UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Towson University
Ballroom D (UU 302D)
University Union

April 29, 2022

AGENDA FOR PUBLIC SESSION **9:00 A.M.**

Call to Order — Chair Gooden

Recognition of BOR Faculty Awards Recipients — Chair Gooden

1. Research/Scholarship/Creative Activity: Professor Bob Bartlett (BSU)
2. Research/Scholarship/Creative Activity: Dr. Brian Fath (TU)
3. Research/Scholarship/Creative Activity: Dr. Marjoleine Kars (UMBC)
4. Research/Scholarship/Creative Activity: Dr. Teng Li (UMCP)
5. Public Service: Dr. David Marcozzi (UMB)
6. Public Service: Dr. Sabrina Fu (UMGC)
7. Public Service: Dr. Danita Tolson (CSU)
8. Public Service: Dr. Jan Williams (UBalt)
9. Mentoring: Dr. Loretta Baryeh (CSU)
10. Mentoring: Dr. Gregory B. Carey (UMB)
11. Mentoring: Dr. Miriam Purnell (UMES)
12. Mentoring: Dr. Petra Tsuji (TU)
13. Teaching: Dr. Emily Bailey (TU)
14. Teaching: Dr. Lee Blaney (UMBC)
15. Teaching: Dr. Jennica Larrison (UBalt)
16. Teaching: Professor Celeste McCarty (UMGC)
17. Innovation: Dr. Joseph Scalea (UMB)

Welcome from Towson University — President Schatzel

Educational Forum: *Collegiate Mental Health Trends and Innovations* — Dr. Chetan Joshi, Director, UMD Counseling Center

Chancellor's Report — Chancellor Perman

1. Report of Councils

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

PUBLIC COMMENT

2. Consent Agenda — Chair Gooden

a. Committee of the Whole
   i. Approval of meeting minutes from February 11, 2022, Public and Closed Sessions (action)

b. Committee on Advancement
   i. Approval of meeting minutes from February 10, 2022 Public Session (action)
   ii. Approval of meeting minutes from March 15, 2022 Special Meeting Public and Closed Sessions (action)
   iii. Approval of meeting minutes from April 14, 2022 Special Meeting Public and Closed Sessions (action)

c. Committee on Audit
   i. Approval of meeting minutes from March 28 Public and Closed Sessions (action)
   ii. Approval of Proposed Changes to BOR Policy VIII-7.50 – University System of Maryland Internal Audit Office Charter (action)

d. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from February 22, 2022 Public Session (action)
   ii. Approval of meeting minutes from April 13, 2022 Public Session (action)

e. Committee on Education Policy and Student Life
   i. Approval of meeting minutes from March 4, 2022 Public Session (action)
   ii. New Programs 5-Year Enrollment Reviews, Fall 2017 – Fall 2021 (information)
   iii. USM P-20 Annual Report (information)
   iv. Updates: Civic Education and Civic Engagement in the USM (information)

f. Committee on Finance
   i. Approval of meeting minutes from February 3, 2022, Public Session (action)
   ii. Proposed Amendment to USM VII-7.30—Policy on Holiday Leave for Regular Nonexempt and Exempt Staff (action)
   iii. Proposed USM Policy VI-X.xx—Policy on Out-of-State Work for Employees (action)
   iv. University of Maryland, Baltimore: Modification to Lease between University of Maryland, Baltimore and BioPark Fremont LLC for space in a new building to be constructed at 4 Martin Luther King Jr. Boulevard (action)
   v. Frostburg State University: Real Property Acquisition by Gift (action)
   vi. USM Momentum Fund: Additional Fund Balance Allocation (action)
   vii. Financial Condition and Financial Results of Intercollegiate Athletic Programs (information)
   viii. FY 2021 Effectiveness and Efficiency Results (information)
   ix. USM Enrollment Projections: FY 2023-2032 (action)

g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
   i. Approval of meeting minutes from March 14, 2022, Public Session (action)
   ii. Committee Charge (action)
   iii. Mid-year athletic directors updates – rotating – UMBC, UMES, SU (information)
   iv. Financial condition and results of intercollegiate athletic programs (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

   a. Committee on Finance — Regent Attman
      i. University System of Maryland: Fiscal Year 2023 Schedule of Tuition and Mandatory Fees (action)
      ii. University System of Maryland: Self-Support Charges and Fees for FY 2023 (action)

   b. Committee on Economic Development and Technology Commercialization — Regent Leggett
      i. Early-Stage Support (information)
      ii. USM Momentum Fund: Additional Fund Balance Allocation (action)

   c. Committee of the Whole — Chair Gooden
      i. Affirmation of UMBC President Selection (action)

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

Collegiate Mental Health: Trends and Innovations

By

Dr. Chetan Joshi
Director, UMD Counseling Center

DIVISION OF
STUDENT AFFAIRS
COUNSELING CENTER

Topics Covered

- National collegiate mental health trends in the last decade
- National collegiate mental health trends in the pandemic
- Innovations in collegiate mental health care and treatment

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Do Colleges and Universities have the Responsibility to Care for Student Mental Health and Well-Being?

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What do I mean by Mental Health in the Slides that Follow?

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National Collegiate Mental Health Trends in the Last Decade

- Demand for services (35%-40% increase)
- Severity of clinical presentation (20%-30% greater service utilization)
- Self-threat indicators
- Demand for rapid access treatment modalities (28% more resources devoted to these modalities)
- Disparities exist in the use of mental health resources by Students of Color as against their white counterparts

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What is Causing the Trends?

Multifaceted Issue with Multiple Contributing Factors

- Socio-political factors
- Cultural factors
- Economic factors
- Technological factors
- Changes in Family structure, functioning, and parenting
- Increased awareness of mental health issues
- Better understanding and diagnosis of mental health conditions
- Greater access to higher education than in the past

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National Collegiate Mental Health Trends in the Pandemic

- Importance of understanding the nuance to the mental health impact of the pandemic
- Increase in overall distress experienced by students across multiple diagnoses
  - Academic distress
  - Family distress
- Increase in reported past psychological treatment
- Increase in overall reported trauma
- Increase in reported sexual assault / abuse
- Increase in reported harassing and controlling behavior
- Disproportionate impact of the pandemic on the mental health of minoritized students

UNIVERSITY OF MARYLAND 1856

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Innovations to address the Trends

1. Clinical Load Index (CLI) and the Alignment Model
2. Development of systems spanning the continuum from wellness to treatment
3. Flexible Care approaches
4. Stepped Care approaches
5. Hybrid services
6. Partnering with tele-services companies

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Questions?

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University System of Maryland

Report to the USM Board of Regents

Chancellor Jay A. Perman

April 29, 2022

Thank you, Chair Gooden. What a wonderful morning it's been already, with the recognition of our outstanding faculty. It was an honor to thank them for their service. I also want to thank Dr. Joshi for the forum on student mental health. We know the last couple of years have exacerbated what's *already* a mental health crisis on college campuses. It's an issue that's profoundly important to us, and I appreciate the chance to discuss it.

Turning to this board, I offer *you* my thanks for selecting such a worthy successor to Pres. Hrabowski at the University of Maryland, Baltimore County (UMBC). The universal praise that's greeted the appointment of Dr. Valerie Ashby is a striking endorsement of your work. In the coming months, we'll have many opportunities to share our excitement for Dr. Ashby's arrival, and our gratitude for Pres. Hrabowski's powerful legacy of leadership and service.

Finally, I thank Pres. Schatzel for hosting us today—and for showcasing Towson University's (TU) excellence. It's not hard to do. The Tigers just celebrated impressive Fulbright recognition, with one student and three recent alums receiving Fulbright awards. The awards will advance their teaching and research in Spain, Italy, and the UK. As we speak, TU has two student-led startups competing for more than $200,000 in prize money at E-Fest, the country's premier college entrepreneurship challenge.

Earlier this month, TU held a grand opening for this beautifully expanded and renovated University Union, a "Brand New U" to accommodate TU's impressive growth. And Pres. Schatzel was just featured in a *Daily Record* profile of women who've led expansive efforts to tackle the pandemic. Pres. Schatzel, I congratulate you and the entire TU family on these achievements and more.

USM EXCELLENCE

Since we last met, there's been a tremendous amount of good news to share across the USM.

At our last meeting, I highlighted the System's online programs ranked among the best by *U.S. News and World Report*. Today, the *U.S. News* Graduate School rankings take center stage. Once again, evidence of our excellence is abundant. The University of Maryland, College Park (UMCP)

was recognized with 56 Top 25 programs, including several Top 10 placements. At the University of Maryland, Baltimore (UMB), every school won an overall ranking in the Top 25 or had individual Top 25 programs. I especially want to congratulate the School of Nursing, which was recognized with five Top 10 specialties. And our newest R1 institution, UMBC, was recognized for statistics, computer science, and several engineering disciplines. My congratulations to these universities on their continued national leadership.

But it wasn't just our large research institutions that made the cut. Every eligible USM university made the rankings, including education at Frostburg State University (FSU) and Salisbury University (SU); computer science at Bowie State University (BSU) and Towson; and rehabilitation counseling at Coppin State University (CSU) and the University of Maryland Eastern Shore (UMES). Meanwhile, the clinical training program at the University of Baltimore (UBalt) School of Law clinched a Top 10 spot.

I'd like to note one more ranking: VIQTORY, which serves military personnel and their spouses transitioning into civilian life, has given five USM institutions its 2022–23 Military Friendly Schools rating: Salisbury, Towson, UBalt, UMES, and—for the 11th consecutive year—Frostburg.

Beyond our institutional excellence, our students, faculty, and leaders have individually distinguished themselves.

Salisbury University has absolutely excelled in Fulbright recognition, with a record nine students or recent alumni selected for the upcoming cycle of the Fulbright Student Program. In addition, for the cycle that's wrapping up soon, Salisbury was one of just five institutions nationwide recognized as both a top producer of Fulbright students and a top producer of Fulbright scholars. Chuck, congratulations.

Four UMBC students (Christopher Slaughter, Rachel Myers, Tobi Majekodunmi, and D'Juan Moreland) and three College Park students (Patrick Kim, George Li, and Kevin Tu) have been named 2022 Goldwater Scholars. Each will receive substantial scholarship funding to pursue advanced study and research in the sciences, engineering, and math.

And we just got news that three USM faculty members—out of only 28 scholars nationwide—were named 2022 Carnegie Fellows: From College Park, Sarah Cameron, associate professor of history, and Rashawn Ray, professor of sociology; and from UMBC, George Derek Musgrove, associate professor of history. Each will receive $200,000 to support their research and writing.

BSU junior Paige Blake was appointed by President Biden to serve on his Board of Advisors on Historically Black Colleges and Universities. She's one of only 18 members of the board, and serves alongside some of the country's most prominent leaders in education, business, the arts, advocacy, and culture.

Maryland's media and leadership organizations recognize our people's excellence as well. Six members of the 2022 Leadership Maryland Class—more than 10 percent—have USM connections, including Dr. Peter Goodwin, president of the University of Maryland Center for Environmental Science (UMCES). About the same share of *The Daily Record's* Top 100 Women this year are from the University System, including UMES Pres. Heidi Anderson. And UMB Pres. Bruce Jarrell took his deserved place among *The Daily Record*'s Power 30 in Health Care.

I mentioned earlier the many tributes being hosted for Pres. Hrabowski, as he continues his 2022 Farewell Tour. One of several I've attended was put on by the Universities at Shady Grove (USG). That's fitting, as Dr. Hrabowski is the last remaining USM president who was part of USG's founding in 2000. The event showcased the many UMBC programs at USG, including a new mechanical engineering program that launches this fall.

GROWTH IN ACADEMIC PROGRAMS AND USM REACH

Certainly, there are other impressive examples of our institutions growing their academic programs to meet pressing needs and serving new student populations.

FSU has introduced three new programs: a Working Professional Certificate, with offerings in Manufacturing Leadership, Retail Management, Small Business Management, and Nonprofit Management; a Social Media minor, featuring internship opportunities with campus and community partners; and—joining with UMES—an accelerated Pharmacy track, which allows completion of a PharmD degree in just six years total.

Taking advantage of its location between the Atlantic and the Chesapeake, SU has added a Marine Science minor with an emphasis on field work. TU has introduced an entry-level MS in Nursing, providing a pathway that allows more students to pursue careers in nursing. This is critical, given the grave nursing shortage facing Maryland and the U.S.

The NSA recently designated Bowie State a National Center of Academic Excellence in Cyber Defense, positioning its students as prime recruits to serve on the front lines protecting the nation. At UMB, the School of Medicine has launched the Center for Advanced Research Training and Innovation—or CARTI—focused on growing and developing the next generation of clinician-scientists and biomedical research-scientists. CARTI will be led by Dr. Al Reece, as he transitions back to the faculty following his 16-year tenure as the school's dean.

Last month, CSU Pres. Anthony Jenkins was in Philadelphia as the former Andrew Jackson Elementary School was renamed in honor of the trailblazing educator Fanny Jackson Coppin. But that renaming came with a surprise: Pres. Jenkins announced the "Philadelphia Pathway" scholarship, guaranteeing free tuition to CSU for any Coppin Elementary alum after they graduate high school. What a great way to reach a whole new pipeline of students.

UMGC has announced a slew of new partnerships. One with Springboard, an online learning platform, will allow UMGC students to take Springboard courses in software engineering, cybersecurity, data analytics, and more. A partnership with Guild Education, which connects working adults to education opportunities, will make UMGC's wide range of career-focused online degree and certificate programs available to a significant number of adult learners. And next fall, UMGC will be working with the ed-tech company VictoryXR, using virtual and augmented reality to create a "digital twin campus" to make online classes more immersive and interactive.

PARTNERSHIPS, GRANTS, AND GIFTS

Along with these partnerships to advance our academic mission, several more will strengthen our economic and social impact, as will key grants and gifts.

Coppin State has announced two impressive partnerships. Teaming with PNC Bank, CSU will provide students and neighbors access to financial literacy education and expanded banking services. Meanwhile, a new partnership with the Charles Schwab Foundation and Advisor Services—accompanied by the single largest gift in CSU history—will position the university as a major hub for financial education and financial services. It will bring more diversity to the financial services industry so that it better reflects the makeup of current and future investors, and it will build wealth in communities long deprived of it.

Earlier this month, representatives from the USM at Hagerstown (USMH) were on site at Hagerstown Community College (HCC) for USMH at HCC Transfer Day. The theme was "Stay close. Go far," and USMH staff showed HCC students the programs and opportunities available to them—the careers possible for them—should they choose to continue their education at the regional center.

College of Southern Maryland (CSM) President Maureen Murphy, who sits on the Board of Advisors for the USM at Southern Maryland (USMSM), has announced that she'll be retiring at the end of the year. I know USMSM Executive Director Eileen Abel looks forward to working with CSM's new leader to build on the strong transfer partnership the two institutions already enjoy.

UMCES has entered into an expansive partnership with Baltimore-based US Wind. With $11 million in funding over eight years, UMCES will execute three research projects aimed at understanding the potential effects of offshore wind development on marine mammals, fish, and birds. The timing is key, as offshore wind developments are eyed for Maryland's coast.

At UMES, the True North Scholarship Program—opening up aviation careers to students of color—has named its first recipient: Izaiah Brown. Plus, the university welcomed Republic Airways as its latest corporate aviation partner. And Troon, the world's biggest golf and club

management company, just launched a scholarship program for students enrolled in the UMES PGA Golf Management program.

With a gift from Whiting-Turner—matched by Maryland's E-Nnovation Initiative Fund—TU is launching an interdisciplinary cybersecurity center and appointing its first endowed professor of cybersecurity.

Just last week, UBalt's Center for Entrepreneurship and Innovation hosted the finals of its Rise to the Challenge Pitch Competition. Seven UBalt undergraduates, graduate students, and alumni competed for $30,000 in seed money to support their ventures. The competition is now in its 10th year.

Researchers at UMB's School of Medicine won a $5.5 million award from the National Institutes of Health to foster the next generation of global health scientists. Two College Park researchers have received $2.6 million from the Department of Defense to study how national security and climate change intersect in the U.S. and around the world.

In philanthropy news, the estate of George Miles, a NASA engineer who lived in the Salisbury area and worked at the Wallops Flight Facility, made two hugely generous gifts—$3.3 million apiece—to SU and UMES. The gifts will benefit students through scholarships and financial aid.

And the largest gift in UMBC's history—$21 million from the Sherman Family Foundation—will help launch the Betsy & George Sherman Center. The center will expand and integrate UMBC's work in teacher preparation, school partnerships, and applied research focused on early childhood education and improved outcomes for Baltimore City students.

COMMUNITY OUTREACH & SOCIAL JUSTICE

This kind of outreach and engagement are emblematic of our commitment, Systemwide, to equity, opportunity, and excellence for all.

Earlier this month, FSU held a ribbon-cutting for Brownsville Hall—its newest residence hall named in honor of the largely Black community displaced as the university grew its footprint in the early and mid-20th century. Together with the ribbon-cutting, FSU held a unity march and a week of programming to talk openly about issues of bias and microaggressions and to promote racial healing.

At College Park, a private ceremony was held breaking ground on Collins Plaza, a permanent memorial honoring 1st Lt. Richard W. Collins III, a Bowie State student killed by a College Park student in 2017. Pres. Pines and Pres. Breaux were joined by Lt. Collins's parents, Richard and Dawn Collins, each expressing a commitment to pursue racial equity and justice.

Just last week, BSU became the nation's first HBCU to sign on as a premier sponsor of a national PBS film. The two original public television documentaries will feature two Marylanders, both towering figures in the struggle to end slavery, Harriet Tubman and Frederick Douglass.

UBalt has officially launched its Center for Criminal Justice Reform. Made possible by a generous donation from School of Law alumnus Samuel G. Rose, the center will address a broken criminal justice system beleaguered by mass incarceration, inequitable prosecution, juvenile justice failures, and rising violence. And on the world stage, UBalt Law Prof. Margaret Johnson was announced as a Fulbright Scholar just a few days ago. She'll continue her study of gender equity issues in Australia.

And—as part of a groundbreaking partnership with the nonprofit International Rescue Committee—College Park is temporarily housing refugee and evacuee families from Afghanistan. This approach to resettlement is the first-of-its-kind for a public university.

As chancellor, I'm justifiably proud of so much we do as a System. And our commitment to action in racial equity and social justice—lived and modeled throughout the USM—is among my greatest sources of pride.

2022 LEGISLATIVE SESSION

I turn now to the just completed legislative session.

The operating budget submitted by the governor and approved by the legislature showed tremendous—even historic—support for higher education and for the USM. The budget cuts we suffered early in the pandemic were fully restored, and tens of millions of dollars were added in new funding. This generous support will allow us to expand financial aid for students and keep college affordable for more Marylanders.

New funding for our three HBCUs will enable scholarships, faculty recruitment, and academic innovation and excellence. State dollars supporting the operation of new and renovated facilities will expand education and research capacity across the state, strengthening Maryland's knowledge economy. And money allocated for pay raises will help us attract and retain the faculty and staff who are the very people responsible for Maryland's unparalleled success in college attainment and quality.

Turning to the capital budget, I again use the word "historic." The General Assembly approved every USM project included in the Governor's Capital Budget, committing more than $500 million, the largest single-year capital appropriation ever for the USM.

Projects funded or advanced include $58 million for the Chemistry Building at College Park, $73 million for the Martin Luther King, Jr. Communication Arts and Humanities Building at BSU,

nearly $89 million for the College of Health Professions Building at TU, $8 million to complete the School of Pharmacy and Health Professions Building at UMES, and $90 million for facilities renewal Systemwide.

All of this underscores how much our leaders in Annapolis value public higher education and how committed they are to investing in it. They recognize that, together, we've built one of the most educated, most innovative, most entrepreneurial, and most successful populations in the country. They understand that Maryland's place in the innovation economy is virtually unsurpassed, and that an exceptional system of public higher education is what sets us apart from our competitors and drives our success. I'm grateful to the Hogan administration and the legislature for their commitment to the System and the work we do.

I'm grateful, as well, to our government relations team, led by Vice Chancellor Patrick Hogan, and his colleagues throughout the USM, for steering us through such a productive session. They had a big assist from Academic and Student Affairs, led by Senior Vice Chancellor Jo Boughman. I also thank Vice Chancellor Ellen Herbst and her staff for their hard work in support of our operating and capital budgets.

