careers in Engineering, 2) use innovative methods of instruction, including 3-D and other instructional technologies, and continue efforts to improve student access, 3) improve enrollment by promoting the new Astronomy and Astrophysics track, 4) increase students' familiarity with scientific computing and utilization of high-performance computing resources, 5) create an Industry Advisory Board , and 6) strengthen program-wide assessment efforts. 										

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

Towson University										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Athletic Training (B)	128	21	116	16	117	16	107	13	76	18
Exercise Science (B)	730	199	743	170	713	201	745	180	710	166
Kinesiology (M) - DISCONTINUED	6	18	6	2	0	5	0	1	0	0
Physical Education / Teacher Education (B)	85	24	88	15	104	13	94	12	94	12
Sports Management (B)	451	133	452	124	462	127	440	119	421	114
Notes:										
<ol style="list-style-type: none"> The bachelor's degree programs in Athletics Training, Exercise Science, Physical Education teaching Education, and Sports Management reports good enrollment and meet degree productivity. The Athletic Training, Exercise Science, Physical Education / Teacher Education, and Sports Management programs plan to 1) enhance faculty diversity, 2) develop an accelerated BS-MS program to support enrollment in the MS in Athletic Training, 3) explore efficiencies across programs, particularly within athletic training and exercise science, 4) focus on program marketing through targeted efforts as well as from a curricular standpoint, 5) explore productive collaborations across teaching and research efforts, 6) incentivize research, service, and leadership roles, 7) engage in diversity, equity, and inclusion training, 8) develop a Health and Physical Education program, 9) explore graduate programming, and 10) collect meaningful Sports Management program outcome data and develop consistent assessment measures. The MS in Kinesiology was officially discontinued effective spring 2019 with teach out for student completed. 										

The University of Baltimore										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Forensic Science – Cyber Investigations (M)	98	48	105	44	85	37	79	45	59	24
Health Administration (M)	145	19	120	40	81	33	55	36	46	32
Health Administration (PBC)	0	1	1	0	1	2	4	0	3	1

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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

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Applied Psychology Counseling Concentration (M)	83	21	80	28	70	23	76	19	93	13
Applied Psychology - Industrial Organizational Psychology Concentration (M)	51	12	47	18	47	15	45	24	51	9
Counseling Psychology (PBC)	20	5	15	2	18	3	13	6	21	0
Taxation (M)	32	5	24	8	24	4	22	9	20	7
Taxation (L.L.M)	25	10	23	8	22	6	17	8	10	8
Estate Planning (PBC)	5	3	4	5	8	2	9	2	9	3

Notes:

1. The PBC in Health Administration demonstrates low degree productivity and is a stackable credential for the MS in Health Administration. The plan to improve the certificate awarded is to 1) market PBC as a stackable credential, 2) provide joint advising with faculty and advisors to assure that students' progress efficiently to completion, 3) increase retention by assigning all students to a faculty mentor, 4) increase alumni engagement in recruitment of prospective students, 5) pursue full accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME), 6) engage in fundraising activities to increase scholarship opportunities, and 7) increase footprint and visibility.
2. The master's degree program in Forensic Science – Cyber Investigations, Health Administration, Applied Psychology Counseling Concentration, and Applied Psychology – Industrial Organizational Psychology Concentration report solid enrollments and meet degree productivity.
3. The MS in Health Administration program plans to engage in the initiatives delineated above for the PBC in Health Administration
4. The MS in Forensic Science – Cyber Investigations plans to 1) attain National Certification for the Program through the National Center of Academic Excellence in Cyber Defense (CAE-CDE) Education Program, National Security Agency (NSA), 2) increase collaborative partnerships with federal, state, and local law enforcement, and private cyber forensics agencies to expand opportunities for students in the areas of internships, fellowships, real time analysis of crimes, professional development, and employment, 3) continue to develop curriculum to keep current with changes in the field to ensure graduates are prepared with the skills and technology expertise, 4) evaluate resource needs for the program, 5) develop a stronger marketing strategy, and 6) Increase the affordability of the program for students through additional scholarships.
5. The PBC in Counseling Psychology demonstrates stable enrollment and meets degree productivity based on a three-year period but reflects zero-degree productivity for 2020.

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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6. The MS in Applied Psychology Counseling Concentration, MS in Applied Psychology – Industrial Organizational Psychology (IOP) Concentration, and PBC in Counseling Psychology programs plan to, but not limited to, 1) reduce enrollment capacity for some courses, 2) establish and assess self-care learning objective in appropriate syllabi, 3) hire and maintain field placement coordinator, 4) implement a tracking system for student progress, 5) employ strategies to increase stakeholders’ participation in survey for program advancement, 5) develop clear policies and documentation in students’ files regarding move from conditional to regular admission status, 6) implement and promoting clear graduate school polices for student performance, 7) obtain MPCAC accreditation for Practitioner Specialization of M.S. Applied Psychology - Counseling program, 8) coordinate a long-term, on-going plan for the Office of Diversity and International Students, the Career and Internship Center, and Schaefer Center to continue hiring at least one IOP graduate student per year as a GA, 9) consider revision to IOP curriculum to enable greater agility for students, 10) continue offering Diversity, Equity, and Inclusion course, 11) explore dual degree with MBA program and partner institutes in Europe, including gateway opportunities for doctoral studies at our European partner institutions, 12) accelerated IOP program, 13) review student success in program, and 14) coordination with alumni relations, communicate with alumni at least yearly with updates on program, people, and opportunities to get involve and donate.
7. The MS in Taxation, LLM in Taxation, and PBC in Estate Planning report stable enrollments and meet degree productivity.
8. The MS in Taxation, LLM in Taxation, and PBC in Estate Planning plan to 1) explore reducing the total number of credits and required courses for the LL.M. in Taxation degree, 2) do a better job of promoting the Graduate Tax Program as a high-quality, more flexible, and more affordable option than more nationally-known programs, 3) do a better job of engaging students who attend a significant portion of classes asynchronously, 4) consider certain measures to improve the academic support provided to students who are in their first or second semester in the program, 5) consider creating a “plan of work” form that students would file with the program director that would provide the student’s plans for taking required courses and electives, 6) do a better job of promoting to Graduate Tax Program students the services provided by the Law Career Development Office and the Career and Internship Center, 7) explore developing a process for surveying graduates at exit and at 5 years from degree completion, and 8) explore establishing a Graduate Tax Program Tax Forum that invites local tax practitioners and academics once or twice annually to a presentation of a paper with commentary.