Just one more word of thanks to the people elevating the University System: A couple of nights ago in New York City, the USM Foundation's investment office, led by chief investment officer Sam Gallo, was named Endowment of the Year. We bested some stiff competition, and it just goes to show how skillfully we steward the dollars entrusted to us. Thank you to Leonard Raley, Sam Gallo, and the entire investment team.

FROM PANDEMIC TO ENDEMIC DISEASE

One final thought before I close: Things obviously look very different today than they did even a year ago. Federal and state public health authorities have begun transitioning their COVID disease response from a pandemic to an endemic phase of infection. And Systemwide, our vaccination rates are high, and disease positivity rates are low.

And so as we enter this next phase of endemic disease, the USM *strongly encourages* all of our students, faculty, and staff, unless exempted, to be fully vaccinated and up-to-date on all booster shots when eligible, so that we're well positioned to remain safe this coming fall. And, of course, we'll continue to analyze data and policy developments, so that our universities have what they need as they consider campus protocols going forward. I thank all of our institutions for their continued leadership in protecting public health and safety.

Madame Chair, this concludes my report.

# # #

COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report April 29, 2022

Updates on Work in Progress

Ed Policy Committee

Academic Integrity (AI) Subcommittee Survey Report:

At the beginning of this year the Ed Policy AI subcommittee surveyed faculty at all 12 universities as to their attitude and perspectives about the ability to create a campus learning environment for academic integrity**. The summary of results and Data PowerPoint are attached to this report.** My oral Report will focus on the summary.

Faculty Affairs Committee

Technology Subcommittee- Survey results were presented at our April 14th meeting. **The results are included as an attachment to this report.** The oral report will cover the overall conclusions from this report.

Structural Equity subcommittee- Preparing an end of the year report and recommendations for next year's work.

COVID 19 Subcommittee- Preparing an end of the year report and recommendations for next year's work.

Legislative Affairs Committee- A presentation was made by the graduate student group asking for CUSF support on the collective bargaining bill.

Rules and Membership Committee- Motions for the Constitutional and Bylaw changes was deferred to the May CUSF meeting in preparation for the Fall work.

Elections for the Chair and Vice Chair of next year's CUSF ExCom were held at the April Meeting. All of ExCom will be replaced due to end of term attrition and resigned members. CUSF's new chair will be Dr. Holly Brewer from UMD. The new Vice Chair will be Dr. Heather Haverbeck from Towson University. Elections for the 2 At Large members and Secretary will be held at the May meeting. The current Chair does have the opportunity to serve as Past Chair on ExCom for the coming year.

Executive Committee

Faculty Senate Chair's meeting: On April 6th CUSF hosted the second of the two regularly scheduled Faculty Senate Chairs meetings**.** Dr. Shinelle Oglesby from the Urban Trauma Counseling Group came to talk with faculty about ways to cope with the stress we are experiencing and how to set boundaries in our workplace to encourage wellness. The group shared a few mental health exercises and expressed real interest in sharing their need to be "imposters" in their dealings with administration and students. It set a tone for the rest of the meeting that brought a great deal of frankness as to the topics of concern during their time with the Chancellor and with each other later. **All members have since emailed me and Vice chair, Dr. Aerian Tatum, about the idea of having CUSF increase the number of meetings.**

Shared Governance

Vice Chair Dr. Aerian Tatum, President Breaux, and I met to discuss how to move forward with ways to improve shared governance on our campuses. We came to conclusion that in addition to communication being the number one problem establishing trust was most important. President Breaux suggested we look at getting outside help in our work. We are looking to begin by examining ways to establish and communicate the role and responsibilities of faculty and administration in shared governance. We hope to set up a second meeting before the end of this academic year to map out a plan of action for beginning the work next year.

Shared Governance Survey

Finally, I received the results of the Faculty Shared Governance Survey. This year we are using the survey approach of Association of Governing Boards of Universities and Colleges (AGB) expert Dr. Steven Bahls, recent President of Augusta College. The format questions respondents on the attitudes and perceptions around the role of the administration and faculty in the sharing process. The complete report and the individual school response documents were presented via Zoom to Chancellor Perman and Vice Chancellor Boughman at our meeting on April 19th. The individual school responses are confidential and for the Chancellor's use only, therefore we will not release this information publicly. However, the aggregate data will be reported to CUSF at the May 13, Meeting and will then be reported to you at the June meeting.

The results of this year's survey responses should provide a good starting place to our work with Dr. Breaux.

Respectfully submitted,

Dr. Elizabeth Brunn

CUSF Chair

Faculty Attitudes on Academic Integrity

A SUMMARY OF THE 2021-2022 CUSF SURVEY OF UNIVERSITY SYSTEM OF MARYLAND FACULTY ATTITUDES ON ACADEMIC INTEGRITY

By the Academic Integrity Subcommittee of the Education Policy Committee, Council of University System Faculty

AY '21-'22 Committee Members	AI Survey Workgroup
Mary Crowley-Farrell, Chair (UMGC)	Mary Crowley-Farrell (UMGC)
Susan Antol (UMD)	Jeni Davis (SU)
Karen Clark (UMD)	LaShawn Nastvogel (UMES)
Jeni Davis (SU)	
Ed Habarek (UMGC)	
LaShawn Nastvogel (UMES)	
Marcia Shofner (UMCP)	
Julie Simon (UB)	

The USM comprises 12 institutions: Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; the University of Baltimore; the University of Maryland, Baltimore; the University of Maryland, Baltimore County; the University of Maryland Center for Environmental Science; the University of Maryland, College Park; the University of Maryland Eastern Shore; and the University of Maryland Global Campus.

P2

Charter

To engage in an informal conversation with University System of Maryland faculty to explore awareness and perceptions of academic integrity issues. Was there evidence of a "new norm" in perceptions of what constitutes ethical learning since 2018 launch of CUSF AI project? Did faculty believe students have a different view of ethical learning behaviors from their professors?

Survey Period: December 22, 2021 – February 14, 2022

P3

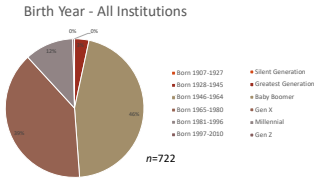
Demographics

RESPONDENT CLASSIFICATION

Q2. Respondents by Birth Year

Observations:

- Most of respondents cluster in Baby Boomer and Gen X birth cohorts.
- 46% of respondents said they were born in 1946-1964
- 94% of the respondents who said they were born in 1946-1964 said they had instructional duties
- The majority of respondents likely had regular contact with students.



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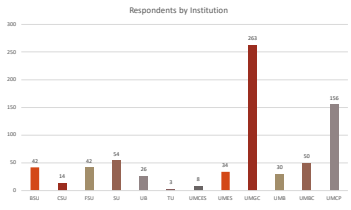
P5

Q1. What is your institution?



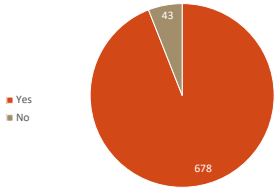
n = 722

Observations:

- Communication hurdles on some USM campuses affected institutional response rates.
- Some USM institutions are underrepresented in the sample.
- However, response rates by age/generation and discipline are generally consistent across sample.

P6

Q3. Do you have instructional duties?



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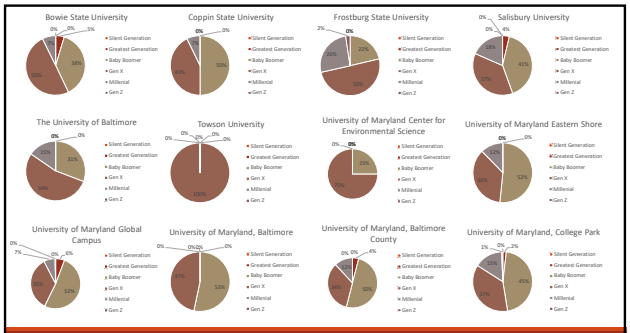
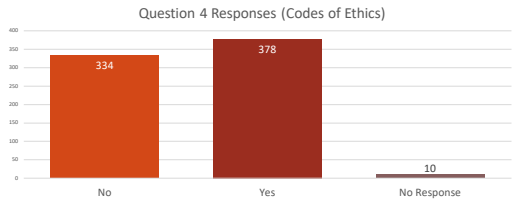


Respondents by Institution and Generation

n=722

Q4. Do you teach in a field governed a formal professional code of ethics?



n=722

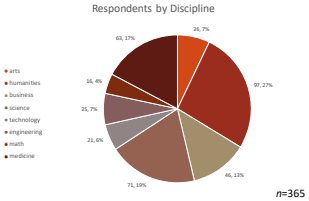
Analysis

KEYWORD ANALYTICAL METHODOLOGY

Q5. Which field do you teach in … ?

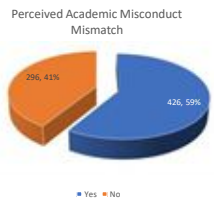
Observations:

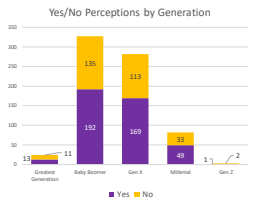
- 53% of respondents said they taught in a field governed by a professional code of ethics
- 97% of the respondents who said they taught in a field of study with a professional code of ethics said they had roles at USM with instructional duties.
- A majority of respondents likely taught students whose majors eventually would place them in jobs where they would have to conform to a code of ethics.



n=365

Q7. Do you find that what you perceive as academic misconduct differs from what students perceive?





P12

n=722

Q7. Student Interaction Confidence

- 60% of respondents answered **Yes** for Question 7, and the majority reported they were faculty.
- A majority of respondents who reported differing perspectives from students on academic integrity had roles in frequent contact with students.
- These results suggest high confidence in the correlations we've drawn on perceptions of academic integrity.

n=722

Q6. Academic Integrity Issues vs Birth Year Heatmap

Search Term vs. Generation	Technology	Seeking / Getting help from friends & family	Copying	Sharing	Cheating	Contract Cheating	Plagiarism	Poor Citation Use	Poor Reference Use	Poor Research Protocols	Fabrication	Falsifying	Reuse
Silent Generation	0	0	0	0	0	0	0	0	0	0	0	0	0
Greatest Generation	1	0	1	0	7	1	7	0	0	0	1	0	1
Baby Boomer	22	1	14	7	120	7	129	4	1	2	9	2	7
Gen X	17	2	25	11	105	7	125	8	1	0	9	3	1
Millennial	6	0	7	5	35	2	46	5	0	0	4	0	1
Gen Z	1	0	0	0	3	0	0	0	0	0	0	0	0
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0
Total matches	47	3	47	23	270	17	307	17	2	2	23	5	10
% Total	6.08%	0.39%	6.08%	2.98%	34.93%	2.20%	39.72%	2.20%	0.26%	0.26%	2.98%	0.65%	1.29%

P14

n=674, *m*=773

Q6. Academic Integrity Issues vs Institutions Heatmap

Search Term vs. Institution	Technology	Seeking / Getting help from friends & family	Copying	Sharing	Cheating	Contract Cheating	Plagiarism	Poor Citation Use	Poor Reference Use	Poor Research Protocols	Fabrication	Falsifying	Reuse
UMGC	15	0	12	2	110	15	109	8	2	0	6	1	6
UMB	0	0	2	0	3	0	7	0	0	1	0	1	0
UB	2	0	1	0	10	0	15	4	0	0	0	0	0
UMCES	1	0	1	0	3	0	2	0	0	0	0	0	0
UMES	10	0	1	0	19	0	12	0	0	0	3	1	0
Towson University	0	0	0	0	3	0	0	0	0	0	0	0	0
UMCP	5	2	19	8	51	0	65	3	0	0	2	2	3
UMBC	2	0	5	1	16	0	23	0	0	0	2	0	0
Salisbury University	1	0	2	6	26	1	26	0	0	1	6	0	1
FrostburgState University	6	1	0	6	19	0	22	2	0	0	1	0	0
Coppin State University	0	0	1	0	3	0	4	0	0	0	0	0	0
Bowie State University	5	0	4	0	7	2	22	0	0	0	3	0	0
Total matches	47	3	48	23	270	18	307	17	2	2	23	5	10
% Total	6.06%	0.39%	6.19%	2.97%	34.84%	2.32%	39.61%	2.19%	0.26%	0.26%	2.97%	0.65%	1.29%

n=674, *m*=775

Q6. Academic Integrity Issues vs Discipline Heatmap

Search Term vs. Discipline	Technology	Seeking / Getting help from friends & family	Copying	Sharing	Cheating	Contract Cheating	Plagiarism	Poor Citation Use	Poor Reference Use	Poor Research Protocols	Fabrication	Falsifying	Reuse
arts	2	0	0	0	4	1	17	0	0	0	1	0	0
humanities	5	0	5	0	25	2	48	3	0	0	1	0	1
business	1	0	2	0	20	3	13	2	0	0	1	0	1
science	6	0	4	2	26	2	39	1	1	1	2	1	1
technology	0	0	0	0	10	2	10	2	0	0	1	0	1
engineering	0	1	1	3	15	0	10	1	0	0	0	1	1
math	0	0	1	0	9	0	5	0	0	0	1	0	0
medicine	5	0	1	3	13	0	25	0	0	1	2	2	0
non-response	2	0	0	1	5	0	10	0	0	0	2	1	0
no response	26	2	34	14	143	8	130	8	1	0	12	0	5
Total	47	3	48	23	270	18	307	17	2	2	23	5	10
% Total	6.06%	0.39%	6.19%	2.97%	34.84%	2.32%	39.61%	2.19%	0.26%	0.26%	2.97%	0.65%	1.29%

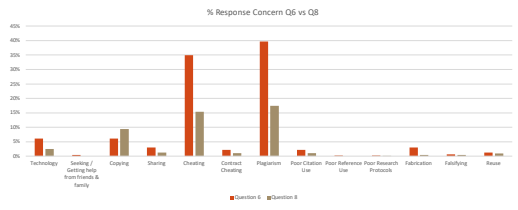
n=674, *m*=775

Q6. Observations

- Terms relating to "cheating" and "plagiarism" appeared significantly more frequently across disciplines, institutions and generations.
- The respondents who said they did not teach in a field governed by a professional code of ethics also were the ones who significantly more frequently mentioned problems with student plagiarism and cheating.
- Across institutions, terms related to "copying" and "technology" indicate growing concern in these areas as well.

P17

Q8. Differences in Attitudes vs Perceptions of Academic Integrity



n=430, *m*=386

Q9. Similarities in Academic Integrity Attitudes vs Generation Heatmap

Search Term vs. Generation	Technology	Seeking / Getting help from friends & family	Copying	Sharing	Cheating	Contract Cheating	Plagiarism	Poor Citation Use	Poor Reference Use	Poor Research Protocols	Fabrication	Falsifying	Reuse
Silent Generation	0	0	0	0	0	0	0	0	0	0	0	0	0
Greatest Generation	0	0	2	0	1	0	3	0	0	0	0	0	0
Baby Boomer	2	1	24	2	19	4	25	0	0	0	1	0	1
Gen X	1	0	9	0	10	1	16	1	0	0	0	0	0
Millennial	0	0	5	2	4	0	6	0	0	0	0	0	0
Gen Z	0	0	0	1	1	0	2	0	0	0	0	0	0
Young	0	0	0	0	0	0	0	0	0	0	0	0	0
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0
total >	3	1	40	5	35	5	52	1	0	0	1	0	1
% total	0.39%	0.13%	5.17%	0.65%	4.53%	0.65%	6.73%	0.13%	0.00%	0.00%	0.13%	0.00%	0.13%

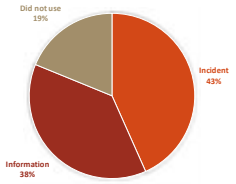
n=275, *m*=144

Q9. Similarities in Academic Integrity Attitudes vs Institution Heatmap

Search Term vs. Institution	Technology	Seeking / Getting help from friends & family	Copying	Sharing	Cheating	Contract Cheating	Plagiarism	Poor Citation Use	Poor Reference Use	Poor Research Protocols	Fabrication	Falsifying	Reuse
UMGC	6	0	38	1	50	5	37	4	0	0	1	2	3
UMB	0	0	1	0	2	0	1	0	0	0	1	0	0
UA	0	0	3	0	3	1	9	0	0	0	0	0	0
UMCES	0	0	1	0	2	0	2	0	0	0	0	0	1
UMES	3	0	3	1	2	0	5	0	0	0	0	0	0
Towson University	0	0	1	0	1	0	0	0	0	0	0	0	0
UMCP	2	0	6	3	28	1	32	1	0	0	0	0	2
UMBC	2	0	5	1	3	0	6	1	0	0	1	0	0
Salisbury University	3	0	7	3	12	1	20	0	0	1	0	0	0
Frostburg State University	3	0	5	1	12	0	12	2	0	0	0	1	0
Coppin State University	0	0	0	0	0	0	0	0	0	0	0	0	0
Bowie State University	0	0	4	0	4	0	12	0	0	0	0	0	1
total >	19	0	74	10	119	8	136	8	0	1	1	3	7
% total	2.45%	0.00%	9.55%	1.29%	15.35%	1.03%	17.55%	1.03%	0.00%	0.13%	0.39%	0.39%	0.90%

n=275, *m*=388

Q12. Tell us about a time when you turned to the campus academic integrity policies for guidance.



P21

n=548

Q12. Observations

- Our observations on the responses suggest faculty do not use campus academic policies as guidance for their handling of individual suspected cases of academic misconduct.
- We suspect from what the faculty said that in the majority of situations, faculty consult campus policies for informational purposes but handle suspected cases of academic misconduct independently, one-on-one with students.
- The responses also suggest that in some instances, faculty do not utilize their campus's personnel or processes for handling suspected cases of academic misconduct because they lack confidence in the outcome.

10. What would help you in your day-to-day work regarding academic integrity?	
Keywords	#
course; courses; coursework	103
faculty; professor	90
university(ies)	69
class(es)	55
policy; policies	50
assignment(s)	46
clear(ly)	41
require(s)(ing)	40
train; training; trained	39
understand(ing)	39
report(ing)	35
turnitin	33
resource(s)	28
process; procedures	27
admin(istration)(istrators)	27
consequence(s)	24
system(s)(atic)	22
institution(al)(s)	21
tool(s)	15
proctor(ing)(s)	14
research	14
assessment(s)	13
leader(ership)	13
review(s); reviewing	12
software	11
check(er)(ing)	11
share(d)(ing)	9
reward; money; incentive	8
emphasis(ize)	8
communication	8
register; enroll; enrollment	7
discipln(ary)	7
remedial(iation)	6
punish(ment)(s)	5
committee	4

P23

n=584, *m*=954

Q10. Sample Responses

Course(s)/classes

"Complete control over my course content and not being a facilitator of crappy product produced by someone less knowledge able and experienced [than] me."

"Develop… courses that specifically address writing challenge[s] such as citing sources, [and] develop students[']ability to use technology such as Microsoft References, NoodleBib Express, Perdue OWL, etc., to improve citation related issues."

Exam proctoring, clear and definitive coverage in an English course of how to use proper referencing either APA or MLA.

"For Zoom on in-person hybrid classes, the university should state that students are expected to be present for these classes and not to be doing other work during class."

"Have a full class on AI before they get to me."

Faculty/professor

greater department support; sharing information among faculty about student integrity lapses; sharing how to surveil student assignments without negative impact on the students with integrity and catching and educating the students with a lack of integrity; better software to identify plagiarism from other student papers and to be able to identify papers written for a fee

having more discussions about the changing landscape for academic integrity; teaching high school faculty and students about academic integrity; tying the idea to the real world

Q10. Sample Responses (cont.)

University(ies)

"Having an academic integrity office within our … student support services office that held students accountable. Instead, it appears that… leadership care more about student retention and making sure that university enrollments are as high as possible and instead take a permissive attitude toward blatant student cheating. The rhetoric is that "faculty are too harsh"--it is not being harsh to fail a student who copied most of their paper from other sources without giving credit to the original sources. This failure to uphold academic integrity is undermining educational standards at our institution."

"Having clear statements made early and frequently explaining the difference between high school goals (grades, college) and university goals (jobs, mastery, independent thought)."

"Having students sign a document ensuring they uphold the university's academic integrity policy."