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

University of Maryland, Baltimore										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Molecular Medicine (D)	68	13	64	13	67	11	67	9	67	12
PharmD (D)	637	159	626	149	595	156	536	151	479	135
Oral Pathology (M)*	0	0	0	0	1	0	1	0	0	1
Oral Pathology (D)*	4	0	5	2	4	1	3	1	4	0
Research Ethics (PBC)	13	4	12	3	26	4	8	7	14	6

Notes:

- *The degree productivity of the PhD in Oral Pathology program is only one-degree awarded below the MHEC three-year threshold. The M.S. in Oral Pathology reflects low degrees awarded as only a few students seek to independently obtain the M.S. degree while pursuing the PhD. The plan to improve the PhD program includes 1) doctoral students will be offered the opportunity for a faculty-mentored experience teaching small group sessions, 2) graduate students will be offered teaching experience in graduate oral pathology course work and mentoring junior students in the research lab, and 3) a new graduate teaching assistance (GTA) initiative organized by the graduate school to place the experience of Ph.D. students in a more formal pedagogical structure.
- The doctoral programs in Molecular Medicine, Pharmacy, and the PBC in Research Ethics report good enrollments and meet degree productivity.
- The doctoral program in Molecular Medicine plans to 1) to identify a space that is centrally located to student labs and administrative staff with partners, 2) seek professional advice to develop and implement strategies and outlets to attract the most talented prospective students, 3) utilize the "Entering Mentoring" training program, 4) use new funds for programmatic activities to enhance student and faculty adhesion, identity and promotion interdisciplinary research, and 5) engage the leadership in conjunction with others to develop a formal process for evaluating candidates for leadership positions to participate in track-level mentorship.
- The PharmD plans to 1) enhance communication between the Office of Academic Affairs and PharmD course managers through recurring meeting, 2) increase monitoring of curriculum mapping, and 3) sustain ongoing efforts to improve aggregate scores on national standardized examinations (NAPLEX, MPJE, AND PCOA).
- The PBC in Research Ethics plans to 1) engage international, alumni, and other faculty to serve as guest lecturers and course instructors, 2) create synchronous virtual opportunities for students and alumni to network throughout the semester at disciplinary

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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conferences, 3) explore marketing opportunities domestically and internationally, and 4) clarify course and program expectations and learning objective.

University of Maryland, Baltimore County										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Africana Studies (B)	8	7	7	9	6	6	7	7	14	4
Early Childhood (ECE) (Certification Program)	26	4	30	6	22	6	16	5	17	3
Elementary (ELEM) (Certification Program)	52	14	60	10	43	7	32	7	33	9
Secondary Education (SEC) (Certification Program)	84	14	97	16	70	21	51	14	54	11
Philosophy (B)	56	11	60	22	59	12	56	16	66	18
Teaching (MAT)	69	35	41	39	42	26	40	23	68	23
Teaching ESOL (M)	36	9	43	7	43	10	20	6	24	10

Notes:

1. Early Childhood (ECE)*, Elementary (ELEM)* and Secondary Education (SEC)* are initial teacher certification programs approved by MSDE. UMBC does not offer an undergraduate major in education. Students in these MSDE-approved certification programs complete a separate major at UMBC.
2. The bachelor’s degree program in Africana Studies reflect steady enrollment and degree productivity. The program plans to 1) elevate the Community Involvement track, 2) propose two certificate programs in African Studies and Race and Social Justice Studies, 3) advance study abroad, 4) expand adjunct instructor’s roles, 5) increase the 30 student class enrollment cap, 6) strengthen the relationship between the department and students, acquire adequate departmental facilities and 7) enhance linkages between the department and the broader community in Baltimore.
3. The bachelor’s degree program in Philosophy demonstrates good enrollment and degree productivity. The program plans to further improve by 1) developing interdisciplinary certificate in philosophy, politics, economics, and law, 2) developing proposals for re-activating master’s in applied and professional ethics program, 3) coordinating ethics teaching at UMBC with philosophy department, 4) supporting

Degree Productivity and Enrollment Reporting Codes:

■ Below degree productivity

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writing intensive courses, 5) reviewing and revising the roles of Lecturers in department governance, and 6) developing outreach/recruiting of Philosophy majors and involvement of majors in faculty research.

4. The Master of Arts in Teaching reflects solid enrollment and degree productivity and the master’s degree in Teaching ESOL reflects steady enrollment and degree productivity. The program plans to further improve by 1) maintaining an active departmental assessment committee led by a full time coordinator, 2) monitoring the Maryland Longitudinal Database system for enrollment to track teachers who have been teaching greater than 3 years, 3) continuing to identify potential schools within the institution’s Professional Development Schools (PDS) network to ascertain impact of completers on classroom instruction, and 4) continuing to conduct a series of post-graduation surveys related to completers' satisfaction with the program, employment history and other pertinent measures.

University of Maryland, College Park										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Accounting (B)	750	314	662	286	623	231	547	252	501	215
Finance (B)	1022	348	1011	443	1082	314	1094	322	1117	352
Management (B)	247	64	254	66	324	62	319	89	320	78
International Business (B)	191	48	185	31	172	47	144	33	136	20
Marketing (B)	505	174	513	162	544	148	591	175	617	185
Operations Management and Business Analytics (B)	115	24	177	27	261	24	314	43	340	60
Supply Chain Management (B)	257	82	257	74	256	59	224	76	226	60
Business-Undecided (B)	417	-----	413	-----	312	-----	265	-----	239	-----
Information Systems-Business (B)	344	102	408	90	465	11	497	122	493	126
MBA (M)	957	377	959	386	990	391	865	385	969	340
Executive MBA (M)	46	38	37	43	33	46	41	32	39	32
Executive MBA (China) (M)	51	16	60	28	66	20	67	29	33	29
Accounting (M)	332	143	302	177	196	190	118	126	99	91
Finance (M)	345	192	227	140	126	150	93	75	83	70

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

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Quantitative Finance (M)	0	0	148	0	142	71	130	86	90	77
Business Analytics (M)	0	0	79	0	165	0	209	73	201	89
Business & Management (M, D)	87	16	104	19	102	17	87	27	97	24
Information Systems (M)	229	94	240	104	247	130	226	129	134	116
Marketing Analytics (M)	48	34	47	47	53	46	111	7	104	54
Supply Chain Management (M)	86	55	75	36	57	46	63	27	69	33
Atmospheric & Oceanic Sciences (B)	62	10	60	13	55	15	58	5	53	12
Atmospheric & Oceanic Sciences (Combined M/D)	76	16	70	16	60	14	56	21	40	17
Atmospheric & Ocean Science & Tech. (MPS)*	4	5	3	0	2	0	2	0	3	1
Geographical Sciences (B)	199	79	140	86	129	78	104	65	94	52
Geospatial Information Sciences (Prof. MS -Domestic) (M)	0	0	0	0	0	0	30	0	73	33
Geospatial Information Sciences (Prof. MS – China) (M)	0	0	0	0	0	0	16	0	0	16
Geospatial Intelligence (Prof. MS) (M)	0	0	2	0	13	0	18	3	24	5
Geospatial Information Sciences (PBC)	0	-----	0	-----	0	-----	0	-----	5	-----
Geospatial Intelligence (PBC)	0	-----	2	-----	1	-----	2	-----	2	-----
Geographical Sciences– Research (M, D)	77	15	61	21	64	14	63	13	53	14
Geology (B)	45	13	54	11	54	17	47	13	34	21
Geology (M, D)	33	6	33	9	35	9	34	4	33	7
Early Childhood & Early Childhood Special Ed (B)	108	23*	115	25	93	32	85	24	92	21
Human Development (M, D)	70	19	55	28	59	21	52	18	36	18
Measurement, Statistics and Evaluation (M, D)	37	6	43	1	40	12	36	12	28	12
Jewish Studies (B)	8	11	3	7	5	1	4	2	8	0
Jewish Studies (M)	2	1	2	1	2	0	4	2	1	1

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

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Enrollments and Degrees Awarded by Institution

Community Planning (M)	49	24	45	27	44	25	39	19	35	21
Central European, Russian Eurasian Studies (B)	7	3	4	1	9	2	7	1	6	2
Persian Studies (B)	15	3	12	4	9	6	7	2	9	3
French Language & Literature (B)	58	17	39	18	53	11	41	11	43	12
Germanic Studies (B)	38	6	37	6	44	7	36	5	22	11
Italian Studies (B)	4	4	3	0	1	3	4	1	3	2
Spanish Language, Literatures, and Cultures (B)	108	41	107	33	117	25	116	24	109	26
Russian Language and Literature (B)	24	7	19	8	23	7	24	5	19	7
Chinese (B)	38	12	40	12	31	18	42	7	40	11
Japanese (B)	43	9	49	8	50	10	47	11	40	13
Arabic Studies (B)	47	20	40	18	29	12	20	12	39	15
Romance Languages (B)	14	2	14	2	10	3	9	3	6	2
Cinema and Media Studies (joint w/English) (B)	52	15	47	21	45	16	45	9	54	10
French Language and Literature (M)	7	3	2	5	1	1	4	0	3	1
Modern French Studies (D)	9	1	14	1	9	2	9	4	10	2
Germanic Language and Literature (M, D) (SUSPENDED)	8	4	7	2	6	3	2	4	3	0
Second Language Acquisition (M, D)	38	7	41	8	37	9	35	6	28	11
Spanish Language & Literature (M, D)	31	6	22	0	21	12	21	3	18	5
East Asian Studies (UDC)	-----	12	-----	10	-----	4	-----	4	-----	7

Notes:

1. Degrees awarded are not reported for the bachelor's for Business-Undecided, PBC in Geospatial Information Sciences, and Geospatial Intelligence (PBC). The bachelor's for Business-Undecided shows very strong enrollment, programs demonstrate are not reported.
2. *The Master of Professional Studies (MPS) in Atmospheric & Ocean Science & Technology is only one-degree awarded below the MHEC three-year period threshold and the department agrees strategic planning is needed and is convening the faculty to develop a shared vision and actional plan for he prioritized replacement of retiring faculty expertise.