"I am not sure the university is stressing this issue enough."

n=548

Q10. Sample Responses (cont.)

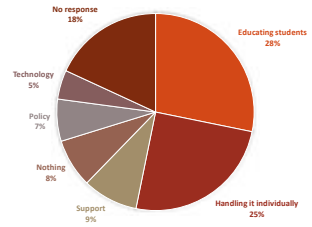
Policy(ies)

"Having a strong academic integrity policy that held students to the highest possible standard, did not allow students to get away with blatant plagiarism as "a teachable moment[,"] and gave instructors the ability to hold students accountable via a no tolerance policy.

"My university has adopted a strict policy but is reluctant to enforce it if the student fails to correct the mistake."

"Students need [a] much more strict policy on cheating[. I]f each cheater would be removed with [a] grade F from the class, they will think twice before doing it."

Q13. What has worked for you to… resolv[e] an academic integrity issue?



P26

n=551

13. What has worked… ?	
Keywords	#
discuss, -ion, -ing, -s	42
office	39
explain, -ing, -anation, -ed	37
challenge, -es, -ing	34
teach, -ing, -able,	30
talk, -ing	27
nothing	23
turnitin	19
support	18
resubmit, -mission(s)	15
chair(s)	14

P27

n=548

Q13. Observations

- We observed from responses that faculty were finding educating students one-on-one on specific areas of academic integrity helped them to develop shared understanding of expectations with students.
- However, we also saw evidence that faculty were modifying their grading schemes and/or having students simply complete the assignment again in order to resolve suspected cases of academic misconduct outside of campus processes.

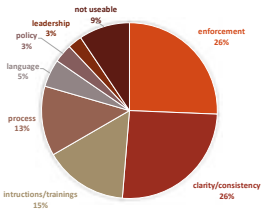
Q13. Sample Responses

"Following a discussion with a student, review of standards, and explanation of citation/quotation, I have had good response. Students were able to revise and resubmit their work and had a clearer understanding of plagiarism in all its forms."

"I am asking students not to submit any reports that are violating our guideline and when it is found, I ask them to resubmit them after revision."

"Contacting the student directly, open a line of communication and establish a dialogue. It develops trust and makes academic integrity part of the learning process. Academic integrity needs to be part of the education process."

Q14. What might you find useful in a USM-level policy?



P29

n=513

Q14. Observations

- Overlap in responses was seen in **instructions/trainings on AI** and **clarity/consistency** of the USM/institutional policy.
- We speculate that if institutions are provided specific language and examples of AI in different forms and if students and faculty receive training or information on identifying AI, then a USM-level policy may be better utilized or more useful.

15. Please provide us with any other comments about your experience with violations of your campus's academic integrity policies that you think will be helpful to USM's efforts to develop guidance for all USM institutions.

Keywords	#
consequence(s)	11
train(ed)(ing)	15
cheat(ing)(ed)	50
violate(ions)	51
student(s)	285
faculty; professor	82
admin…	16
policy(ies)	70
punish…	6
process; procedure	22

P31

n=315, *m*=608

Q15. Observations

- Our observations on the responses suggest faculty do not use campus academic policies as guidance for their handling of individual suspected cases of academic misconduct.
- We suspect from what the faculty said that in the majority of situations, faculty consult campus policies for informational purposes but handle suspected cases of academic misconduct independently, one-on-one with students.
- The responses also suggest that in some instances, faculty do not utilize their campus's personnel or processes for handling suspected cases of academic misconduct because they lack confidence in the outcome.

Q15. Sample Responses

Student(s)

"For many of our students, English is a second language and writing, especially technical writing, is a challenge. Not sure our writing classes cover this aspect…"

"Good students by and large follow academic integrity policies. There are also those who just do not give a Hoot."

"I appreciate the idea of turning such unfortunate incidents into "teachable moments" rather than punishing the students from the get-go. While academic misconduct is a serious issue, not all cases are the same."

"Students may have committed the violations one time by mistake, or they have sympathetic reasons for resorting to misconduct. Making [academic integrity training] mandatory may be helpful toward teaching students on how to produce authentic work. I am finding many students are confused as to how to paraphrase in their own words and cite sources appropriately."

Q15. Sample Responses (cont.)

Course(s)/Class(es)

"If a student plagiarizes, intentionally or unintentially, the first infraction should result in a retake of the required AI course."

"Kicking out students is not the answer, but more investment in basic composition courses and information literacy sessions with library staff is. As long as those entry-level composition courses are underfunded, overcrowded, or dependent on contingent faculty, student awareness of plagiarism policies is going to vary."

"Many of our large undergraduate courses place too heavy an emphasis on canned homework assignments that never change from one section of the course to the next or from one semester to the next, and many of our instructors appear to believe - against all scientific evidence to the contrary - that making the workload associated with such homework assignments arbitrarily high leads to positive educational outcomes… "

Q15. Sample Responses (cont.)

"Online courses need to be kept refreshed so that the answers to coursework don't wind up stale on cheating sites and available to be reused semester after semester."

"[Online students need] more instruction… about the use of internet sites and plagiarism, especially in science classes where students may not realize they are violating integrity policies when copying information."

"The level [of] students… makes a difference… A first year student vs a fourth year student. An undergraduate student vs a graduate student. We need to adjust expectations based on what the student's knowledge base is about academic integrity unless all first year students take an online training and understand the exceptions."

Q15. Sample Responses (cont.)

Faculty/professor

"I don't think that guidance alone wi[ll] address the issue. We need to better understand the root causes of WHY students cheat and try to address the root causes. For example, do students cheat because the course materials do not help much with completing assignments; or because faculty are not engaged? … [T]he solution might require changing not only student perceptions and behaviors but also academic community perceptions and behaviors."

"[I]t's really difficult to craft meaningful but detailed high-level policy that can apply to everyone's classes. Some rules make more sense in some contexts than in others. There's also potentially the issue of academic freedom, especially on the part of tenured faculty who may be unwilling to consider that what students understand to be academic integrity may differ from faculty--I would expect pushback from specifics, up to and including a basic definition of what constitutes academic integrity."

Q15. Sample Responses (cont.)

"[A]djudication process[es are…] off-putting because [they seem] to undermine my own authority to recognize plagiarism and academic dishonesty. It felt as if the University was taking the students' side and made me have to prove to an administrator that the students were really doing something wrong. Guidance should be revised so that the process is more respectful of the basic authority of the faculty."

"I think faculty within a department should handle academic integrity issues all the same and fairly based on the guidelines… [S]ome faculty are very quick to reprimand students without teaching them the correct ways to cite to begin with. If we have a quick check type of document for students to refer to when creating their work, that might be very helpful."

Q15. Sample Responses (cont.)

University(ies)

"The university has more experience and time to assess violations. I rely on them to bring issues to my attention or provide guidance. This is particularly more important during this online/zoom teaching era."

"The University has policies but ultimately those are not upheld as the students are allowed to progress no matter what.

"…A student who consistently commits acts of academic dishonesty should no longer be enrolled. Realizing that we have a current drive for student retention across all campuses of the University of Maryland system, nevertheless, tolerating academic dishonesty should not be a retention strategy if a degree from University of Maryland is to continue to represent the honest achievement of scholarly accomplishments. Honesty should be a standard to be maintained, not a generational 'perception.'"

Q15. Sample Responses (cont.)

University(ies)

"… if faculty know they won't be supported by [the] university[,] they aren't going to make this an issue when students get to evaluate them…"

Policy(ies)

"Consider intersecting training on equity and academic integrity so that the policy is applied evenly to all members of our diverse student populations."

"Encourage all academic disciplines to enforce the existing policies."

"Having administrative support and immediate implementation of sanctions for violation of the academic honesty policy."

I am not in favor of a one-size-fits-all policy.

Q15. Sample Responses (cont.)

Assignment(s)

"If the ordeal of reporting is hard on the professors, then we just give zeros for assignment and are done with the problem, since it is just too much work to report the problem."

"[P]lease stop putting pressure on instructors to design new assignments every semester to avoid cheating. It's completely unrealistic and it's a waste of resources. Students need to choose to act with integrity; putting more burden on the professors doesn't make students responsible for that choice. Ultimately, students need to learn to maintain their integrity even in the face of temptation, because temptation doesn't go away in the 'real world.'"

"Turnitin is helpful when students use it for self-assessment. Varying assignments would deter plagiarism."

Q15. Sample Responses (cont.)

"I am not in favor of a one-size-fits-all policy."

"Having administrative support and immediate implementation of sanctions for violation of the academic honesty policy."

Violate/violations

"There is always a curtain of confidentiality, when all faculty will teach an interact with all students at some point. We used to get school-wide reports of violations (de-identified) which helped all know that policies were taken seriously. Consistent enforcement can be an issue (one department more strict than others).

"Too many violations to count."

"[Give] professor[s] more autonomy in violations of academic integrity, with guidelines."

Q15. Sample Responses (cont.)

Cheat(ing)(ed)

"Faculty in journalism are instructed to pass along all suspected cases of cheating to the associate dean, so there is consistency in the way students are treated and in how cases are referred to the university."

"I believe in fairness, and if you violate the policy, there is a penalty. These students clearly cheated, were caught, but because of bureaucratic inefficiencies, the students got away with their cheating. Streamline the system, make sure it is followed."

"I don't think that guidance alone will address the issue. We need to better understand the root causes of WHY students cheat and try to address the root causes. For example, do students cheat because the course materials do not help much with completing assignments; or because faculty are not engaged? If so, we need to also address why that is happening. So, the solution might require changing not only student perceptions and behaviors but also academic community perceptions and behaviors."

Recommendations

- Difficulties in circulating this survey on our campuses suggest communication process problems that will hamper efforts to promote a culture of academic integrity at USM.
- Students need to be socialized on conventions for learning with integrity that better reflect and respect historic and emerging academic and professional norms and practices within and across disciplines.
- Consensus needs to be developed among disciplines on consistent definitions of, and approaches to, handling acts of academic misconduct on campuses.
- Using this survey as guidance, further research should be conducted by each institution in the USM to understand their student and faculty attitudes and behaviors on academic integrity.
- CUSF should endorse the participation of individual USM institutions in the new academic integrity surveys to be conducted by ICAI.

P42

Cybersecurity Information Survey Summary

Carolyn King (UMGC), Marc Pound (UMCP)
Doris Santamaria-Makang (Frostburg), Kate Sheehan (Frostburg)

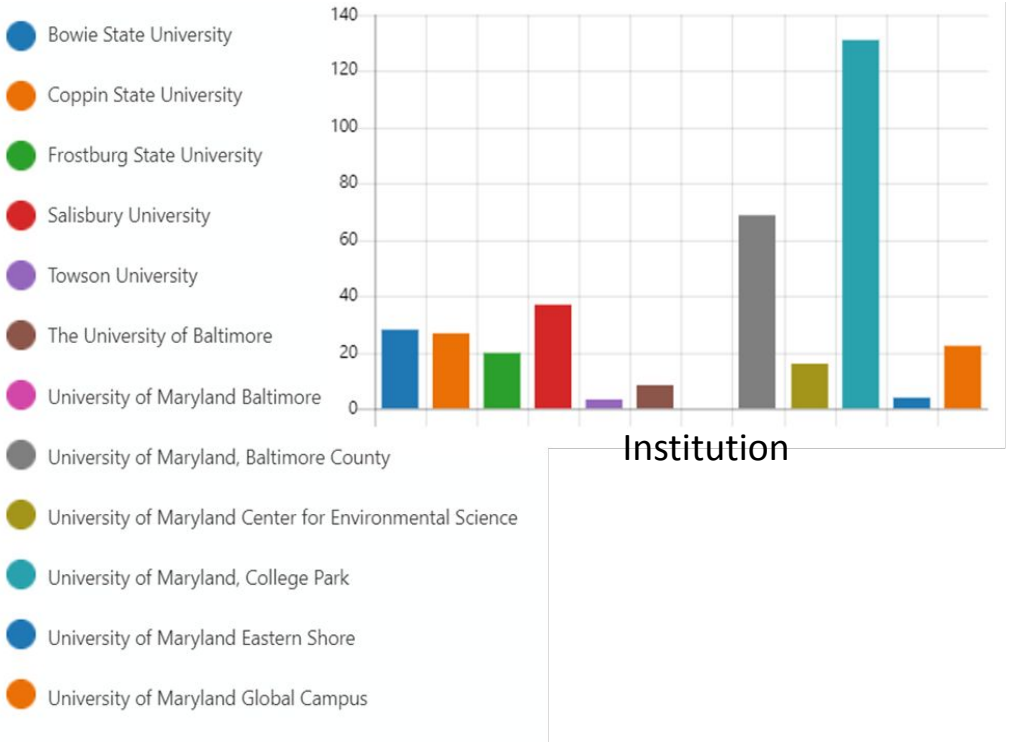
for the Council of University System Faculty

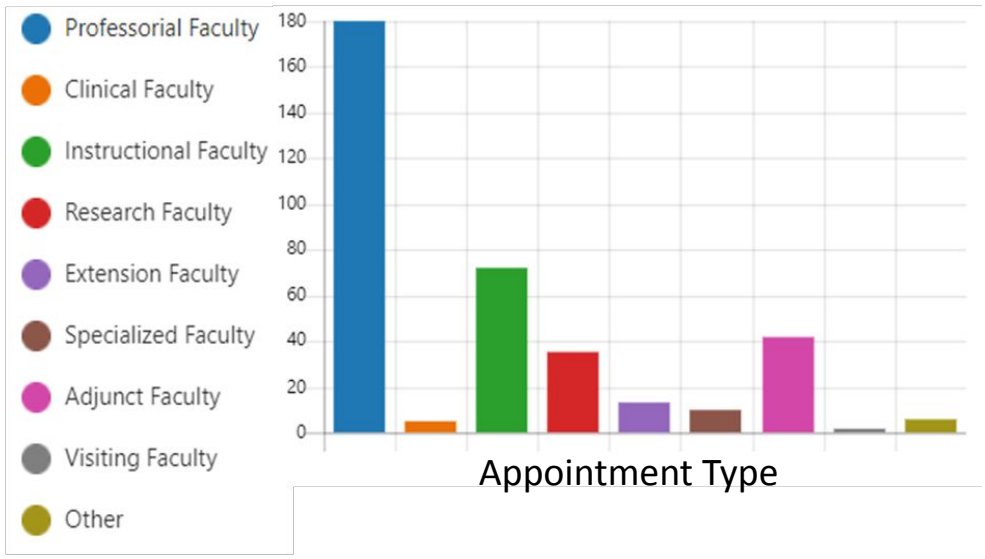
Participant Information

365 participants

314 full time & 51 part-time

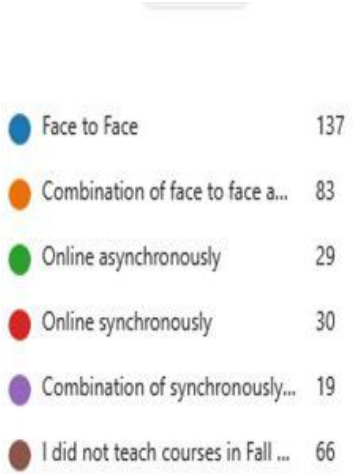
152 tenured & 64 tenure-track & 148 non-tenure-track

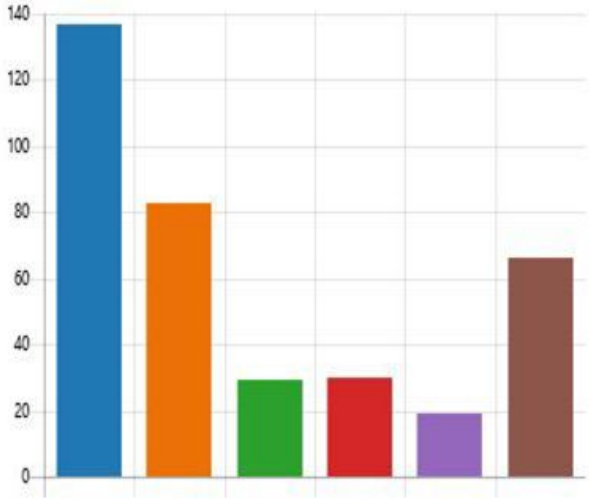




Instructional Modalities – Fall 2021

- 89% respondents answered “Yes” to having instructional duties in Fall 2021. 11% Did NOT teach.
- Instructional Modalities among those who taught represented a combination of:
  - 46% Face to Face (137 vs. 161)
  - 28% Combination of Face-to-Face and Online Hybrid/Blended
  - 9.7% Online Asynchronously
  - 10% Online Synchronously
  - 6.4& Combination of synchronously & asynchronously

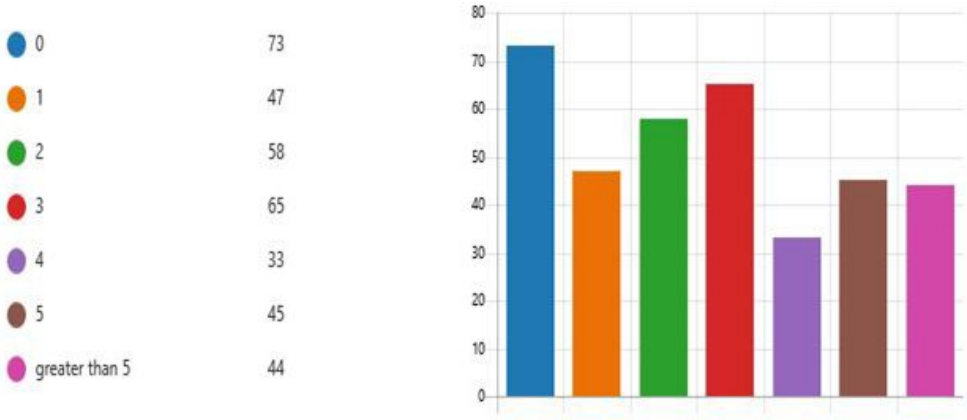




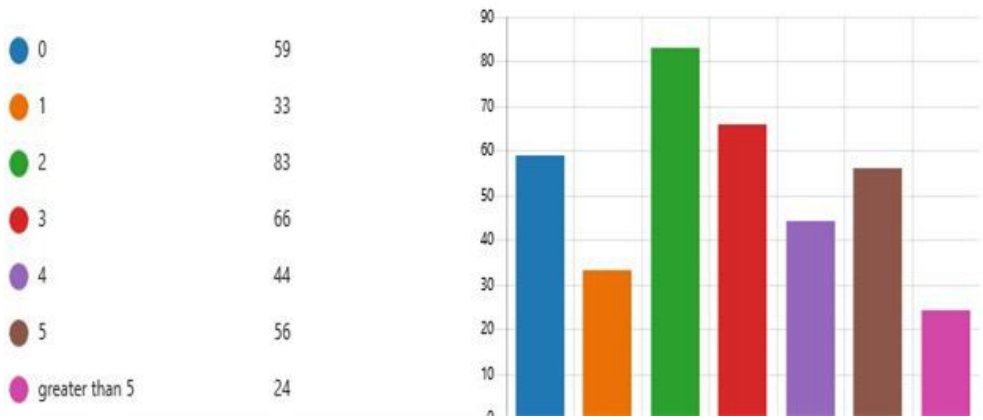
Work Engagement: Teleworking vs. On-Campus

- No correlation between answers #7 and #8 – Did respondents ignore the term "**primarily**"?
  - Q#8 could have been interpreted as to "how many days on-campus" with no relation to online work.
  - Answers for many respondents showed an overlap between Teleworking vs. On-campus (which explains the lack of correlation)
- Answers varied among members within same institution
- Common patterns within institutions:
  - Adjunct faculty: Mostly online
  - CSU: Mostly on-campus