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

3. The master's degree programs in Geospatial Information Sciences and Geospatial Intelligence were approved by the full Board of Regents on April 19, 2019. The Geospatial Information Sciences program reflect very strong degree productivity for the one reported year of 2020, and the Geospatial Intelligence program demonstrates good progressive degree productivity for reported years of 2019 and 2020. Enrollment for years 2016, 2017, and 2018 for Geospatial Information Sciences and 2016 and 2017 for the Geospatial Intelligence are unavailable. The programs continue to be in the USM cycles for the New Program 5-Year Enrollment Review until Fall 2023-Fall 2024, and in accordance with the seven-year periodic program review as required by MHEC the programs are scheduled for review in 2026, the seven years after approval.
4. The PBCs in Geospatial Information Sciences and in Geospatial Intelligence reflect no degree productivity. For the PBC in Geospatial Information Sciences enrollment is reported only for the one year of 2020 and PBC in Geospatial Intelligence enrollments are for the years of 2017, 2018, 2019, and 2020.
5. The bachelor's and master's programs in Jewish Studies demonstrate low degree productivity and the Center for Jewish Studies launched a strategic planning effort as this PPR review began. The priorities are to continue with attracting students, engage more faculty across the campus, and fundraising.
6. The bachelor's degree program in Central European, Russian Eurasian Studies, Persian Studies Italian Studies, and Romance Languages, and master's degree in French Language and Literature reflect low enrollments and low degree productivity. From this review the recommendations are 1) continued integration among the staff, 2) strategic planning to create a coherent vision for the diverse programs and faculty, 3) more funding and structured mentoring for graduate students, and 4) the creation of a graduate student handbook.
7. The graduate Germanic Language and Literature suspended admissions. The master's and doctoral program combined produce in years 2018 and 20219 the threshold for degree awarded but individually the master and doctoral programs were below the yearly and three year thresholds.
8. The enrollment and degree productivity for the Early Childhood and Early Childhood Special Education comprise the prior Early Childhood Special Education program.
9. The UDC in East Asian Studies Upper Division Certification program does not have a means of tracking enrollments. The reason is students can identify that they have met the requirements of the certificate and request the credential at the time of graduation. Students often do not sign up for the UDC in advance and there is no admissions process. Students who complete the certificate come from a variety of undergraduate majors within and outside the School of Languages, Literatures, and Cultures, and there is no particular correlation with the undergraduate major to determine enrollment in the UDC.
10. The remaining UMD programs demonstrate good to strong enrollments and degree productivity and plans to further strengthen the programs.

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

University of Maryland, Eastern Shore										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Biochemistry (B)*	32	4	36	4	35	5	38	8	41	1
Chemistry (B)	45	4	26	3	21	3	21	4	16	2
Chemistry (M)	2	1	0	0	0	0	2	0	2	0

Notes:

- *The bachelor's degree in Biochemistry reflects solid enrollment and slightly below productivity with only one-degree awarded below the MHEC three-year period threshold. The program is entering into a period of strategic planning to improve enrollment and degree productivity that includes 1) offering capstone opportunities, 2) integrating ethical training across the curriculum, and 3) hiring faculty for vacant position.
- The bachelor's and master's programs in Chemistry reflect low degree productivity. The enrollment for the bachelor's program is greater than that of the master's program. At the time of this review the bachelor's and master's programs is entering into a period of strategic planning to improve enrollment and degree productivity that include 1) new research projects for undergraduates and graduates with the disciplines of biochemistry, physics, and environmental sciences, 2) open new admissions masters track for students in any scientific field, 3) subsuming the M.S. in Chemistry into a new School of Agricultural and Natural Sciences school-wide graduate program structure, and 4) hiring faculty to fill current vacancies.

University of Maryland, Global Campus										
Program Title (Degree)	2016		2017		2018		2019		2020	
	Enrolled	Degrees								
Accounting (B)	1487	282	1476	301	1468	258	1342	239	1288	224
Biotechnology (BS, BTS)	142	16	159	19	173	27	163	22	167	21
Communication Studies (B)	879	152	829	165	825	138	765	154	811	152
Computer Science (B)	1840	176	1998	189	2048	299	1993	305	2106	256
Software Development and Security (B)	473	5	580	39	572	72	575	106	605	97

Notes:

Degree Productivity and Enrollment Reporting Codes:

Below degree productivity

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

2020-2021 Periodic Review of Academic Program
Enrollments and Degrees Awarded by Institution

1. The bachelor's degree programs in Accounting, Biotechnology, Communication Studies, Computer Science, and Software Development and Security reflect good to strong enrollments and degree productivity.
2. The bachelor's in Accounting plans to further strengthen the program by 1) improving collection and utilization of graduate placement data for program planning and development, Spring 2022 - Fall 2023, 2) continuing to focusing on certifications, giving students the opportunity to prepare for any of the accounting certifications, Spring 2022 - end Fall 2024, 3) considering the use of non-OER resources for some Accounting courses, since the availability of high quality OERs varies across Accounting sub-fields, Fall 2022 - end Spring 2024, 4) creating a plan to improve faculty diversity, Fall 2021 - end Fall 2022, and 5) providing additional guidance for students as they select electives from Accounting and related fields, Fall 2021- Fall 2023.
3. The bachelor's in Biotechnology plans to further strengthen the program by 1) establishing an Advisory Board, 2022, 2) focusing on Bachelor of Science Degree to determine if prudent to develop teach out process to eliminate the BTS program 2026, 3) creating program specializations or pathways, 2022- 2024, and 4) developing additional upper-level courses and virtual 'wet' lab courses, 2024 - 2026.
4. The bachelor's in Communication Studies plans to further strengthen the program by 1) establishing an industry advisory board, 2021 – 2026, 2) reviewing academic data to identify additional credential opportunities and develop a multi-year continuous quality improvement plan, 2021 – 2026, and 3) recruiting and training high quality faculty, 2021 – 2026.
5. The bachelor's in Computer Science plans to further strengthen the program by continuously advance curriculum align with industry standards, Fall 2021 - Summer 2022.
6. The bachelor's in Software Development and Security plans to further strengthen the program by 1) enhancing curriculum to better align with current industry and government recommended best practices, Fall 2021 - Summer 2022, 2) preparing students to work in secure coding roles, Fall 2021- Summer 2022, and 3) enabling students to store and share their work with potential employers, Summer 2022 - Fall 2022.

Degree Productivity and Enrollment Reporting Codes:

 Below degree productivity

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



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Report on Extramural Funding – FY 2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 11, 2022

SUMMARY: This report provides information on extramural awards received by USM institutions in support of specific initiatives in research, education, or service for FY 2020. In addition to detailed information by institution and funding source for FY 2019 and FY 2020, the report also provides five years of summary data by institution for comparison purposes. It is important to note that while the report on extramural awards is consistent within the USM, it is not directly comparable with NSF accounting-based reports nor with expenditure data in System budget documents.

In FY 2021, the System received a total of \$1,598,843,604.81 in extramural funding, a 3.6% increase from the FY 2020 total of \$1,542,951,565.87. UMB and UMCP garnered the largest extramural funding totals among System institutions. BSU, CSU, FSU, SU, TU, UMB, UMBC, UMCP, and UMES obtained higher levels of extramural funding than in FY 2020.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR’S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only

DATE: January 11, 2022

BOARD ACTION:

DATE:

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

jboughman@usmd.edu



USM Report on Extramural Funding FY 2021

Major sources of support for the activities on the campuses of the USM institutions come from extramural sources, including grants and contracts. The faculty and staff of USM institutions obtain funding for research, education, and public service activities from many sources. This report shows how many proposals each institution generated, how many awards were received, and the total amount of funding received from external sources.

In FY 2021, the System received a total of \$1,598,843,604.81 in extramural funding, a 3.6% increase from the FY 2020 total of \$1,542,951,565.87.

Table 1 shows how much income each institution generated in each of the past two years from grants and contracts from the federal government, Maryland state agencies, non-profit foundations, corporations, and other sources, such as non-governmental organizations. Table 1 also shows the number of proposals submitted to each type of funding source and the number of grants received. Awards are counted in the year they are received. It should also be noted that in this report, the number of awards represents not only new awards but also amendments to existing awards that provide additional funding not previously accounted for. Institutions that receive a high percentage of awards funded in increments will have a higher number of awards than proposals, since one initial proposal could result in multiple funding actions. It should also be noted that some awards received were the result of proposals submitted in a prior fiscal year and that notification regarding the funding of some proposals submitted in FY 2020 were still pending as the fiscal year closed.

Table 2 shows how the overall external funding to the USM and the funding to most USM institutions have been steadily increasing since FY 2017. These increases are promising. Only three institutions are down from last year, and two of those decreases are nominal. It should be noted that the 24% decrease at UMGC and the 119% increase at Towson are swings back to their pre FY 2020 numbers. For both schools, FY 2020 was the standout year; their FY 2021 are more standard.

The degree to which institution secured funding from the various sources differs by institution. The federal government is the largest funding source for the System as a whole (60.5% of the USM total) and the majority of our institutions (ten of twelve). However, the state government, corporations and foundations, and other sources also provide critical support for all of our institutions. There was a system-wide increase in the number of proposals and awards over FY 2020. Institutions whose funding levels increased this year attribute those increases to the diversification of funding streams, more efficient tracking of faculty awards, a few key renewals of awards, and, in some cases, and growth in State and other partnerships.

Table 1
Extramural Funding for the USM – Fiscal Years 2020 and 2021

FY 2020			
		USM	
Source	Award Amount	Awards	Proposals
Federal	\$1,004,627,346.76	2,626	3,375
State	\$189,294,558.73	1,889	829
Corporate	\$105,873,344.00	1,414	1,074
Foundations	\$124,123,789.64	921	980
Other	\$138,683,001.79	2,492	2,187
TOTAL	\$1,562,602,040.92	9,342	8,445
Total Less Other USM	\$1,542,951,565.87		

FY 2021			
		USM	
Source	Award Amount	Awards	Proposals
Federal	\$981,463,488.56	2,700	3,316
State	\$211,406,619.37	1,967	862
Corporate	\$93,801,776.00	1,503	1,175
Foundations	\$118,499,225.08	848	927
Other	\$216,154,025.75	2,727	2,343
TOTAL	\$1,621,325,134.76	9,745	8,623
Total Less Other USM	\$1,598,843,604.81		

BSU			
Source	Award Amount	Awards	Proposals
Federal	\$11,700,669.12	30	37
State	\$389,153.00	7	9
Corporate	\$86,000.00	3	0
Foundations	\$0.00	0	0
Other	\$20,000.00	1	2
TOTAL	\$12,195,822.12	41	48
Total Less Other USM	\$12,195,822.12		