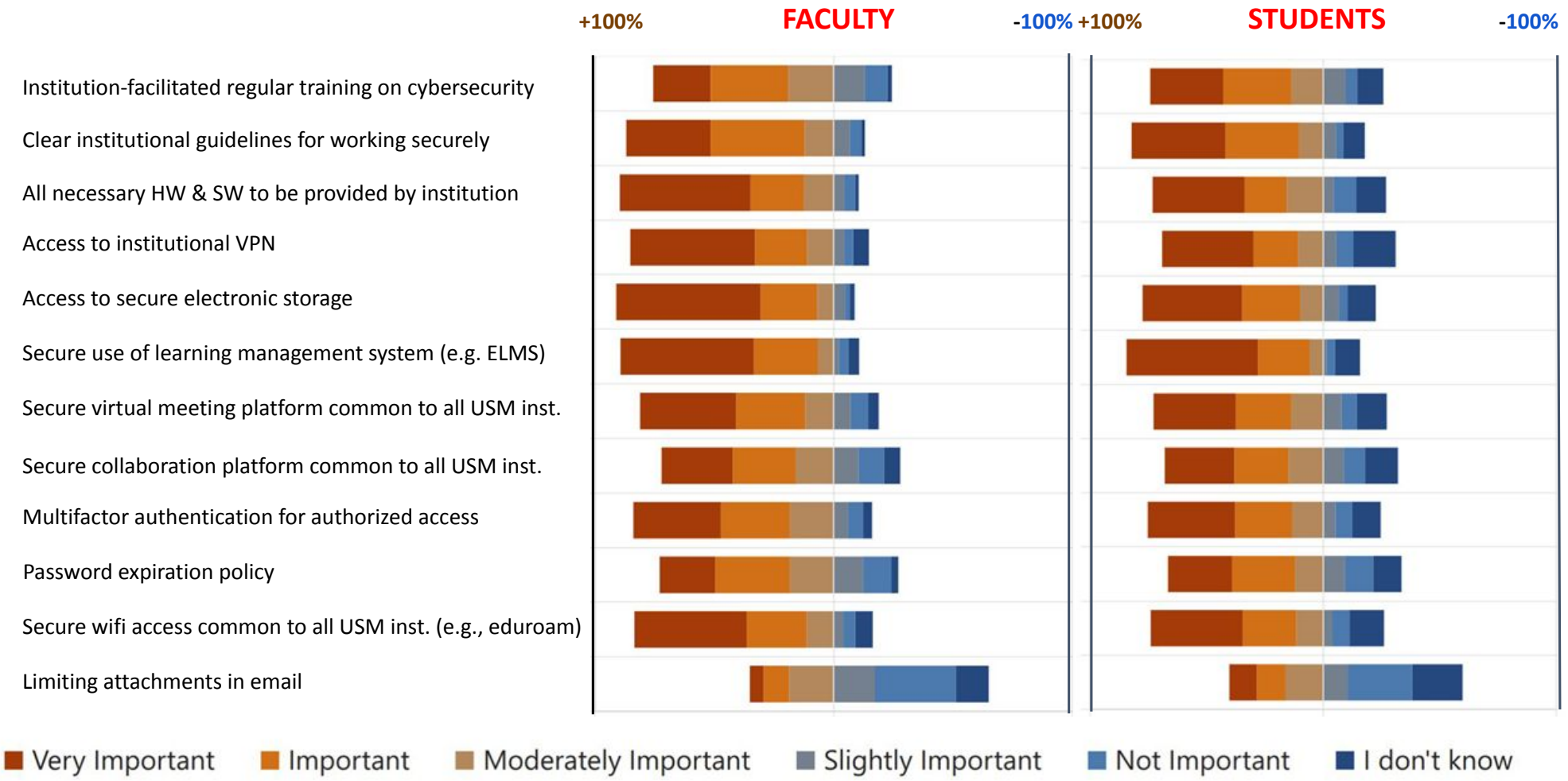
Primarily Teleworking



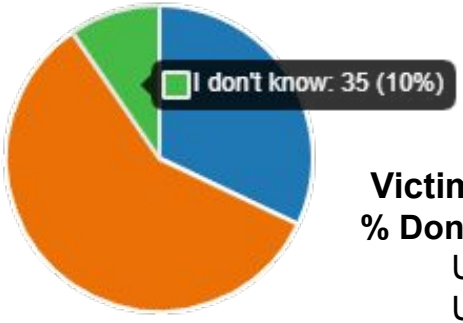
Primarily On-Campus



Importance of mitigating risks for {COHORT} due to faculty teleworking

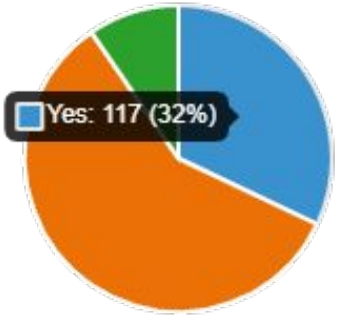


11. **Have you been a victim** of a **phishing attack** through your **university email account**?



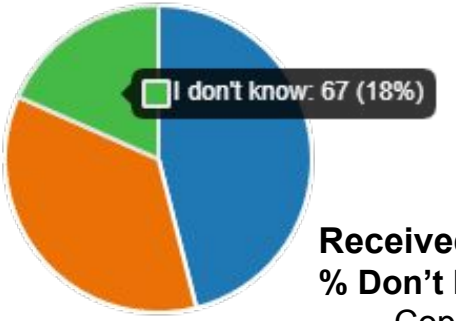
Yes	117
No	213
I don't know	35

Victim Phishing Attack
% Don't Know Respondents
Univ Balt 38%
Univ M E.S. 50%
Towson Univ 67%



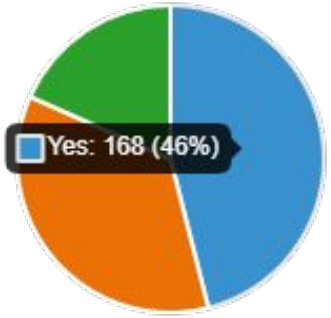
Victim Phishing Attack
% Yes Respondents
Univ Balt 50%
Salisbury Univ 46%
Remaining 19% - 35%

12. **Have you received email from other faculty, staff, or students** who **have been compromised** through **their university email** accounts?



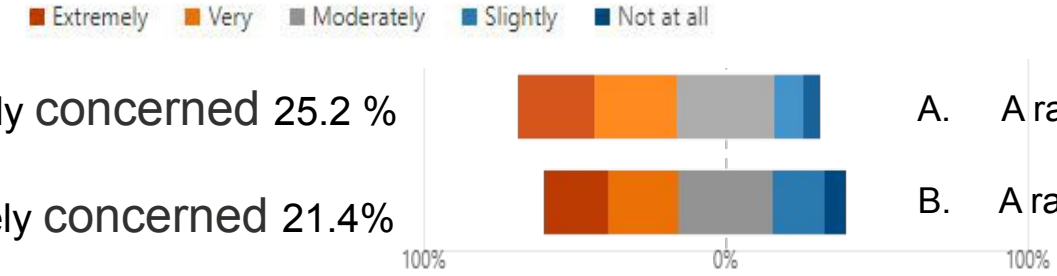
Yes	168
No	130
I don't know	67

Received email from a University compromised account
% Don't Know Respondents >= 30%
Coppin State 30%
Univ M Center for Env Std . 31%
Towson Univ 33%



Nearly half have received email from a University compromised account !

13. How concerned are you about a ransomware attack ?



Extremely concerned 25.2 %

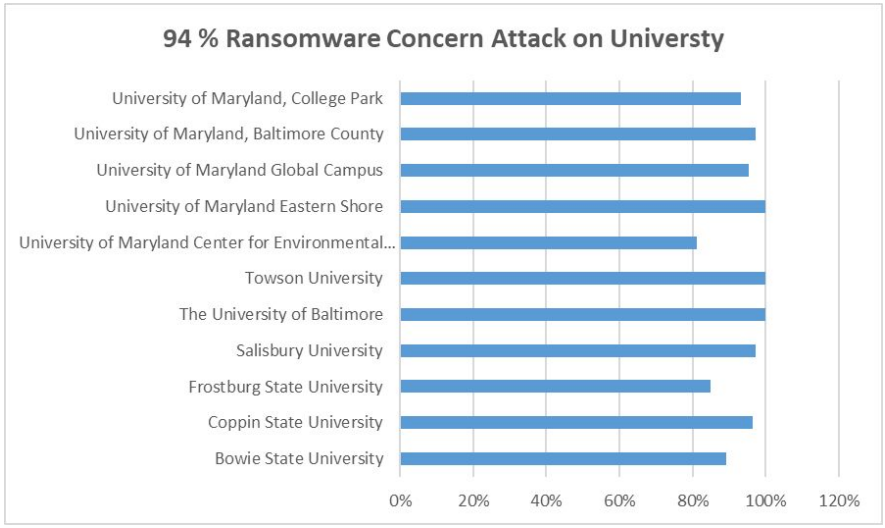
Extremely concerned 21.4%

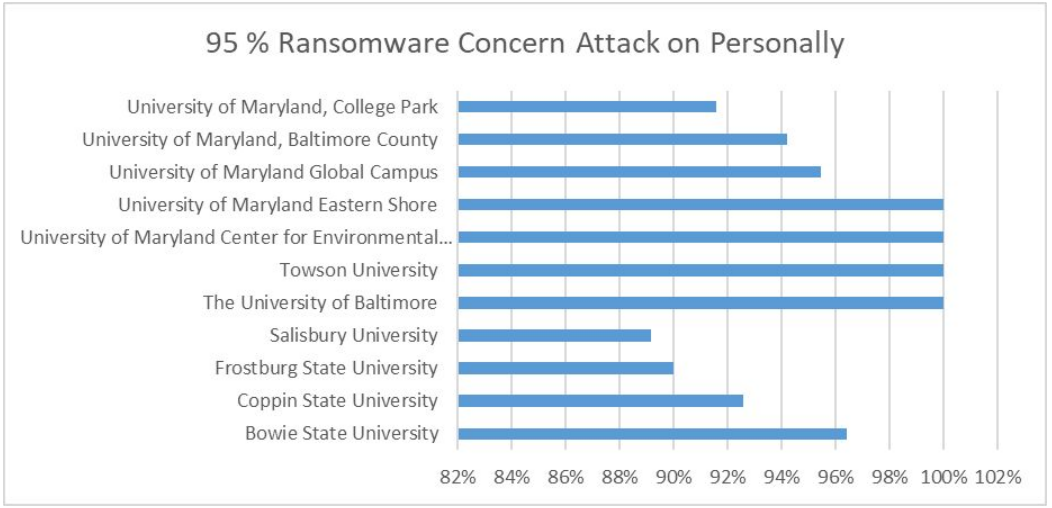
A. A ransomware attack on your university

B. A ransomware attack on you personally

Some more concerned about attack on university vs. personal -- stakes are higher?

Overall University and Personal Concerns over Ransomware are the Same.

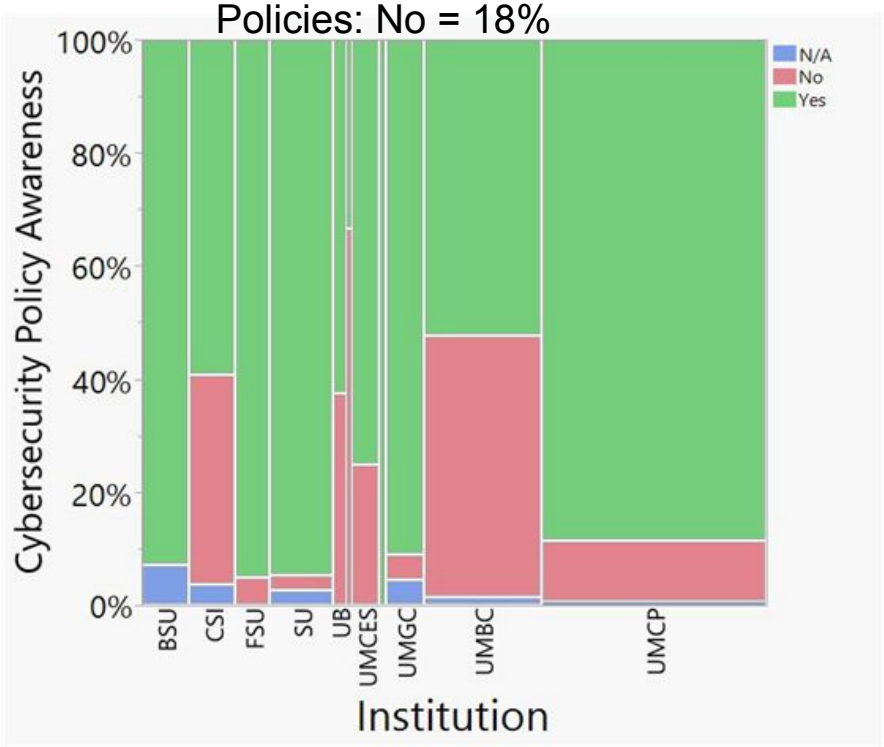




Training Awareness Levels

Most respondents have some understanding of what institutional policies are and that there is/is not training available

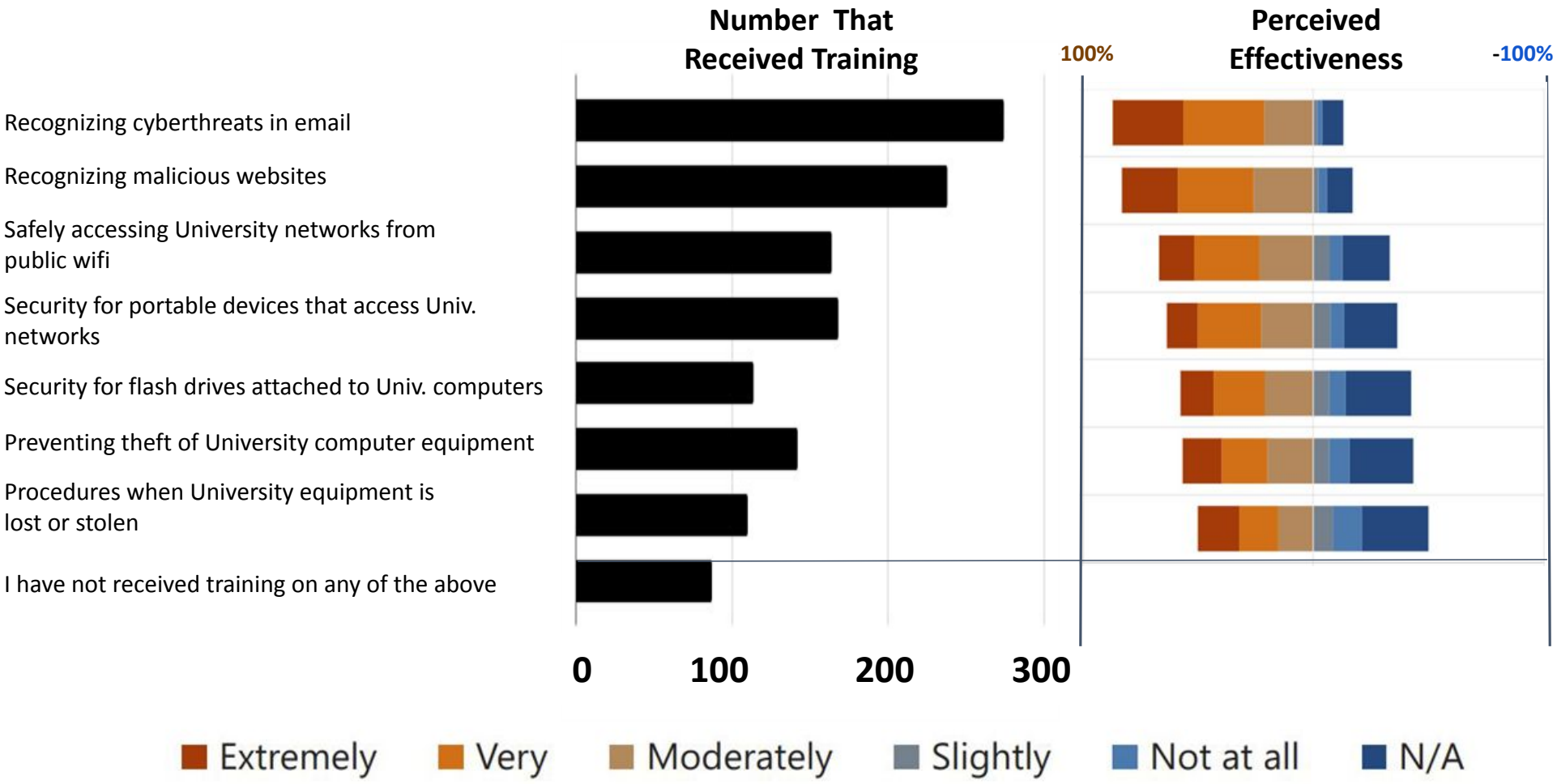
Policies: No = 18%



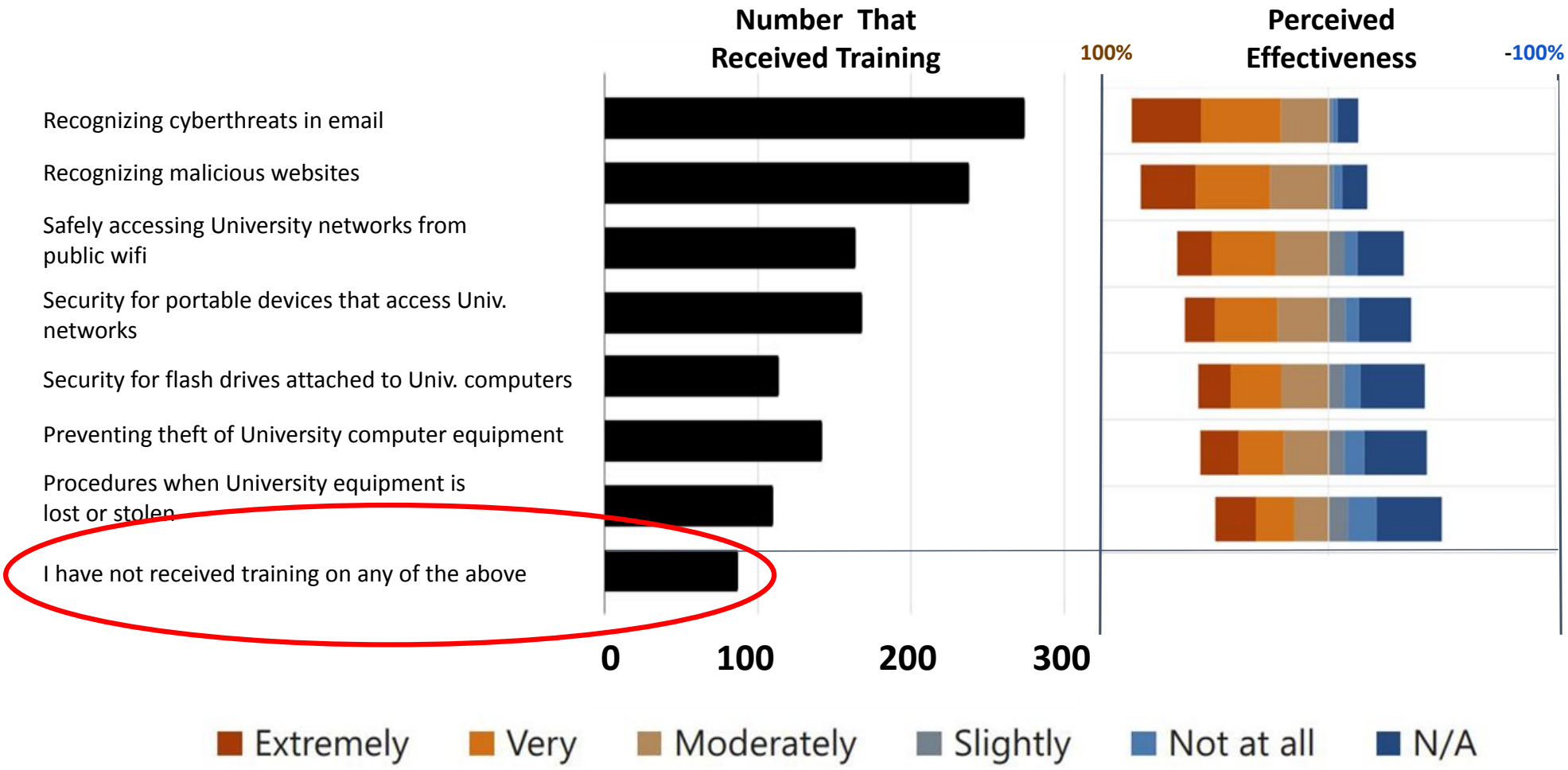
Training: No = 24%

Where is Training Well Established?

How Widespread and Effective is Cybersecurity Training?



How Widespread and Effective is Cybersecurity Training?