BSU			
Source	Award Amount	Awards	Proposals
Federal	\$14,214,128.20	33	33
State	\$2,537,204.00	16	10
Corporate	\$12,400.00	2	0
Foundations	\$20,000.00	1	0
Other	\$5,000.00	7	4
TOTAL	\$16,788,732.20	59	47
Total Less Other USM	\$16,783,732.00		

CSU			
Source	Award Amount	Awards	Proposals
Federal	\$7,293,268.00	9	25
State	\$537,689.41	14	22
Corporate	\$718,572.15	11	17
Foundations	\$1,125,200.00	16	23
Other	\$27,000.00	1	6
TOTAL	\$9,701,729.56	51	93
Total Less Other USM	\$9,674,729.56		

CSU			
Source	Award Amount	Awards	Proposals
Federal	\$7,665,680.36	18	22
State	\$1,637,036.37	34	41
Corporate	\$298,349.00	7	26
Foundations	\$225,190.00	6	9
Other	\$117,538.75	22	22
TOTAL	\$9,943,794.48	87	120
Total Less Other USM	\$9,826,255.73		

FSU			
Source	Award Amount	Awards	Proposals
Federal	\$1,363,977.00	8	12
State	\$1,743,554.00	16	20
Corporate	\$0.00	0	0
Foundations	\$36,605.00	7	11
Other	\$474,952.00	15	20
TOTAL	\$3,619,088.00	46	63
Total Less Other USM	\$3,185,636.00		

FSU			
Source	Award Amount	Awards	Proposals
Federal	\$2,140,867.00	6	11
State	\$1,153,865.00	17	15
Corporate	\$0.00	0	0
Foundations	\$21,500.00	3	4
Other	\$513,210.00	12	19
TOTAL	\$3,829,442.00	38	49
Total Less Other USM	\$3,351,082.00		

SU			
Source	Award Amount	Awards	Proposals
Federal	\$2,268,939.00	9	17
State	\$3,786,917.00	45	44
Corporate	\$8,700.00	4	4
Foundations	\$65,023.00	17	24
Other	\$566,194.00	42	46
TOTAL	\$6,695,773.00	117	135
Total Less Other USM	\$5,791,637.00		

SU			
Source	Award Amount	Awards	Proposals
Federal	\$1,267,788.00	3	12
State	\$4,721,019.00	49	50
Corporate	\$0.00	0	1
Foundations	\$39,735.00	8	12
Other	\$908,401.00	30	44
TOTAL	\$6,936,943.00	90	119
Total Less Other USM	\$5,135,529.00		

FY 2020

Source	Award Amount	Awards	Proposals
Federal	\$2,854,764.00	18	48
State	\$2,930,321.00	40	36
Corporate	\$268,892.00	5	16
Foundations	\$2,000.00	2	15
Other	\$671,790.00	31	58
TOTAL	\$6,727,767.00	96	173
Total Less Other USM	\$6,707,767.00		

TU

FY 2021

Source	Award Amount	Awards	Proposals
Federal	\$4,896,080.00	25	44
State	\$8,676,894.00	56	32
Corporate	\$360,167.00	9	12
Foundations	\$84,500.00	3	22
Other	\$721,841.00	25	36
TOTAL	\$14,739,482.00	118	146
Total Less Other USM	\$14,364,535.00		

TU

UB

Source	Award Amount	Awards	Proposals
Federal	\$6,727,767.00	6	14
State	\$4,558,917.00	24	24
Corporate	\$1,508,029.00	4	5
Foundations	\$877,220.00	22	19
Other	\$1,023,383.00	9	12
TOTAL	\$17,311,342.00	65	74
Total Less Other USM	\$16,972,599.00		

UB

Source	Award Amount	Awards	Proposals
Federal	\$8,921,453.00	7	12
State	\$5,090,115.00	33	31
Corporate	\$0.00	0	2
Foundations	\$537,986.08	16	28
Other	\$1,899,919.00	12	16
TOTAL	\$16,449,473.08	68	89
Total Less Other USM	\$15,962,335.08		

UMB

Source	Award Amount	Awards	Proposals
Federal	\$391,617,436.92	784	1,046
State	\$99,868,862.75	307	297
Corporate	\$62,538,594.35	514	433
Foundations	\$98,087,014.64	355	598
Other	\$34,763,578.55	389	743
TOTAL	\$686,875,487.21	2,349	3,117
Total Less Other USM	\$684,752,810.33		

UMB

Source	Award Amount	Awards	Proposals
Federal	\$365,003,989.00	765	1,049
State	\$92,682,859.00	328	307
Corporate	\$63,343,336.00	605	492
Foundations	\$93,474,990.00	360	560
Other	\$77,705,951.00	449	839
TOTAL	\$692,211,125.00	2,507	3,247
Total Less Other USM	\$690,112,744.00		

UMBC

Source	Award Amount	Awards	Proposals
Federal	\$45,960,058.00	185	279
State	\$14,369,927.00	34	44
Corporate	\$3,372,335.00	37	70
Foundations	\$3,379,813.00	44	88
Other	\$13,923,155.00	93	165
TOTAL	\$81,005,288.00	393	646
Total Less Other USM	\$72,517,690.00		