Themes in Comments

Different opinions about cybersecurity training offered by the institutions

- Agreement that cybersecurity trainings are very helpful – some requested increase in frequency of training
- Emphasize the institutional policies and guidelines as part of onboarding for all new students
- Resources are more important than trainings -- knowing where to find them when things go wrong
- There is not clear understanding as to the purposes for the training – benefits the university vs. the community

Significant number expressed lack of awareness about specific ongoing training

- Evident lack of information about available training for faculty/students or whether the training is mandatory

Cybersecurity policies need to be revised

- Must be balanced with ease-of-use
- Security when working from home or abroad in non-democratic countries needs to be addressed
- Password policies are outdated
- Secure VPN is not provided to everyone, some faculty are having to pay for it
- Cloud-based services are riskier

Recommendations

1. Awareness around phishing should be improved
   - Some people still don't know when they've been phished
   - Need increased communication when successful phishing occurs so that it doesn't spread
2. Awareness of training & resources need improvement
   - notification of when/where training is available
   - location of both basic and more advanced guidance on cybersecurity topics.
3. Cybersecurity policies and training can be improved
   - Focus training where it is weakest: security for portable devices, preventing theft/loss, access from public networks
   - Complacency in office setting (i.e., behavior training, cybersecurity etiquette)
   - UMBC and Coppin State appear to be lagging other campuses in training
4. Establish free access to secure VPN for everyone
   - including adjunct and emeritus faculty
5. Institutional guidelines for passwords and authentication should be re-examined
   - passphrases vs. special character requirements, duration between password changes, length of timeout on MFA

CUSF Academic Integrity Survey Summary

Purpose

To engage in informal conversation with USM faculty to explore awareness and perceptions of academic integrity issues. To discover if there was evidence of a "new norm" in perceptions of what constitutes ethical learning since the 2018 launch of the CUSF AI project? Did faculty believe students have a different view of ethical learning behaviors from their professors?

Survey Context:

- After much time and efforts to communicate the survey received 722 responses. Communication hurdles on some USM campuses affected institutional response rates.
- Some USM institutions are underrepresented in the sample.
- However, response rates by age/generation and discipline are generally consistent across the sample.
- Efforts to compensate for the underrepresented were made by using Heat Maps on especially relevant questions where sample number was most important.
- The survey was prepared in the fashion of the Pew Research group. It was meant to open ended questions with attitudes and perspectives are best measured.
- **Overall response rate was higher than anticipated. Responses to open-ended questions often were lengthy, detailed, and emotional, suggesting a string need to be heard**.

Demographic Questions:

1. **Name of Institution**
2. **Generation Identification**
3. **Whether You have Instructional Duties**
4. **Do you teach in a field governed by a formal code of ethics?**
5. **If "yes" to question 4, which field do you teach in that has that profession code of ethics?**

Observations:

- Generations who comprise the most respondents are Baby Boomers and Gen X. These results take a social science view on the legitimacy of distinctions in generational attitudes and behaviors.
- Number of total respondents 722.
- 53% said they taught in a field governed by a professional code.
- 97% of the 53% said they had instructional responsibilities.
- While not numerically determined the open-end responses imply that those faculty who taught students who would eventually take jobs in a field where they would likely have to conform to a code of ethics (e.g. accounting, medicine).

Academic Issues Questions

6. **Where/what are the kind of academic integrity issues that you are seeing on your campus? Slides 14 to 16 in the attached power point to this report give heatwave maps as to how generational attitudes play out as to types of misconduct and perceptions.**

Observations:

- Most frequently matched identifications of misconduct which faced faculty across disciplines, institutions, and generations were “cheating” and “plagiarism”.
- The respondents who **said they did not teach** in a field governed by a professional code of ethics also were the ones who had significantly mentioned problems with student plagiarism and cheating.
- The growing concerns most identified across institutions related to “copying” and “Technology”.

7. **Do you/or your colleagues find that what you perceive as academic misconduct is different from what students perceive?**

Observations

- 59% of respondents perceive there is a mismatch as to what is misconduct with 41% saying no.
- 60% of the respondents who answered yes reported they were faculty and have frequent contact with students. (96% of this group answered yes to question 3 saying they had instructional duties).

8. **If you "yes" to question 7, what do you see as some of the differences in attitudes toward academic integrity among your peers and students, and why do you think they differ? (Describe)**

Observations

- Ideas and definitions of copying were cited more frequently as reasons why students' behaviors did not match their instructors' expectations.
- Copying was cited most frequently.
- Cheating and plagiarism remained central concerns as to why students' ideas of academic integrity were at issue.
- Social science research suggests Millennials and Gen X believe the way they collaborate is inherently different from previous generations.
- Attitude = respondent's self-described opinion, "perceptions" are what faculty believe to be students' attitudes.

9. **If you said "no" to question 7, what do you see as some on the similarities in attitudes toward academic integrity that you see among your peers and students? (Describe)**

Observations:

- Belief that they share perspectives on copying, cheating, and plagiarism with peers and students is *high* among faculty across the campuses.
- Refer to the heatmaps on slides 19 and 20 for more detail.

Day-to -day Help Questions

10. What would help you in your day-to-day work regarding academic integrity?

Observations:

- Key word analysis was done of the responses courses, coursework, faculty, university classes, policies, policy, assignments, clear(ly), requiring, training, understanding, reporting, Turnitin, were the top and appear in order (see slide 23 for the exact number of responses)
- Sample responses and comments can be found on slide 23
- Overall conclusions from the responses are greater department support; sharing information among faculty about student integrity lapses; sharing how to surveil student assignments without negative impact on the students with integrity and catching and educating the students with a lack of integrity; better software to identify plagiarism from other student papers and to be able to identify papers written for a fee having more discussions about the changing landscape for academic integrity; teaching high school faculty and students about academic integrity; tying the idea to the real world

11. Do you or your colleagues use campus academic policies for guidance?
12. If you said “yes” to question 10, please tell us about the time when you turned to the academic integrity policies for guidance.

Observations for 11 & 12 are combined

- Our observations on the responses suggest faculty do not use campus academic policies as guidance for their handling of individual suspected cases.
- We suspect from what the faculty said that in most situations, faculty consult campus policies for information purposes but handle suspected cases of academic integrity misconduct independently, one-on-one with students.

- The responses also suggest that in some instances, faculty do not utilize their campus's personnel or processes for handling suspected cases of misconduct because they lack confidence in the outcome**.**
- Consult slides 20, 21,

13. What has worked for you to turn things around if you encountered challenges in resolving an academic integrity issue?

Observations

- Most respondents said they believed educating students about conventions of good scholarship helped resolve incidents of suspect academic misconduct.
- Faculty found educating one-on-one on specific areas of AI helped them to develop shared understanding of expectations with students.
- However, we also saw evidence that faculty were modifying their grading schemes and/or having students complete the assignment again to resolve suspected cases of academic misconduct outside of campus policies.
- Slides 26-28 should be reviewed for sample responses.

14. What might you find useful in a University System of Maryland level academic integrity policy?

Observations

- Key word analysis was done.
- 26% felt enforcement should be addressed on the USM level.
- 26% felt clarity/consistency.
- 15% instructions/trainings (students)
- Examples of Key Word usage: **Enforcement**, and direct communication to students that academic integrity is of the highest importance."
- "**Enforcement** and quality control oversight of all institutions."
- "Again, just consistency in messaging on academic ethics and **enforcement** of policies that may already exist."

- "**Clarity**. Easily understood rules and consequences. Real consequences.
- "**Clarity** regarding what will happen in the event of academic misconduct and actually following through with the consequences that were initially set forth."
- "A formal and documentable, process, with **clear** expectations articulated up front for students, faculty, and staff. **Clear** and consistent accountability for students, faculty, and staff, and not a system that can be used to passively push micro-aggressions onto others."

Open Question (Heart of the Survey)

15. **Please provide us with any other comments about your campus experience with violations of your campus's academic policies that you think would be helpful to USM's efforts to develop guidance.**
    - **View sample responses on slides 31-41**

Overall Recommendations

A learning environment of integrity requires a commitment on behalf of all members of the institution. The purpose of this survey was to begin to ascertain how faculty perceived what was needed to make a learning environment of integrity.

- **Strong Communication:** Difficulties in circulating this survey on our campuses suggest **communication process problems that will hamper** efforts to promote a culture of academic integrity at USM.
- **New Norm:** Students need to be socialized on conventions for learning with integrity **that better reflect and respect historic and emerging academic and professional norms and practices within and across disciplines.**
- **Discipline Specific Consensus:** Consensus needs to be developed among disciplines on consistent definitions of, and approaches to, handling acts of academic misconduct on campuses.
- **Each Institutions needs to understand** their student and faculty attitudes and behaviors. Using this survey as guidance, **further research should be conducted** by each institution in the USM **to understand their student and faculty attitudes and behaviors on academic integrity.**

- **CUSF should endorse the participation of individual USM institutions** in the new academic integrity surveys to be conducted by ICAI to get a larger perspective on student attitudes.
- ***Making faculty aware of the challenges facing academic integrity on campus:** efforts upon the part of shared governance faculty groups should be continued. Faculty are often equating plagiarism as the only concern they have in possible misconduct issues. *(Chair's Addition based on sample responses)

Respectfully Submitted on behalf of the entire AI Subcommittee
Mary Crowley-Farrell (UMGC)
Jeni Davis (SU)
LaShawn Nastvogel (UMES)

Ed Policy Committee Members
Mary Crowley-Farrell, Chair (UMGC)
Susan Antol (UMD)
Karen Clark (UMD)
Jeni Davis (SU)
Ed Habarek (UMGC)
LaShawn Nastvogel (UMES)
Marcia Shofner (UMCP)
Julie Simon (UB)

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Council of University System Staff (CUSS) Report
Board of Regents Meeting
April 29, 2022

This report serves as an update on the activities of the Council of University System Staff (CUSS) since our last report in February 2022. The Council has hosted two meetings in this time, our March and April meetings, as well as our annual Advocacy Day event. Several updates on behalf of the Council can be found below:

Monthly Meetings Recap
CUSS met virtually on Tuesday, March 15, 2022 with UMBC serving as the host campus. The Council was very grateful to hear from President Hrabowski one final time before his pending retirement this summer. Additionally, CUSS met virtually on Tuesday, April 19, 2022 with Towson serving as the host campus. President Schatzel shared many amazing updates on behalf of TU. Thank you to both Presidents for joining us at these meetings. On behalf of the Council, we would also like to commend the search committee and the Board of Regents on the appointment of Dr. Ashby as the next President of UMBC. Staff at UMBC and across the Council were very excited about this news.

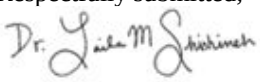
Advocacy Day Recap
Each year, the three Councils, along with the USM Women's Forum, host an annual Advocacy Day in February to advocate on behalf of the USM budget. Once again this year, this event was hosted virtually. The Councils and USM Women's Forum extend thanks to Chancellor Perman and Patrick Hogan and Andy Clark for kicking off the day with us and setting the tone for all that we were able to advocate for on behalf of the System. Members of each Council were able to meet with several members of the legislative session and share their stories. Additionally, we were able to live stream several sessions and discuss them as a group. Overall, our second year of hosting Advocacy Day virtually was a great success. And we very much appreciate the Legislative Affairs & Policy Committee members from each Council and staff from the USM who made the day possible.

Board or Regents Staff Awards Update
For the current cycle of the Board of Regents Staff Awards, we received 31 packets from 10 USM institutions (27 exempt and 4 non-exempt). Our amazing Awards & Outreach Committee, along with several Council volunteers, thoroughly reviewed and graded these nominations and put forward recommendations to our Vice-Chair, Dr. Kalia Patricio. In turn, she was able to write up a report with recommendations for Award Recipients to the Board of Regents – her summary is attached to this report.

Shared Governance Survey Update
The Council recently sent out our annual Shared Governance Survey to staff members involved with shared governance at all 12 of the USM institutions. This survey has been conducted on an annual basis since 2017-2018 to monitor and understand the state of shared governance at each of our campuses. For the 2021-2022 cycle, we received 124 responses, an increase in our response rate from last year. We are finalizing our report on this survey and look forward to sharing a summary of it with the Board of Regents by the June meeting.

CUSS will meet next on Tuesday, May 10, 2022 and will be hosted virtually by CSU. As always, please do not hesitate to contact me directly (lailams@umbc.edu) with concerns, questions, and/or suggestions.

Respectfully submitted,



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

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
April 29, 2022

The Council of University System Presidents (CUSP) continues to convene regularly on matters related to COVID-19 and at the beginning of each month to address broader systemwide matters. Since its February report to the Board, CUSP met on February 23, March 7, March 9, April 11, and April 20.

The Noon Covid calls focused on post-Spring Break protocols, continued discussion of vaccine requirements, and fall planning. CUSP continues to strongly encourage vaccine boosters.

The March 7th and April 11th CUSP meetings covered broader systemwide issues. Vice Chancellor Hogan continued to keep the presidents abreast of legislative updates. The presidents also discussed shared governance, campus approaches to tuition and mandatory fees, community policing, the UMB CURE Scholars program, and economic sanctions with regard to Russia. CUSP also had an additional in-depth conversation about COVID-19 protocols at its April 11th meeting.

Date: April 29, 2022
Meeting: February 2022 Board of Regents Meeting
Organization: University System of Maryland Student Council
Representation: **Yvonne Harper,** University of Baltimore
Master of Public Administration Candidate
University System of Maryland Student Council President

Good morning, Chairwoman Gooden, members of the Board of Regents, Chancellor Perman and Presidents,

It is always a pleasure to join you all and sharing the student's perspective within the University System of Maryland. This year, the University System of Maryland Student Council's focus has been building "community" between students, faculty, and staff. It is important that all parties' voices are being heard throughout of system. I believe we are all here for the greater good of one another.

Connection with students

Throughout my term as President, I have focused on connecting with students through one-on-one session, group session, attending SGA and GSA meetings all while creating a safe space for students. Students have expressed the need for more mental health resources, support, and flexibility. This may be different throughout the system, for each University. To progress in this area, I would like to meet with each of the President's to address the mental health concerns on their perspective campus.

During this Spring 2022 semester The University of Maryland Student Council has begun case studies with students regarding their mental health. These case studies will run until the end of the Spring 2022 semester.

***Mental health*:** Students need more mental health services to deal with the effects of covid. Students are requesting more support from faculty and staff during this time. In an earlier report, we asked for faculty and staff to empathize with students and be more aware of students going through challenging times.

Executive Team

Elections for the 2022-2023 term have opened (April 27, 2022) and will run until May 11, 2022, we are requesting that all Universities inform the students of the University System of Maryland Student Council's elections, so we may have a great turn up for this election to move the system forward.

Sincerely,
Yvonne Harper
University System of Maryland Student Council President
2021-2022

DRAFT

University System of Maryland Board of Regents
University of Maryland, Baltimore
February 11, 2022 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:30 a.m. on Friday February 11, 2022 at the University of Maryland, Baltimore. Those in attendance were: Chair Gooden; Regents Attman, Bartenfelder (virtual), Beams, Breslin, Fish, Gill (virtual), Gonella (virtual), Gourdine, Hur, Leggett (virtual), Neall, Oludayo, Peters, Pope, Rauch (virtual), Smarick, Wallace (virtual), and Wood; Presidents Anderson, Breaux, Fowler, Goodwin, Hrabowski, Jarrell, Jenkins, Nowaczyk, Provost Rice for Pines, Schatzel, Schmoke, and Wight; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill (virtual).

Chair Gooden opened with a note about the "hybrid" format of the meeting, due to the omicron variant surge. Regents were able to participate remotely and vote in accordance with the bylaws.

She then welcomed Secretary of Commerce Mike Gill back to the Board of Regents. She made a note of the Regent Liaison Program and said that the liaison assignments will be updated at the June meeting for the fall.

Chair Gooden ended her remarks with an acknowledgement of Black History Month and highlighted some of the programs and activities at our campuses. She noted that these activities are "contemporizing" Black History.

Welcome from University of Maryland, Baltimore. President Jarrell welcomed everyone to the University of Maryland, Baltimore and provided some updates on the institution. He was joined by Dr. Claire Fraser, Director of the Institute for Genome Sciences and Past President of the AAAS.

President Jarrell's remarks were interrupted by individuals identifying themselves as members of AFSCME Maryland Council 3. The individuals shared their concerns regarding collective bargaining matters between the Council and the USM.

Educational Forum: *College Rankings.* Ben Wildavsky, a Visiting Scholar at the University of Virginia and former journalist and editor at *US News and World Report,* spoke about college rankings, how they are used, and ways that the ranking system could be enhanced.

Chancellor's Report. Chancellor Perman presented his report. He started off by acknowledging Black History Month and condemning the bomb threats at two of our HBCUs and many more across the country. He reiterated his statement that these threats will fail and that the USM is better because of its HBCUs – Bowie, Coppin, and UMES.

The Chancellor thanked President Jarrell for hosting and highlighted how integral UMB has been to the System and the State throughout the pandemic. He also made note of several other recent accomplishments.

Chancellor Perman went on to highlight some recent rankings featuring USM institutions, as well as several students who have been recognized on the national stage. Several institutional leaders – including some of our presidents were also honored in various ways. He spoke about some of the partnerships formed by our universities. The Chancellor ended his report with commentary on the governor's budget proposal.

1. Council Reports

    a. Council of University System Staff (CUSS). Dr. Shishineh presented the report. She provided a recap of the January CUSS meeting, thanking President Fowler and Vice Chancellor Herbst for joining the meeting. She spoke about the upcoming Advocacy Day, hosted by the three councils in partnership with the USM Women's Forum. She also noted that CUSS is preparing to send out their annual Shared Governance Survey.

    b. Council of University System Presidents (CUSP). President Breaux presented the report stating that CUSP continues to convene regularly and on the first Monday of every month to address systemwide matters. In December and into January, the presidents met weekly to discuss the Omicron Covid-19 variant and its effects on the system. The January 10th and February 7th CUSP meetings covered a wide variety of topics outside of Covid including legislative and budget updates, shared governance, support for Afghan Refugees, required reporting, and the BSU Climate Job Fair.

    c. University System of Maryland Student Council (USMSC). Ms. Harper presented the USMSC report. She started with an overview of the joint council meeting in November. She noted that the Executive Council would like to have town halls modeled after the three breakout rooms from the joint meeting: Hybrid Learning & Work Environments, Diversity, Equity & Inclusion Work, and Mental Health Resource & Support. USMSC would also like to have a systemwide mental health day in the spring. The Council held Student Regent interviews on December 5, 2021 and sent four names to Chancellor Perman. Ms. Harper closed by saying that she

hopes to have more one-on-one meetings with representatives of the undergraduate and graduate councils in the new year.

d. Council of University System Faculty (CUSF). Dr. Brunn presented the report. She discussed that the Academic Integrity Subcommittee has created a brief survey for Faculty Senate Chairs to determine views around academic integrity as a working norm. She noted that Presidents Wight and Hrabowski will participate in a Faculty Town Hall in February centered around structural equality. She highlighted other topics such as additional surveys for distribution to all faculty around cybersecurity and Covid, budget discussions, the CUSF constitution and bylaws, and the shared governance report.

2. Public Comment. Chair Gooden noted that the Board received requests for comments regarding the vaccine protocols. As that topic was not on the agenda, she said that she would share to comments with the Board outside of the meeting.

3. Consent Agenda. The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. There were no requests to remove any items. Chair Gooden moved and Regent Pope seconded the motion to accept the consent agenda. The motion was unanimously approved. The items included were:

    a. Committee of the Whole
        i. Approval of meeting minutes from December 10, 2021, Public and Closed Sessions (action)

    b. Committee on Audit
        i. Approval of meeting minutes from December 13, 2021 Public and Closed Sessions (action)

    c. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
        i. Approval of meeting minutes from November 22, 2021, Public Session (action)

    d. Committee on Finance
        i. Approval of meeting minutes from December 2, 2021, Public and Closed Sessions (action)
        ii. Proposed Amendments to the Finance Committee Charge, Role, and Responsibilities and Article X. Section 5. of the Bylaws (action)
        iii. University System of Maryland: Review of Capital Improvement Projects and Brief Update on the Construction Cost Management Task Force (information)
        iv. Policing Collaboration between the University of Maryland, Baltimore and the University of Baltimore (information)

    e. Committee on Education Policy and Student Life

i. Approval of meeting minutes from January 11, 2022 Public and Closed Sessions (action)
ii. Proposed Amendments to EPSL Committee Bylaws and Charge and Role and Responsibilities (action)
iii. Winter/Spring 2022 Update (information)
iv. Results of Periodic (7-Year) Review of Academic Programs (information)
v. Report on Extramural Funding – FY 2021 (information)
vi. Notification of Awards: Regents Scholars – Academic Year 2021-2022 and Elkins Professorships – FY 2022 (information)

4. Review of Items Removed from Consent Agenda

5. Committee Reports

a. Committee on Finance
i. University System of Maryland: FY 2022 & FY 2023 Operating Budget Update. Regent Attman provided an update on the FY 2022 and FY 2023 operating budget.
ii. University System of Maryland: FY 2023 Capital Budget Update. Regent Attman provided an update on the FY 2023 capital budget.
iii. FY 2021 Audited Financial Statements and USM Financial Planning. Regent Attman provided an update regarding the FY 2021 Audited Financial Statements and USM financial planning. Included in this update was a note about the fund balance.

b. Committee of the Whole

iv. UMCP Strategic Plan Update. UMCP Provost, Dr. Rice, presented an update to the University of Maryland, College Park Strategic Plan.
v. Universities at Shady Grove Strategic Plan Update. USG Executive Director, Dr. Khademian, presented an update to the Universities at Shady Grove Strategic Plan.

6. Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Neall, seconded by Regent Pope; unanimously approved.)

Meeting adjourned at 11:50 a.m.

DRAFT

University System of Maryland Board of Regents
University of Maryland, Baltimore
February 11, 2022

Closed Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 12:30 p.m. on Friday February 11, 2022 at the University of Maryland, Baltimore. Those in attendance were: Chair Gooden; Regents Attman, Bartenfelder (virtual), Beams, Breslin, Fish, Gill (virtual), Gonella (virtual), Gourdine, Hur, Leggett (virtual), Neall, Oludayo, Peters, Pope, Rauch (virtual), Smarick, Wallace (virtual), and Wood; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill (virtual). Presidents Fowler and Schmoke were present for a portion of the meeting.

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

   a. Committee on Education Policy and Student Life
      i. Board of Regents Faculty Awards Recommendations (§3-305(b)(1) and (2))
      ii. Honorary Degree Nominations (§3-305(b)(1) and (2))

2. **Honorary Degree Nominations - UMGC**
   The Regents voted to approve the honorary degree nominations submitted by UMGC. (Regent Wood moved, Regent Fish seconded; unanimously approved). (§3-305(b)(1) and (2)).

3. **Update on President Searches**
   The Regents received information about current USM president searches. (§3-103(a)(1)(i)) and (§3-305(b)(1)).

4. **Presidents' Merit Increases**
   The Regents voted to approve the proposed merit increases for the Presidents. (Regent Attman moved, Regent Wood seconded; unanimously approved). (§3-103(a)(1)).

5. **Chancellor's Merit Increases**
   The Regents voted to approve the proposed merit increases for the Chancellor and Presidents. (Regent Leggett moved, Regent Fish seconded; unanimously approved). (§3-103(a)(1)).

6. **Ratification of the Frostburg State University MOU with the Fraternal Order of Police for sworn police officers**
   The Regents voted to ratify the Frostburg State University Memorandum of Understanding with the Fraternal Order of Police for sworn police officers (Regent Rauch moved, Regent Fish seconded; unanimously approved). (§3-305(b)(9)).

7. **USM President Transition Agreement**
   The Regents received information regarding a USM president's transition agreement. an update on the FY 2023 Operating Budget. (§3-305(b)(1))

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

The meeting adjourned at 2:08 p.m.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Via video conference and conference call
February 10, 2022, 11:00 am

DRAFT Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on February 10, 2022, at 11:00 am. In attendance were Regents Gary Gill, Linda Gooden, Geoff Gonella, Louis Pope, Doug Peters, Hugh Breslin and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Chief of Staff Denise Wilkerson, Vice Chancellor Leonard Raley, Vice Chancellor Ellen Herbst, Associate Vice Chancellor Robert Page, Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From USM institutions: Jason Curtin (SU), Theresa Silanskis (UB), Greg Simmons (UMBC), Cathy Sweet (UMGC), Brodie Remington (UMCP), John Short (FSU), Brian DeFilippis (TU), John McKee (UMB), Joshua Humbert (CSU), and Brent Swinton (BSU).

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

Fundraising Updates
At the end of the second quarter, the USM is at 74% of its annual goal of $322 million. Vice presidents discussed recent major gifts and their sense of how fundraising and engagement is adapting to the current environment. Regent Gill recognized the terrific progress Bowie State, Coppin State and the University of Maryland Eastern Shore has made, including exceeding goals and increasing giving.

Discussion of the USM BOR IX – 2.00 – Policy on Affiliated Fundraising Foundations
Vice Chancellor Raley gave a summary of the policy clarifying why we have affiliated foundations and the variety of ways they are structured. Associate Vice Chancellor Robert Page explained that a revised policy currently being drafted will strengthen compliance with board expectations for those affiliated foundations engaged in fundraising or philanthropic support, and that another policy is under development for economic development foundations currently covered in the policy. The draft revised policy will address issues such as conflicts of interest, secondary employment, alignment with state ethics regulations, and acceptance of certain grants and contracts. The Attorney General's office has offered some formal perspectives and we are still reading them to summarize the issues to resolve their valid concerns.

Quasi endowment award summary report

Funds from the quasi-endowment continues to support advancement activities that help to build the endowment. This fund totals $50M: $40M generates spendable income that goes directly back to campuses, and spendable income from the remaining $10M funds a grant program to help kickstart additional endowment raising efforts. Institution are using these funds to support needs such as planned giving and major gifts officer positions, communications to alumni, and accelerate fundraising during campaigns with both hybrid and virtual events.

Adjourn

Regent Gill called for a motion to adjourn. The motion was moved by Regent Pope, seconded by Regent Gooden, and unanimously approved. Regent Gill adjourned the meeting at 11:34 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference call
March 15, 2022

DRAFT Minutes of the Public Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on March 15, 2022 at 8:00 am. In attendance were Regents Geoff Gonella, Linda Gooden, Louis Pope, D'Ana Johnson, Doug Peters, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Chief of Staff Denise Wilkerson; Vice Chancellors Leonard Raley, Ellen Herbst, Joann Boughman, Patrick Hogan and Tim McDonough; Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park: Brodie Remington, Interim Vice President for University Relations and Jason Curtin, Vice President for Institutional Advancement, Salisbury University.

Vice chair Geoff Gonella called the meeting to order at 8:02 am.

Convene to closed session
Vice chair Gonella read the Convene to Close Statement and then moved for recommendation, seconded by Regents Gooden and Pope, and unanimously approved.

The public meeting was adjourned at 8:05 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via Video Conference Call
March 15, 2022

DRAFT Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video conference on March 15, 2022, at 8:05 am. In attendance were Regents Geoff Gonella, Linda Gooden, Louis Pope, D'Ana Johnson, Doug Peters, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Chief of Staff Denise Wilkerson; Vice Chancellors Leonard Raley, Ellen Herbst, Joann Boughman, Patrick Hogan, and Tim McDonough; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park: Brodie Remington, Interim Vice President for University Relations and Jason Curtin, Vice President for Institutional Advancement, Salisbury University.

Vice chair Geoff Gonella called the meeting to order at 8:06 am.

Naming request from the University of Maryland, College Park (action)
The University of Maryland College Park is requesting to name the Basketball Performance Center the "Barry P. Gossett Basketball Performance Center." Mr. Gossett has been a generous supporter of the University of Maryland since 1995 and is the largest donor to Maryland Athletics. He is devoted to the well-being of Maryland student-athletes both on and off the court and field. The Basketball Performance Center will offer new and exciting amenities to the student-athletes, coaches and friends of the men's and women's basketball program.

Regent Gonella moved for recommendation, seconded by Regents Gooden and Pope and unanimously approved.

Naming request from Salisburg University (action)
Salisbury University is requesting to name its baseball complex the "Donnie Williams Baseball Complex." Mr. Williams was a SU graduate, one of its most loyal athletic supporters, a member of SU's Varsity Club, President's Club and was honored as SU's Alumni of the Year. He was a consummate entrepreneur who grew his ideas into successful businesses and was a well-respected pillar in his community. Mr. William passed away in 2012. His long-time partner, Linda Slacum, is pledging a cash gift, payable over ten years, in support of naming the complex, which was completed in 2018.

Regent Gonella moved for recommendation, seconded by Regents Gooden and Pope and unanimously approved.

Motion to Adjourn

Regent Gonella called for a motion to adjourn. The motion was moved by Regent Pope, seconded by Regent Peters, and unanimously approved. Regent Gonella adjourned the meeting at 8:25 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference call
April 14, 2022

DRAFT Minutes of the Public Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on April 14, 2022 at 10:30 am. In attendance were Regents Gary Gill, Geoff Gonella, Linda Gooden, Doug Peters, Hugh Breslin and Elena Langrill from the Office of the Attorney General. From the USM office: Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley, Associate Vice Chancellor Marianne Horrigan; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland Baltimore County: Greg Simmons, Vice President for Institutional Advancement.

Chairman Gill called the meeting to order at 10:30 am.

Convene to closed session
Regent Gill read the Convene to Close Statement and then moved for recommendation, seconded by Regents Peters and Breslin, and unanimously approved.

The public meeting was adjourned at 10:35 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via Video Conference Call
April 14, 2022

DRAFT Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video conference on April 14, 2022 at 10:30 am. In attendance were Regents Gary Gill, Geoff Gonella, Linda Gooden, Doug Peters, Hugh Breslin and Elena Langrill from the Office of the Attorney General. From the USM office: Chief of Staff Denise Wilkerson; Vice Chancellor Leonard Raley, Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, Baltimore County: Greg Simmons, Vice President for Institutional Advancement.

Chairman Gill called the meeting to order at 10:36 am.

Naming request from the University of Maryland, Baltimore County (UMBC) (action)
UMBC is requesting an honorific naming request to officially name the UMBC Administration Building the "*Freeman A. and Jacqueline C. Hrabowski Administration Building*."

Freeman and Jacqueline Hrabowski have been a power couple not just for UMBC, but also for the Baltimore region for decades. President Hrabowski's leadership as president for 30 years has dramatically accelerated UMBC's journey into a university with a national reputation for high-quality undergraduate education, meaningful and innovative research and creative achievement, and a recognized commitment to economic development and engaged service to community. He has created a legacy that will carry on for years to come. His support for his fellow presidents is strong and his contribution to the University System of Maryland is undeniable. Jacqueline Hrabowski is equally accomplished and has served her community as a corporate leader, volunteer board member, and advocate.

Regent Gill moved for recommendation, seconded by Regents Breslin and Gonella and unanimously approved.

Motion to Adjourn

Regent Gill called for a motion to adjourn. The motion was moved by Regent Gooden, seconded by Regent Breslin, and unanimously approved. Regent Gill adjourned the meeting at 10:45 am.

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT - Minutes from Open Session
March 28, 2022

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

Regents in attendance included**:** Mr. Pope (Vice Chair), Ms. Gooden, Mr. Hur, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Dr. Boughman, Mr. Brown, Mr. Cather, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone), Ms. Herbst, Mr. McDonough, Ms. Horrigan, Mr. Mosca, Ms. Norris, Mr. Page, Ms. White, and Ms. Wilkerson; University System of Maryland Foundation – Mr. Raley; Office of the Attorney General - Ms. Langrill.

The following agenda items were discussed:

1. Information & Discussion – USM's Half Year (12/31/2021) Financial Statements & Financial Comparison Analysis to Peer Institutions

   USM's Comptroller presented the unaudited University System of Maryland interim financial statements for the six-month period ended December 31, 2021, the year ended June 30, 2021 and the six-month period ended December 31, 2020. She also presented a comparison of key financial ratios for peer universities and university systems with Aa1 rating from Moody's Investor Services.

2. Information & Discussion – Annual Affiliated Foundation Compliance Report

   USM's Comptroller presented an update on the policy compliance status of affiliated foundations.

3. Information & Discussion – Update from Enterprise Risk and Crisis Management Work Group

   Regent Pope presented an update from the BOR's Workgroup - Enterprise Risk and Crisis Management programs.

4. Information, Discussion & Approval – Review of Board of Regent Policy – Recommended Modifications to the Office of Internal Audit's Charter

   USM Director of Internal Audit presented an updated Office of Internal Audit charter. [Moved by Regent Gooden, seconded by Regent Hur; unanimously approved.]

5. Information – Office of Legislative Audit Activity – Published Audit Reports

   Since the December 13, 2021 audit committee meeting, the Office of Legislative Audits has not published any reports of USM institutions.

6. Information & Discussion – Follow Up of Action Items from Prior Meetings

   USM Director of Internal Audit provided a status update of action items from prior audit committee meetings.

7. Convene to Closed Session

   Regent Pope read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Regent Gooden, seconded by Regent Hur; unanimously approved.]

   The closed session convened at approximately 10:38 a.m.

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT - Minutes from Closed Session
March 28, 2022

Regent Pope read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Regent Gooden, seconded by Regent Hur; unanimously approved.] The closed session commenced at approximately 10:38 a.m. This meeting was conducted via teleconference.

Regents in attendance included: Mr. Pope (Vice Chair), Ms. Gooden, Mr. Hur, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Dr. Boughman, Mr. Brown, Mr. Cather, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. McDonough, Mr. Mosca, Mr. Page, Ms. White, and Ms. Wilkerson; University of Maryland, College Park – Mr. Poterala; Office of the Attorney General - Ms. Langrill.

The following agenda items were discussed:

1. USM's Director of Internal Audit provided a status update of reported criminal allegations received by Internal Audit. (§3-305(b)(12)).

2. The Assistant Vice Chancellor for IT/Interim CIO and the Chief Security Officer/Data Privacy Officer of the University System of Maryland provided an update of USM's IT Security Environment. (§3-305(b)).

3. USM's Director of Internal Audit presented an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

4. USM's Director of Internal Audit provided an update of engagement additions, cancellations, and completions to Office of Internal Audit's Audit Plan of Activity for Calendar Year 2022. (§3-103(a)(1)(i)).

5. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 11:39 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Policy Revision: BOR Policy VIII-7.50 - UNIVERSITY SYSTEM OF MARYLAND INTERNAL AUDIT OFFICE CHARTER

COMMITTEE: Audit Committee

DATE OF COMMITTEE MEETING: March 28, 2022

SUMMARY:

Attached is the Office of Internal Audit's Charter (Charter) with proposed modifications highlighted in red. The modifications will bring the Charter in compliance with The Institute of Internal Audit's *Standards for the Professional Practice of Internal Auditing*. The changes are summarized as follows:

1. Charter is updated to include the definition of internal auditing.

2. Charter is updated to define the nature of consulting engagements performed by Internal Audit, as required by *IIA Standards.*

3. Charter is updated to include the Core Principles for the Professional Practice of Internal Auditing.

Attachment

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: Recommend Approval

COMMITTEE ACTION:	Recommend Approval	DATE:	3/28/2022
BOARD ACTION:		DATE:	

SUBMITTED BY: David Mosca, Director of Internal Audit

VIII-7.50 - UNIVERSITY SYSTEM OF MARYLAND INTERNAL AUDIT OFFICE CHARTER

Rationale

The University System of Maryland maintains a central Internal Audit Office that independently appraises the System's activities to assist the Board of Regents and its Audit Committee in fulfilling the Board's fiduciary responsibilities. Internal Audit primarily functions to help managers discharge their responsibilities effectively, efficiently, and economically.

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improved an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

To that end, the Internal Audit staff reviews financial and operating activities, analyzes internal control structures and procedures, and recommends corrective measures to both administrators and operating managers. Internal Audit functions as a member of the System's management team, but responsibility for correcting deficiencies rests with the responsible administrators.

Policy

The function, which is part of the University of Maryland System, reports to and is responsible to the Board of Regents Audit Committee. The Audit Committee has authority for hiring and terminating the Director of Internal Audit; determining appropriate compensation; and performing annual performance reviews. For administrative purposes, the Internal Audit Office reports to the Chancellor. Administratively, the Chancellor will work with the Director of Internal Audit to ensure that the Internal Audit Office maintains a professional level of independence, and that the internal audit function has adequate resources to accomplish its mission.

In carrying out its mission, the Internal Audit Office will have full, free, and unrestricted access to all System activities, including records, reports, property, and personnel. In addition, the Director of Internal Audit will have direct access to the Audit Committee, including meeting privately at least annually.

The Office of Internal Audit is authorized, but not limited, to perform the following engagements:

- Financial Audits
- Operational Audits
- Compliance Audits
- Investigative Audits
- Follow-up Audits
- Information Systems Audits
- Cyber Security Audits
- Internal Control Reviews
- Consulting Services

Internal Audit will be responsive and responsible to administrators and managers at all levels in the System. Similarly, each President and unit Director will ensure the cooperation of their administrators and managers throughout the internal audit process.

Each President is responsible for submitting a written response to each audit report.

Consulting services are advisory in nature and are generally performed at the specific request of management. The nature and scope of the consulting engagement are subject to agreement with management. Consulting services generally involve two parties: (1) the internal auditor and (2) the person or group seeking and receiving the advice – management. When performing consulting services, the internal auditor should maintain objectivity and not assume management responsibility.

Core Principles for the Professional Practice of Internal Auditing: The Core Principles, taken as a whole, articulate internal audit effectiveness.

- Demonstrates integrity.
- Demonstrates competence and due professional care.
- Is objective and free from undue influence (independent).
- Aligns with the strategies, objectives, and risks of the organization.
- Is appropriately positioned and adequately resourced.
- Demonstrates quality and continuous improvement.
- Communicates effectively.
- Provides risk-based assurance.
- Is insightful, proactive, and future-focused.
- Promotes organizational improvement.

Code of Ethics

Principles - Internal auditors are expected to apply and uphold the following principles:

1. **Integrity -** The integrity of internal auditors establishes trust and thus provides the basis for reliance on their judgment.
2. **Objectivity -** Internal auditors exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined. Internal auditors make a balanced assessment of all the relevant circumstances and are not unduly influenced by their own interests or by others in forming judgments
3. **Confidentiality -** Internal auditors respect the value and ownership of information they receive and do not disclose information without appropriate authority unless there is a legal or professional obligation to do so.
4. **Competency -** Internal auditors apply the knowledge, skills, and experience needed in the performance of internal audit services. Internal auditors will have a BA or BS degree and will have a Certified Public Accountant, a Certified Internal Auditor, and/or a JD designation (or be a candidate for each designation). Internal Auditors will complete continuing education to keep their certifications active.

Rules of Conduct -

1. Integrity

Internal auditors:
1.1 Shall perform their work with honesty, diligence, and responsibility.
1.2 Shall observe the law and make disclosures expected by the law and the profession.
1.3 Shall not knowingly be a party to any illegal activity or engage in acts that are discreditable to the profession of internal auditing or to the organization.
1.4 Shall respect and contribute to the legitimate and ethical objectives of the organization.

2. Objectivity

Internal auditors:
2.1 Shall not participate in any activity or relationship that may impair or be presumed to impair their unbiased assessment. This participation includes those activities or relationships that may be in conflict with the interests of the organization.
2.2 Shall not accept anything that may impair or be presumed to impair their professional judgment.
2.3 Shall disclose all material facts known to them that, if not disclosed, may distort the reporting of activities under review.

3. Confidentiality

Internal auditors:
3.1 Shall be prudent in the use and protection of information acquired in the course of their duties.
3.2 Shall not use information for any personal gain or in any manner that would be contrary to the law or detrimental to the legitimate and ethical objectives of the organization.

4. **Competency**

Internal auditors:
4.1 Shall engage only in those services for which they have the necessary knowledge, skills, and experience.
4.2 Shall perform internal audit services in accordance with the *International Standards for the Professional Practice of Internal Auditing*.
4.3 Shall continually improve their proficiency and the effectiveness and quality of their services.
4.4 Shall ensure timely reporting of audit results.

The Director of Internal Audit will Ensure that:

- The audit staff is appropriately organized and competently supervised, and that professionalism is maintained through adherence to the applicable standards of the Institute of Internal Auditors (IIA) and the Information System Audit and Control Association (ISACA).
- Internal Auditors apply and uphold the IIA's Code of Ethics.