UMBC

Source	Award Amount	Awards	Proposals
Federal	\$40,084,209.00	209	307
State	\$20,545,578.00	43	62
Corporate	\$3,744,283.00	68	101
Foundations	\$3,240,208.00	49	85
Other	\$16,259,685.00	106	182
TOTAL	\$83,873,963.00	475	737
Total Less Other USM	\$72,825,769.00		

UMCES

Source	Award Amount	Awards	Proposals
Federal	\$14,788,050.72	145	151
State	\$6,135,214.57	76	47
Corporate	\$680,496.50	17	5
Foundations	\$1,220,996.00	24	13
Other	\$1,270,498.24	8	33
TOTAL	\$24,095,256.03	270	249
Total Less Other USM	\$23,184,556.86		

UMCES

Source	Award Amount	Awards	Proposals
Federal	\$13,428,869.00	115	141
State	\$5,521,399.00	44	33
Corporate	\$624,414.00	6	6
Foundations	\$1,566,265.00	28	28
Other	\$2,782,234.00	31	29
TOTAL	\$23,923,181.00	224	237
Total Less Other USM	\$23,461,321.00		

FY 2020

UMCP

Source	Award Amount	Awards	Proposals
Federal	\$442,217,540.00	1,397	1,695
State	\$53,036,961.00	1,303	266
Corporate	\$20,425,534.00	812	520
Foundations	\$18,993,168.00	427	184
Other	\$85,235,716.00	1,895	1,092
TOTAL	\$619,908,919.00	5,834	3,757
Total Less Other USM	\$613,620,510.00		

UMES

Source	Award Amount	Awards	Proposals
Federal	\$18,772,791.00	30	51
State	\$1,572,780.00	21	19
Corporate	\$226,191.00	2	2
Foundations	\$65,000.00	1	2
Other	\$623,735.00	6	9
TOTAL	\$18,890,552.00	60	83
Total Less Other USM	\$18,772,791.00		

UMGC

Source	Award Amount	Awards	Proposals
Federal	\$58,816,005.00	5	0
State	\$364,262.00	2	1
Corporate	\$16,040,000.00	5	2
Foundations	\$271,750.00	6	3
Other	\$83,000.00	2	1
TOTAL	\$75,575,017.00	20	7
Total Less Other USM	\$75,575,017.00		

FY 2021

UMCP

Source	Award Amount	Awards	Proposals
Federal	\$443,488,526.00	1,477	1,622
State	\$66,216,973.00	1,317	245
Corporate	\$25,012,552.00	798	529
Foundations	\$19,194,091.00	367	170
Other	\$114,614,730.00	2,021	1,133
TOTAL	\$668,526,872.00	5,980	3,699
Total Less Other USM	\$663,211,652.00		

UMES

Source	Award Amount	Awards	Proposals
Federal	\$24,435,803.00	37	58
State	\$2,253,519.00	29	34
Corporate	\$100,000.00	1	3
Foundations	\$25,760.00	2	6
Other	\$514,766.00	10	15
TOTAL	\$27,329,848.00	79	116
Total Less Other USM	\$27,036,371.00		

UMGC

Source	Award Amount	Awards	Proposals
Federal	\$55,916,096.00	5	5
State	\$370,158.00	1	2
Corporate	\$306,275.00	7	3
Foundations	\$69,000.00	5	3
Other	\$110,750.00	2	4
TOTAL	\$56,772,279.00	20	17
Total Less Other USM	\$56,772,279.00		

Table 2
Extramural Funding Summary
Fiscal Years 2017-2021

Institution	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	% Change FY20- FY21
BSU	\$8,750,022.86	\$10,054,156.20	\$9,877,588.50	\$12,195,822.12	\$16,788,732.20	+37.6%
CSU	\$7,935,863.80	\$7,254,220.22	\$8,455,960.85	\$9,701,729.56	\$9,943,794.48	+2.49%
FSU	\$8,166,104.00	\$2,436,317.00	\$3,950,208.00	\$3,619,088.00	\$3,829,442.00	+5.81%
SU	\$6,418,587.00	\$5,514,543.00	\$8,705,449.00	\$6,695,773.00	\$6,936,943.00	+3.60%
TU	\$10,849,942.00	\$14,966,768.00	\$12,069,844.00	\$6,727,767.00	\$14,739,482.00	+119.08%
UB	\$10,869,373.00	\$13,963,210.00	\$15,026,162.00	\$17,311,342.00	\$16,449,473.08	-4.97%
UMB	\$556,071,212.60	\$667,402,728.00	\$664,650,088.00	\$686,875,487.21	\$692,211,125.00	+0.77%
UMBC	\$99,184,619.00	\$86,214,206.00	\$90,474,514.00	\$81,005,288.00	\$83,873,963.00	+3.54%
UMCES	\$25,301,524.91	\$27,140,666.81	\$21,741,883.36	\$24,095,256.03	\$23,923,181.00	-0.71%
UMCP	\$514,747,496.55	\$545,314,107.00	\$569,462,970.00	\$619,908,919.00	\$668,526,872.00	+7.84%
UMES	\$19,969,078.79	\$16,098,480.91	\$17,194,525.54	\$18,890,552.00	\$27,329,848.00	+44.67%
UMGC	\$42,081,131.00	\$54,782,797.00	\$57,041,537.00	\$75,575,017.00	\$56,772,279.00	-24.87%
Institutional Total	\$1,310,344,955.51	\$1,451,142,200.14	\$1,478,650,730.25	\$1,562,602,040.92	\$1,621,325,134.76	+3.75%
USM Total (LESS OTHER USM)	\$1,292,254,826.32	\$1,429,166,242.14	\$1,460,932,947.34	\$1,542,951,565.87	\$1,598,843,604.81	+3.62%



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

TOPIC: Notification of Awards:

USM Regents Scholars Program, AY 2021-2022 and the Wilson H. Elkins Professorships, FY22

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 11, 2022

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

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

These awards are supported by endowed funds, which are managed by USM officials.