- Audits have been designed to detect significant operational and financial risks as well as to review the effectiveness, efficiency, and economy of operations.

- The audit staff has sufficient knowledge to identify the indicators of fraud but is not expected to have the expertise of a person whose primary responsibility is detecting and investigating fraud.
- Operating managers, administrators, and chief executive officers are promptly and fully informed about the scope of each review, the findings, and the recommended measures for improvement.
- An annual audit schedule is submitted for approval to the Board of Regents Audit Committee.

In addition, the Director of Internal Audit will periodically report audit activities to the Audit Committee and will submit other reports as requested by the Audit Committee. Such written reports will include statements as to whether:

- The Internal Audit Office has had the unrestricted access necessary to carry out its duties;
- Appropriate action has been taken to correct findings described in audit reports; and
- Internal and external audits have been coordinated to avoid duplicating effort.

The Director, with the Audit Committee's approval, is authorized to establish and revise procedures for carrying out this policy.

APPROVED BY THE BOARD OF REGENTS ON: 11/15/2007; REVISED 12/21/2016; REVISED 06/22/2018; REVISED 04/29/2022

The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

February 22, 2022

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on 9:30 am on February 22, 2022, virtually. Regent Leggett called the meeting to order at 9:30 am.

Regents present were I. Leggett (chair), G. Attman, E. Fish, R. Hur, M. Gill, A. Beams, and L. Gooden.

USM personnel present were L. Ryan, E. Herbst, T. McDonough, and E. Langrill. Other attendees were. Guest presenters were S. Shahrestani and A. Delia.

Chair Leggett invited Regent Gooden to say a few words, and she said she was excited to see commercialization and entrepreneurship across USM. The Chancellor acknowledged Lindsay Ryan's support of the Committee as they move toward a more explicit linkage between research and economic development and actively recruit for a new Vice Chancellor. Chair Leggett commented that he appreciated the firm statement from the Chancellor regarding the recent bomb threats at historically Black institutions.

Featured Startup: MinnowTech (Information Item)

Ms. Ryan introduced Ms. Shahrestani, CEO of Minnowtech. Ms. Shahrestani shared the story of her entrepreneurial journey, which started as a graduate student at the University of Maryland Center for Environmental Science. Ms. Shahrestani is originally from New York and attending school in Maryland embedded in her an appreciation for and attachment to the Chesapeake that she now considers part of her identity. In her fourth year of graduate school, she attended the Ratcliffe Environmental Entrepreneur Fellow (REEF) Program. Through it, she learned entrepreneurial concepts, met helpful mentors, and learned how her academic training could translate to many career opportunities outside of academia after graduate school. She was excited about entrepreneurship because it could move as quickly as she wanted to. She started MinnowTech with co-founders from an organization called Early Charm Ventures, which she met when they were a mentor in the REEF program. She said they understood real-world aquaculture problems, and when they saw what she was doing with her research on counting jellyfish and other marine organisms, they knew it could be applied to help shrimp farmers more accurately monitor how many shrimp they have. This leads to savings on food and other benefits. The company has received federal grant funding from the National Science Foundation and investment from the Momentum Fund. They have participated in the Maryland Industrial Partnerships program as well. The first funding toward the venture came from the REFF program. Ms. Shahrestani said it has been difficult to transient from being a scientist to CEO, but it has been rewarding especially lately as they begin building out the team.

Regent Leggett asked how they know their technology is accurate, to which Ms. Shahrestani responded that they are validating through trials, which are showing great accuracy. Regent Hur asked how they know that their technology isn't harming the shrimp, to which Ms. Shahrestani responded that the sonar frequency they are using is often used and does not negatively impact shrimp. Regent Fish asked to hear more about managing the transition from scientist to CEO and leader. Ms. Shahrestani said that she leans a lot on mentorship from her co-founders. However, she is also listening to her intuition and leading in a way that she is keeping her team as passionate as she is. Regent Leggett asked if there are other applications for the technology, to which Ms. Shahrestani responded that they could also work on other species, and there are other lucrative markets they could go after. However, they are starting with shrimp because it is solving a particularly difficult problem in that space, after which they will expand. Regent Leggett asked about competition to which Ms. Shahrestani responded that other techniques exist, but they all have drawbacks. Part of the "secret sauce" that they have is in the work she did in graduate school, where she was one of the few researchers in the world doing that type of work.

Regent Gill joined at the end of this item.

USM Momentum Fund: Additional Fund Balance Allocation (Action Item)

Ms. Herbst shared that Minnowtech illustrates one of the things the Momentum Fund (MMF) looks at – team. Ms. Herbst review the goals of the fund and the processes put in place, especially since the arrival of the second and current Managing Director, Claire Broido Johnson. She shared that alongside investment, companies continue to receive support. She added that some companies go on to raise additional funding and do not need MMF to participate but offer the opportunity, which prompts debate about the sometimes conflicting goals of the Fund. Regent Fish asked if sometimes the signal that MMF still has faith in them is needed, even if the money itself isn't. Ms. Herbst answered that it varies, and yes, sometimes that is a good signal. Sometimes they may invest but invest less or hold some until milestones are met. At 10:17am Regent Gooden left the meeting and said she is fully supportive of this initiative. Ms. Herbst shared a summary of a benchmarking study. Ms. Herbst added that the sources of funding for conventional university funds that are similar in nature are endowments, returns, or a specific philanthropically raised fund. Ms. Herbst shared that the MMF is facing a funding gap, and the recommendation from the Chancellor is to dedicate up to an additional $2 million per year for three years as bridge funding to hopefully bring the fund to a point where significant returns are supplying funding needed to invest in new startups. She stressed that growing the impact of the fund would require more than USM fund balance. Regent Leggett added that he thinks USM is punching below its weight in terms of investment and asked for a follow-up conversation about ways to increase the size of the fund from other sources. Regent Attman said he agreed and that he thinks the fund should be more like $50M. Chancellor Perman added that regarding the bridge funding, from an institutional perspective, showing a sustained commitment to certain activities helps recruit faculty with an interest in those areas, which he saw when he was a President at UMB. Regent Attman made a motion to approve the action item, with Regent Fish seconding it. The remaining Regents Leggett, Fish, Hur, and Gill voted in favor, with no votes in opposition. Ms. Herbst thanked Ms. Broido Johnson for her excellent work, and Ms. Ryan thanks Ms. Herbst for her leadership and bringing her unique entrepreneurial background to this System effort.

Frostburg State University Economic Development (Information Item)

L. Ryan introduced A. Delia, Vice President for Regional Development and Engagement at Frostburg State University. Mr. Delia commented that although Frostburg State University (FSU) is not a major research institution, it is incorporating science, technology, and research to play a central role in the economic development and revitalization of the region. Importantly, the region extends outside of Maryland. Through the I-68 Alliance, which is led by FSU and recently formed, partners in the region are coming together like never before to advance the region. Specific projects include a research park, which already has resulted in high-quality biotechnology jobs in the region. They are also working in other industries, such as renewable energy, waste-to-value, and information technology, in some cases attracting businesses from outside the state. They are developing an Advanced Product Design and manufacturing center and a remote work facility, which will enable workers to try out technologies and optimize their remote work. Much of this does not revolve around FSU's research activities, but those activities are growing as well. They have provided more resources for faculty and other to purse funding opportunities. And other extramural funding has come from economic development activities as well, such as their Appalachian Regional Commission funding. FSU has great town and gown relations. For example, the city recently partnered with FSU on a building in the downtown area to develop center that will allow residents, visitors, and businesses to participate in hands-on STEM activities.

Regent Leggett asked about the timeline of these activities. Mr. Delia said that much has happened in the last four years, with some far enough along to be seeing results and others still in development. For example, a microgrid project will come to fruition in the next 18 months or so. Chancellor Perman commented that he has walked those buildings with Mr. Delia and President Nowaczyk, in addition to the adjacent Appalachian Lab of UMCES, and the USM presence in the region is a crucible of STEM and economic development. The energy is palpable; you can really fell it when you are there.

Early-Stage Support Feasibility Study Recommendations (Discussion Item)

Regent Leggett suggested that in the interest of time that this topic be covered alongside the Momentum Fund Action Item at the full board meeting.

The meeting ended at 11:02 am.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development
and Technology Commercialization

DRAFT

The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

April 13, 2022

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on 12:30 pm on April 13, 2022, virtually. Regent Leggett called the meeting to order at 12:40 pm.

Regents present were I. Leggett (chair), G. Attman (vice chair), M. Gill, A. Beams, L. Gooden, E. Fish, and R. Rauch. USM personnel present were L. Ryan, E. Herbst, M. Lurie, D. Wilkerson, J. Boughman, J. Perman, T. McDonough, and E. Langrill. The guest presenter was K. Brown.

Chancellor Perman said that he looks forward to this meeting because it is a central part of the mission. Comments in the Finance Committee showed the importance placed in attracting startups, and helping companies succeed and hopefully stay in Maryland is an important part of the USM mission. Regent Gooden agreed and commented that the quick approval for additional Momentum Fund funding in this Committee and the Finance Committee is a strong indication of how highly the work of this Committee is seen.

Featured Startup: EnGen (Information Item)

Ms. Brown, Founder and Chief Education Officer of EnGen, presented her slides. EnGen received Momentum Fund investment in January of 2021. Katie Nielson is a graduate of the University of Maryland, College Park. Ms. Brown highlighted how her career path has prepared her to launch this startup, which she brought out of the company at which she was previously employed. She detailed the impacts of the platform, for which there was also recently a press release. She also discussed the pilot with the University System of Maryland, which not only included workers in front-line types of roles, but also graduate students.

Regent Leggett asked about scaling and competition. Ms. Brown said it is designed for scale from a technical perspective and from a business model perspective, especially working through employers. They are working with every state with large employers of front-line workers. However, they are also growing interactions with higher education, workforce development organizations, and employers. There is no direct competition doing something at this at scale. One other company works specifically in the workforce development market. They also compete with traditional ESL programs, however, there is great attrition from those programs generally a poor track record or even predatory reputations.

Chancellor Perman said he is intrigued about the benefits for university employees but also curious about those for students and if they have examples already. Ms. Brown said that they are working on examples and have been in discussion with several universities. The platform is equipped to work for any university that wants to make it a priority. It could be a way to boost enrollment an enhance access. Chancellor Perman said he would like to have a conversation about that. Regent Gooden agreed that

enabling people with skills to enter employment is important to the business community. She was curious about the business model. Ms. Brown said it is a license model, with seats to the platform. The price changes based on wrap-around services provided. Organizations such as businesses or workforce development organizations, including departments of labor, are the sponsors. Regent Beams asked if there is any role for native English speakers or bilingual people within the field but not necessarily trained as educators. Ms. Brown said that coaches and counselors support people as part of those wrap-around services. Regent Beams asked further about integrating with higher education. Ms. Brown said she is trying to address the needs of as many non-native English speakers as possible, so being flexible and working with higher ed is important. Regent Beams said this seems particularly important for healthcare. She asked about native English speakers being able to learn the language of the people they are serving. Ms. Brown said they do not currently address that. However, she said it is great to start with a mindset that not speaking English as a first language is not a deficit, and that there is potential for this platform to be used in many ways.

Early-Stage Support Feasibility Study Recommendations (Discussion Item)

Ms. Ryan, USM Interim Executive Director of Economic Development, presented the recommendations from the feasibility study requested by the Committee in September of 2021. Ms. Ryan summarized the existing support for early-stage entrepreneurs across the USM, including mentoring and approximately $4M in capital annually. This is particularly important, given the feedback from all stakeholder types that optimizing and coordinating with existing supports in the state should be favored over developing new resources. Ms. Ryan also described challenges that were surfaced from the analysis that was undertaken to provide the recommendations. The recommendations included: 1) More effectively coordinating and communicating existing entrepreneurial (human and other) resources; 2) Enhancing selected existing entrepreneurial resources; and 3) in the context of the other recommendations, enable flexible, nonprescriptive early capital to be deployed alongside resources and accountability. Finally, Ms. Ryan described a potential pilot for the recommendation regarding early capital.

Regent Gill asked for more information on the aims and whether they were aimed at people with ideas or toward more industrious economic development goals. Ms. Ryan sated that one goal was access, such that people with ideas can best leverage existing resources and go on to produce economic activity, either with that venture, or in some case with the next venture. For larger amounts of capital, more emphasis will be placed on the potential for direct economic development outcomes.

Ms. Herbst added that Regent Leggett specifically asked USM to identify where the Maryland Momentum Fund was not providing as many benefits, including geographic and institutional considerations. She said that Ms. Ryan pulled together information on what is already happening to ask about those gaps as well. Ms. Herbst said she was also surprised to the message of great connecting and enhancing what is already done. It gives clues as to how the System can help each of the activity bases. We also likely haven't spent as much time talking about lower-profile activities as we can.

Regent Gill asked if the USMO is reacting to the institutions or if they are reacting to the USMO. Ms. Herbst said as with many things at the System, the approach is to understand what is happening and support it either directly or being a forum to bring institutions together to share best practices.

Regent Leggett said he was moved by some of things smaller universities are doing. There is likely even more untapped potential and need than we know about, and we need to help at those institutions. It

also provides a level of credibility to citizens and legislators, who want to see the impact USM has across the State.

Regent Gill asked if there was a point of contact at each institution. Ms. Ryan replied that there is at least one and in some cases several at each institution. Much of this work has been carried out through the USM Economic Development partners, which is a community of about 75 folks across USM supporting entrepreneurs and/or innovation, economic, and workforce development.

Regent Gill commented that real-life case studies will help in marketing and reporting. Regent Leggett agreed and said hopefully real-life case studies will emerge once an early capital program is moving. Regent Leggett followed up about marketing the program and making sure it is accessible for entrepreneurs while also having a level of rigor in decision-making and reporting. Ms. Ryan responded that marketing strategy will have to be worked out, especially considering diversity, equity, and inclusion issues with things as simple as the word "entrepreneur", which some people may not see themselves as despite carrying out the activities these recommendations would like to support. Regent Leggett also said we need to be careful about ensuring outcomes because they may take time, and many early ventures fail. However, he said a few successes will be very impactful.

USM Office Of Economic Development Updates (Information Item)

Ms. Ryan, USM Interim Executive Director of Economic Development provided an overview of economic development and state legislative activity, good news from across USM, and an update to the USM Economic Impact study regarding benchmarking. She noted the recent addition to the Momentum Fund portfolio, GivHero. Finally, she presented the Venture Development Report.

Regent Leggett said we have to make sure that we are able to connect all of this in the way to provide economic results. We're doing a great job but we can do more. We are fighting below our weight class. Regent Leggett said it is a delight to have Regent Gill on the Committee because connecting to Commerce and industry is very important in this work.

Chancellor Perman said he would like to inform the Committee about where they are in the search for a Vice Chancellor. He said that linking the research enterprise to economic development is important. We have a robust research enterprise from which much of this grows, and we are highly ranked in the country. However, we can do better. We particularly can do better by lifting up institutions that are not R1s. If you walk the UMES or FSU campuses, you will find scholarship with commercial potential. He thanked Ms. Ryan for maintaining activity in the meantime. They have 10 very good candidates who are being interviewed in the coming months. They will be asking experts on the campuses to weigh in first. They will also need to speak with Presidents and potentially Committee members. They want someone who understands research, who can walk into a laboratory and understand what is happening. They also need to talk to the business community and hopefully have experience in research commercialization and technology transfer. Regent Leggett asked about timeline. Ms. Herbst said they aim to have finalists in early May. They want to have a hire before the end of this academic year. The meeting was called to a close at 2:00pm.

Respectfully submitted,

Isiah Leggett, Chair
Committee on Economic Development and Technology Commercialization

Board of Regents
Committee on Education Policy and Student Life

Minutes
Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually in public session on Friday, March 4, 2022. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Beams, Gill, Gooden, Johnson, Oludayo, Smarick, and Wood. Regent Ellen Fish, Chancellor Perman, and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom: Ms. Bainbridge, Dr. Beise, Dr. Bergen-Aurand, Dr. Bishop, Mr. Byrd, Dr. Coleman, Dr. Foust, Dr. Frank, Ms. Giannini, Dr. Goodman, Ms. Griffin, Ms. Esters, Ms. Herbst, Dr. Hurte, Dr. Kelley, Dr. Lee, Dr. Leisey, Dr. Lewis, Dr. Lilly, Mr. McDonough, Ms. McNeil, Ms. Marano, Dr. Mathias, Mr. Morgan, Ms. Mulherrin, Dr. Murray, Mr. Muntz, Dr. Niemi, Dr. Olmstead, Dr. Perreault, Dr. Rous, Dr. Shapiro, and Ms. Wilkerson.

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

Chair Gourdine welcomed Regent Mike Gill to his first committee meeting.

Information Items

In advance of the official agenda items, Chair Gourdine shared that considering the Committee's focus on enrollment and student life, especially via the various reports the Committee receives, the USM team and Regent Ellen Fish have worked to realign the Board's Enrollment Workgroup with EPSL. Regent Fish, chair of the Enrollment Workgroup, shared that the Workgroup was formed as a result of enrollment trends; demographic trends; disruption; and the impact enrollment has on the business model, financial stability, and academic success of our institutions. The Workgroup has explored or will explore financial challenges (decreased enrollment means increase costs per FTE); financial opportunities (adult population, growing demographic groups, certificate/badges); and changing demographics (the "non-traditional" student, environmental impacts, faculty involvement, regional center opportunities, future learners). The Workgroup's immediate focus was on strategies our institutions are using to address immediate needs as result of pandemic. When looking toward the future, we must examine traditional and emerging markets for enrollment and who our current and future customers are. We must also define what success looks like, both short-term and long-term. As the Workgroup begins the third phase of a three-phased approach (with Phase 1 being Charting the Path Forward and Phase 2 being Addressing the Gaps), the Workgroup will begin exploring campus enrollment management processes and plans. Important points from the discussion include:

- the importance of focusing on retention;
- the need to ensure the transfer process is as smooth and uncomplicated as possible;
- the seriousness with which the institutions are taking this issue, as almost all now have enrollment management executives that are part of the senior leadership;
- yes, we want to enroll as many Maryland high school graduates as possible, but we must also bolster pipeline programs to increase the extent to which high school graduates who are not going to college can see themselves as college students; and
- innovation is key to addressing enrollment challenges.

New Programs 5-Year Enrollment Reviews, Fall 2017 – Fall 2021
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this annual report to the Committee. New academic programs are reviewed annually for a period of five years. The Fall 2017 – Fall 2021 review comprises enrollment data for sixty-eight (68) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program. The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Programs that began reviews in Fall 2017, Fall 2018, and Fall 2019 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, Fall 2020 and Fall 2021, have varying degrees of actual enrollments, as they progress through the first and second years of implementing the program. It is important to note that not all programs are implemented in the year they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to a program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first periodic program review. The report indicates that most of the programs reviewed this cycle are achieving actual enrollments that reflect 50 percent or greater of their projected enrollments. And, for some programs, the actual enrollments exceed the projections. Programs representing the 5-year review period of Fall 2017 – Fall 2021 are concluding the new programs 5-year enrollment review with solid enrollments to address the workforce demands in those fields. The programs that have completed the 5-year enrollment review period will now move forward to further intervals of enrollment and program performance reviews. The report bodes well for the enrollment projections made during the program proposal process and for the work faculty and campus officials do to ensure the viability of programs before proposing them to EPSL.

USM P-20 Annual Report
Mr. Dewayne Morgan, USM's Senior Director of Education, Outreach, and Pipeline Development, presented this report to the Committee. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P-20 Office serves as a central point of contact for the education segments -P-12 schools, community colleges, and public and private senior universities- to collaborate on shared objectives of addressing the state's most immediate education problems. P-20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support USM institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing Maryland students to be informed and engaged citizens who will sustain our future democracy.

Mr. Morgan's report included highlights of key P-20 efforts:

1. USM Teacher Education Innovations
    a. Black Male Educators & Leaders, Bowie State University
    b. Superb Teachers Achieve Results Federal Grant, Bowie State University
    c. Pathways to Professions (P2P) grant, Coppin State University
    d. Center for Inclusive Excellence: Fostering a Promising Future for Teacher Diversity and Student Success federal grant, University of Maryland Eastern Shore and Coppin State University
    e. Maryland ACCELERATES federal grant, Frostburg State University
2. Maryland Center for Computing Education; and
3. USM's Nurturing Excellence for Undergraduate Success Grant (NEXUS)

These programs represent a fraction of the work happening at the institutions, within the USM Office, and in partnership with the aforementioned stakeholders. Details of the programs can be found in the board materials.