The following report on the *Regents Scholars Program* delineates the two types of scholarships and the projected spending for AY 2021-2022. The *Elkins Professorship* summary reveals the names, institutions, and project descriptions of the FY22 awardees.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR’S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: January 11, 2022

BOARD ACTION:

DATE:

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

jboughman@usmd.edu

University System of Maryland Regents Scholars Program

2021 - 2022

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

Two types of scholarships are available:

- full scholarships - cover the entire estimated costs of in-state tuition, fees, room, board, books and academic materials
- partial scholarships - range from \$4,000- \$7,465 per year for educational expenses, such as tuition, books, room & board

A typical full scholarship for a first-year student or transfer student for 2021-2022 is approximately \$24,772 (average) per year.

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

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

“I can attest to the student’s academic excellence and leadership, after witnessing their exceptional scholastic and group interaction skills here at the college. In all my classes, the student outperformed their peers, and was an effective leader, mentor, and communicator.Most importantly, the student has demonstrated an innate ability **to listen deeply** to other people’s opinions and experiences, while also cultivating a supportive group where deeper knowledge can be cultivated. From my own observations, I can confirm that they will be, without a doubt, an outstanding student and community leader who promotes and cultivates a sense of compassion and interest in helping others succeed.”

Projected Spending for the University System of Maryland Regents Scholarships**2021-2022**

Type of Scholarship	New Awards	Continuing Awards	Average Award Amount	Aggregate Amount	Note
Regents – Full	3-First-year students	3-Students originally awarded as first-year students	\$25,000	\$149,998	The typical award and aggregate amounts for full Regents Scholarships include the value of the remission of tuition provided by the USM institutions.
	2-Transfer students	3-Students originally awarded as transfer students	\$24,500	\$122,498	The typical award and aggregate amounts for full Regents Scholarships include the value of the remission of tuition provided by the USM institutions.
Regents – Partial	3-First-year students	1-Student originally awarded as first-year student	\$4,500	\$18,000	
	4-Transfer students	5-Student originally awarded as transfer student	\$4,785	\$35,373	
Total	12-New students	12-Continuing students	Approximately \$4,714 (Partial) or \$24,772 (Full)	Approximately \$325,869	

Wilson H. Elkins Professorship

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

Elkins Professorship Awardees

For FY 2022, awards have been presented to:

Towson University to support the work of Dr. Paz Galupo, Professor of Psychology, who will use Professorship funds to understand the unique legal and cultural factors that impact the health care experiences of and lead to health disparities for transgender and nonbinary Marylanders. Year 1 of \$30,000 per year for two years

The **University of Maryland, Baltimore** to support the work of Dr. Radi Masri, Professor in the University of Maryland School of Dentistry and University of Maryland School of Medicine, who will use Professorship funds to conduct research to understand barriers that prevent adult minorities from improving their oral health in the local community and increase access to advanced dental care. \$58,000

The **University of Maryland, Baltimore** to support the work of Dr. Heather B. Congdon, PharmD, BCPS, CDE, FNAP, Co-Director of UMB's Center for Interprofessional Education, who will use Professorship funds to collaborate with the Kirwan Center for Academic Innovation to scale up targeted Interprofessional Education (IPE) recommendations from the 2018 USM report "Strengthening Maryland's Health Care Workforce" through a digital badging initiative. \$40,000

The **University of Maryland Center for Environmental Science** to support the work of Dr. Lora A. Harris, Associate Professor, Chesapeake Biological Laboratory, who will use Professorship funds to integrate regional and national work into multiple institutions and underserved communities in Maryland to diversify STEM and improve learning outcomes and the engagement of underrepresented students in the environmental and ocean sciences. \$40,000

The **University of Maryland, College Park** to support the work of Dr. Don DeVoe, Professor and Associate Chair for Research and Administration in the Department of Mechanical Engineering, who will use Year 2 of his Professorship award to continue developing a novel platform enabling fully automated manipulation of individual cancer and immune cells from highly limited patient samples - technology aimed at enabling a new approach to personalized cancer immunotherapy. Year 2 of \$30,000 per year for two years



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

TOPIC: Motion to Adjourn and Reconvene in Closed Session

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 11, 2022

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’ Committee on Education Policy and Student Life 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 Committee determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Committee 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: That the Board of Regents’ Committee on Education Policy and Student Life vote to reconvene in closed session.

COMMITTEE ACTION: DATE: January 11, 2022

BOARD ACTION: DATE:

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



STATEMENT REGARDING CLOSING A MEETING
OF THE
USM BOARD OF REGENTS

Date: Tuesday, January 11, 2022

Time: 11:00 a.m. (approximately)

Location: Virtual via Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
 - (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) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) [] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
 - (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) [] To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) [] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) [] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

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

- [] Administrative Matters

TOPICS TO BE DISCUSSED: (List topics to be discussed)

The Committee on Education Policy and Student Life will discuss recommendations for Regents' Faculty Awards and nominations for honorary degrees.

REASON FOR CLOSING:

To maintain confidentiality of personnel-related and personal information of candidates for faculty awards and honorary degrees. (§3-305(b)(1) and (2)).