Updates: Civic Education and Civic Engagement in the USM
Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, presented this report to the Committee. She reminded the regents that in 2017, EPSL charged a workgroup to make recommendations on civic education, civic engagement, and civic responsibility. That workgroup, chaired by then Regent Thomas Slater, reported out the following recommendations:

1. Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture.
    a. Encourage Carnegie Community Engagement classification for all USM institutions.
    b. Encourage voting by using the National Study of Learning, Voting and Engagement data to document and assess progress toward higher voter participation from each institution.
    c. Consider the development of a "badge" to designate student level competencies in civic learning and democratic engagement.

2. Identify civic literacy as a core expectation for all students.
    a. Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and community leadership programs.
    b. Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.
    c. Align civic learning/democratic engagement goals with Carnegie Community Engagement standards, and have institutions report progress toward agreed upon goals.
    d. Establish the Civic Learning and Democratic Engagement Workgroup as an ongoing USM workgroup with responsibility for defining goals (in collaboration with institutions), developing, and analyzing a System-wide survey, and overseeing progress toward goals.
    e. Consider establishing a Regents' "designated priorities" fund, similar to the USM Course Redesign project, for awarding seed grants to institutions to implement the civic learning and civic engagement recommendations.

Today's update included information on:

- Student and Military Voter Empowerment Act (2021)
- National Study of Learning, Voting and Engagement (NSLVE)
- Civic Education and General Education Outcomes
- National recognition and affiliation
- Langenberg Legacy

Details of each can be found in the board materials.

Motion to Adjourn
Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Gooden, and unanimously approved. Regent Gourdine adjourned the meeting at 11:30 a.m.

Respectfully,
Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Programs 5-Year Enrollment Reviews, Fall 2017 – Fall 2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 4, 2022

SUMMARY: As part of the ongoing review process of academic programs, the attached data has been updated with the Fall 2021 enrollments of programs continuing in the five-year review period. The information will provide the Committee with the actual enrollments in new programs approved since Fall 2017. It is important to note that not all programs are implemented in the year that they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first seven-year periodic program review.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only		DATE: March 4, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu
Ellen Herbst	301-445-1923	eherbst@usmd.edu

NEW PROGRAM 5-YEAR ENROLLMENT REVIEW
FALL 2017 – FALL 2021

New academic programs are reviewed annually for a period of five-years. The Fall 2017 – Fall 2021 review comprises enrollment data for sixty-eight (68) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program.

The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments.

Programs that began reviews in Fall 2017, Fall 2018, and Fall 2019 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, fall 2020 and Fall 2021, have varying degrees of actual enrollments as they progress through the first and second years of implementing the program.

The subsequent sections will present the number of degrees offered and the enrollment performance of the new programs.

Number of Degrees Offered in the New Programs

Degrees	**No. of Degrees**
Bachelors	25
Bachelors / Masters	4
Masters	33
Masters / Doctorate	1
Doctorate	5
Total	**68**

Enrollment Performance of the Programs

The enrollment performance of new programs is evaluated on the actual enrollment achieved, particular beginning in the third year, in comparison to the projected enrollment stated in the program proposal. The following sections review the enrollment data for the programs approved during the five-year period of Fall 2017 to Fall 2021.

New Program Enrollment Review Fall 2017 - Fall 2021

The programs in Table 1 reviewed during Fall 2017 to Fall 2021 achieved actual enrollments greater than 50 percent and in several years exceeded projected enrollments. The UMB M.S. in Cybersecurity Law and UMB M.S. in Homeland Security adjusted the programs projected enrollments to 30 and 25 students respectively beginning Fall 2020. The UMB programs achieved in Fall 2020 and 2021 actual enrollments greater or in alignment with the new projected enrollments. The start for the UMBC B.S. in Translational Life Science Technology was delayed until Fall 2019. Finally, the UMGC B.S. in Homeland Security consistently demonstrates high enrollments. Additional footnotes about the Fall 2017 - Fall 2021 programs reviewed follow Table 1.

The Table 1 new programs have completed the 5-year enrollment review period and will now move forward to further intervals of enrollment and program performance reviews.

Table 1

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SU	020600	URBAN AND REGIONAL PLANNING	BS	9/20/16	17	7	18	15	24	20	25	20	25	18
UMB	149900	CYBERSECURITY LAW [1]	MS	9/20/16	28	20	68	34	113	29	142	30	167	41
UMB	149901	HOMELAND SECURITY [2]	MS	9/20/16	28	13	68	23	113	20	142	32	167	35
UMCP	170300	QUANTITATIVE FINANCE	MS	1/17/17	100	148	100	142	100	130	100	90	100	64
UMCP	121404	ENVIRONMENTAL HEALTH SCIENCES [3]	MS/PHD	1/17/17	15	0	15	4	15	11	15	14	15	19
UMGC	050610	HOMELAND SECURITY [4]	BS	11/15/16	125	204	325	508	500	667	675	756	850	729
UMGC	050629	TRANSFORMATIONAL LEADERSHIP [5]	MS	1/17/17	25	0	53	0	63	37	73	53	83	81
UMBC	049901	TRANSLATIONAL LIFE SCIENCE TECHNOLOGY [7]	BS	11/15/16	16	0	36	0	54	16	71	34	87	44
FSU	120300	NURSE PRACTITIONER WITH CONCENTRATIONS IN FAMILY NURSE PRACTITIONER AND PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER [6]	MSN	3/28/17	10	23	20	35	35	56	45	77	60	93

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMB School of Law overestimated projected enrollment for the M.S. in Cybersecurity Law and anticipates its fall class sizes to be approximately 30 students beginning Fall 2020.

[2] The UMB School of Law overestimated projected enrollment for the M.S. in Homeland Security and Crisis Management Law and anticipates its fall class sizes to be approximately 25 beginning Fall 2020.
[3] UMCP M.S./Ph.D. in Environmental Health Sciences students are transitioning from Toxicology to this program. The enrollment count reported in the table was based only on the count for students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.
[4] The UMGC actual enrollments for B.S. in Homeland Security exceeds the projected enrollments each term.
[5] The UMGC M.S. in Transformational Leadership continues to exceed projected enrollment by 50%.
[6] The FSU M.S.N. in Concentration in Family Nurse Practitioner and Psychiatric and Mental Health Nurse Practitioner continues to far exceed projected enrollment.
[7] UMBC B.S. in Translational Life Sciences Technology delays in approval, funding, and completion of the BSE at USG resulting in a Fall 2019 start. Program being marketed to direct entry students at UMBC main campus to increase enrollment.

Updated : February 2021 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2018 - Fall 2022

The Table 2 programs reviewed for Fall 2018 to Fall 2022 reflect seventy-eight percent (n=7) attained enrollments 50 percent or greater than the projected enrollments for Fall 2021. And, of the programs attaining these enrollments, forty-four percent (n=4) exceeded projections. While no projected enrollments were provided for the TU M.S. in Transformational Educational Leadership the actual enrollment for the program almost doubled from Fall 2019 to Fall 2020 and remained constant between Fall 2020 and Fall 2021.

Also, the UMB M.S. in Health and Social Innovation program achieved 50 percent of its projected enrollment in Fall 2021. And the UMGC M.S. in Acquisition and Contract Management will launch in Fall 2021. Additional footnotes about the Fall 2018 - Fall 2022 programs reviewed follow Table 2.

Table 2

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120101	PHYSICIAN ASSISTANT STUDIES [1]	MMS	6/22/18	0	0	25	25	25	50	25	50	25	
TU	120802	ENTRY LEVEL OCCUPATIONAL THERAPY [2]	PHD	2/9/18	0	0	40	19	40	36	40	62	40	
TU	120803	(POST-PROFESSIONAL) OCCUPATIONAL THERAPY [3]	PHD	2/9/18	25	4	25	20	25	18	25	15	25	
TU	179900	ACTURIAL SCIENCE & PREDICTIVE ANALYTICS [4]	MS	6/22/18	5	0	10	5	15	8	15	6	25	
TU	082700	TRANSFORMATIONAL EDUCATIONAL LEADERSHIP [5]	MS	6/22/18	n/a	0	n/a	82	n/a	160	n/a	160	n/a	
UMB	121411	HEALTH AND SOCIAL INNOVATION [6]	MS	12/15/17	14	0	20	6	24	8	24	12	24	
UMGC	050101	BUSINESS ADMINISTRATION [7]	PHD	6/22/18	0	0	55	110	112	102	168	92	179	
UMGC	050631	ACQUISITION AND CONTRACT MANAGEMENT [8]	MS	10/20/17	50	0	103	0	113	0	123	0	133	
UMGC	079901	CYBER OPERATIONS	MS	10/20/17	50	0	103	0	113	58	123	146	133	
UMGC	050630	STRATEGIC COMMUNICATIONS	MS	10/20/17	25	0	53	0	63	73	73	254	83	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The actual enrollment for the M.M.S. in Physician Assistant Studies program exceeds the projected enrollment for fall 2020 and fall 2021 and remained constant for Fall 2021.
[2] The TU Ph.D. in Entry Level Occupational Therapy delivery of its final courses prompted a delay to launching the program and offered time for faculty resources to be distributed for the desired program approach. By Fall 2021 the actual enrollment exceeded the projected.
[3] The title of the proposed program, as submitted to MHEC, was Post Professional Occupational Therapy Doctorate. MHEC's title of the program is Occupational Therapy Doctorate. By Fall 2021 the actual enrollment exceeded 50% of the projected.
[4] The TU M.S. in Actuarial Science and Predictive Analytics requires students to successfully complete the GRE. COVID-19 challenges in completing the GRE have affected admissions.
[5] No projected enrollment numbers were provided for the TU M.S. in Transformational Educational Leadership program. The program reflects a strong actual enrollment.
[6] The M.S. in Health and Social Innovation launched in Fall 2019 with a late start in marketing and recruitment but by Fall 2021 its actual enrollment reached 50% of the projected.
[7] The UMGC D.B.A. in Business Administration actual enrollments continue to exceed the projected enrollments by 50%.
[8] UMGC M.S. in Acquisition and Contract Management, launched in Fall 2021.

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New Program Enrollment Review Fall 2019 – Fall 2023

As illustrated in Table 3, the Fall 2019 to Fall 2023 enrollments review comprises nineteen (19) programs, the single largest review period of programs included in the Fall 2017 to Fall 2021 New Program 5-Year Enrollment Review Report. Additionally, Table 3 reflects there are thirteen (13) programs that enrolled students in the second year of approval. And in Fall 2021 the third year of approval, the benchmark year, ninety-five percent (n=18) of the programs have student enrollments.

Furthermore, the following programs in this review cohort achieved 50 percent or exceeded their projected enrollments by in Fall 2021:

1. TU M.M. in Music Pedagogy
2. TU M.Ed. in Gifted and Creative Education
3. UMB B.S./M.S. in Accelerated Health Science/Health Science with AOC in Physician Assistant
4. UMB B.S./M.S. in Clinical Dental Hygiene Leader
5. UMB M.S. in Medical Cannabis Science and Therapeutics
6. UMB Ph.D. in Health Professions Education
7. UMCP B.A. in Philosophy, Politics and Economics
8. UMCP M.S. in Geospatial Information Sciences
9. UMCP M.S. in Geospatial Information Sciences
10. UMCP M.S. in Geospatial Intelligence

Additional footnotes about the Fall 2019 - Fall 2023 programs reviewed follow Table 3.

Table 3

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	190500	Chemistry [1]	BS	6/21/19	13	0	25	6	38	7	50		63	
FSU	083505	Exercise and Sports Science / Athletic Training [2]	BS / MS	2/22/19	10	*41*	10	*12*	10	1	10		10	
FSU	083506	Athletic Training [3]	MS	2/22/19	2	0	23	*0*	35	9	38		41	
TU	100801	Dance Education [4]	MA	6/21/19	10	0	20	0	20	6	20		10	
TU	100402	Music Pedagogy [5]	MM	6/21/19	3	0	3	2	4	3	4		5	
TU	081100	Gifted and Creative Education [6]	M.Ed	2/22/19	10	0	20	17	30	19	30		30	
UB	079900	Cybersecurity Management [7]	MS	12/14/18	10	0	30	2	40	2	45		55	
UMB	129960	Accelerated Health Science / Health Science with AOC in Physician Assistant [8]	BS / MS	12/14/18	73	117	111	111	76	113	76		76	
UMB	121301	Clinical Dental Hygiene Leader [9]	BS / MS	12/14/18	4	0	10	0	12	9	12		12	
UMB	019900	Medical Cannabis Science and Therapeutics [10]	MS	6/21/19	26	148	37	384	42	451	21		53	
UMB	129903	Health Professions Education [11]	PhD	2/22/19	6	0	12	11	18	18	18		18	
UMBC	080400	Middle Grades STEM Education	BS	2/22/19	15	0	34	0	49	2	60		65	
UMCP	150902	Philosophy, Politics, and Economics [12]	BA	2/22/19	25	3	50	56	90	106	110		110	
UMCP	079900	Embedded Systems and Internet of Things [13]	BS	2/22/19	25	0	50	6	100	10	125		150	
UMCP	209900	Human Development [14]	BS	2/22/19	40	0	80	0	125	0	125		125	
UMCP	042500	Neuroscience [15]	BS	2/22/19	155	0	360	94	520	203	520		520	
UMCP	220401	Applied Economics [16]	MS	4/19/19	15	2	15	122	15	167	15		15	
UMCP	220601	Geospatial Information Sciences [17]	MS	4/19/19	40	46	40	73	40	100	40		40	
UMCP	220602	Geospatial Intelligence [18]	MS	4/19/19	20	10	26	24	37	29	45		45	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU B.S. in Chemistry began in spring 2020 and is expected to meet projected enrollment. BSU has implemented a new recruitment strategy, including scholarship opportunities, to attract high school and community college students interested in majoring in chemistry, and other STEM related fields.
[2] The combined FSU B.S./M.S. in Exercise and Sports Science/Athletic Training includes graduate students and the enrollment count reported in the table was based only on the count of students included in the campus report to MHEC for the approved HEGIS Code.
[3] The FSU M.S. in Athletic Training first cohort began June 2021.
[4] The TU M.A. in Dance Education due to the pandemic and a limited recruitment due to the October 2020 final accreditation approval for a Summer 2021 program start date reduced enrollment.
[5] The TU M.M. in Music Pedagogy achieved greater than 50 percent projected enrollment in Fall 2021 .
[6] The TU M.Ed. in Gifted and Creative Education achieved greater than 50 percent projected enrollment in Fall 2021.
[7] The UBALT M.S. in Cybersecurity Management launched later than anticipated because of initial program director turnover and further program developments resulting in new out-year projections of 30 students.
[8] UMB the B.S./M.S. in Accelerated Health Science/AOC in Physician Assistant has far exceeded the projected enrollments in Fall 2021.
[9] The UMB the B.S./M.S. in Clinical Dental Hygiene Leader program met more than 50 percent of the projected enrollment in Fall 2021.

[10] The UMB the M.S. in Medical Cannabis Science and Therapeutics program has substantially exceeded projected enrollments as of Fall 2021 and will most likely continue to do so into the foreseeable future.
[11] The UMB PhD in Health Professions Education met its projected enrollment for Fall 2021.
[12] The UMCP B.A. in Philosophy, Politics, and Economics when including the double major count has 138 students and the reported enrollment from USM IR is 106 for Fall 2021
[13] The UMCP B.S. in Embedded Systems at USG continues to be challenged by COVID and reduced enrollment by community college students.
[14] The UMCP B.S. in Human Development when including the double major count has 51 students and the reported enrollment from USM IR is zero for Fall 2021.
[15] The UMCP B.S. in Neuroscience continues to grow and is on track to reach close to expected enrollment within two years.
[16] The UMCP M.S. in Applied Economics is a transition in credential from M.P.S. to M.S. The M.P.S./M.S. combined Fall 2019 enrollment was 89 (54 at the DC location and 35 on campus). The enrollment count reported in the table was based only on the count of students included in the campus MHEC EIS with the MHEC approved HEGIS Code.
[17] UMCP M.S. in Geospatial Information Sciences is a transition in credential from M.P.S. to M.S. The M.P.S./M.S. combined Fall 2019 enrollment was 46. The enrollment count reported in the table was based only on the count of students included in the campus MHEC EIS with the MHEC approved HEGIS Code.
[18] UMCP MS in Geospatial Intelligence is a transition in credential from M.P.S. to M.S. The M.P.S./M.S. combined Fall 2019 enrollment was 18. The enrollment count reported in the table was based only on the count of students included in the campus MHEC EIS with the MHEC approved HEGIS Code.

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New Program Enrollment Review Fall 2020 - Fall 2024

Table 4 reflects seventy-five percent (n=12) of the new programs enrolled students in the second year of approval. Also, in the same year, the BSU M.Ed. in Culturally Responsive Teacher Leadership, UBALT B.A. in Legal Studies, and TU M.S. in Athletic Training programs' actual enrollments exceeded or were equal to the projected. Furthermore, SU B.S. in Data Science and UBALT B.S. in Cyber Forensics achieved actual enrollment that reflected 50 percent of the projected. Moreover, prior to the third year of approval, the benchmark year, a significant number of the programs in this review period are demonstrating beneficial progress toward achieving projected enrollments. Additional footnotes about the Fall 2020 - Fall 2024 programs reviewed follow Table 4.

Table 4

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	089900	Culturally Responsive Teacher Leadership [1]	M.Ed	6/19/20	7	0	12	23	20		25		30	
FSU	490400	Life-Cycle Facilities Management [2]	B.S.	6/19/20	10	0	15	0	20		25		30	
SU	490200	Integrated Science [3]	B.S.	6/19/20	17	0	21	3	26		30		36	
SU	170101	Data Science	B.S.	9/20/19	17	9	21	13	26		30		36	
SU	082800	Outdoor Education Leadership	B.A.	9/20/19	17	13	18	12	24		25		30	
UB	210510	Cyber Forensics [4]	B.S.	6/19/20	21	0	25	13	33		37		39	
UB	149903	Legal Studies [5]	B.A.	11/22/19	9	16	16	57	20		25		32	
TU	083505	Athletic Training	M.S.	6/19/20	10	0	10	10	35		40		40	
UMB	121404	Global Health [12]	M.S.	6/19/20	10	0	24	4	33		37		40	
UMB	121513	Vulnerability and Violence Reduction [13]	M.S.	6/19/20	12	0	15	0	18		21		21	
UMCP	070400	Immersive Media Design [6]	B.A./B.S.	11/22/19	55	0	110	4	270		320		320	
UMCP	151000	Religions of the Ancient Middle East [7]	B.A.	11/22/19	6	0	16	0	21		31		41	
UMCP	051100	Real Estate and the Built Environment [8]	B.A.	2/21/20	55	0	110	0	270		270		270	
UMCP	090500	Biocomputational Engineering [9]	B.S.	5/1/20	20	0	40	5	70		80		80	
UMCP	221000	International Relations [10]	M.A.	5/1/20	10	0	30	14	40		40		40	
UMCP	220701	Applied Political Analytics [11]	M.S.	5/1/20	10	0	25	7	35		45		50	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU M.Ed. in Culturally Responsive Teacher Leadership will began in fall 2021 and is exceeded projected enrollment in Fall 2021.
[2] The FSU B.S. in Life-Cycle Facilities Management launched later than anticipated due to the pandemic.
[3] The SU B.S. in Integrated Science was approved July 2020 during pandemic making it difficult to recruit for Fall 2020 and in Spring 2021. There are six (6) students enrolled for Spring 2022 and tracks in Forensic Science, Geological Engineering, and Neuroscience are in development and expected to positively impact enrollment.
[4] The UBALT B.S. in Cyber Forensics program launched in Fall 2021 with an actual enrollment that is slightly 50 percent greater than the projected.
[5] The UBALT B.A. in Legal Studies program exceeded enrollment projections.
[6] The UMCP B.A./B.S. in Immersive Media Design have a total of 4 student enrolled as reported by USM IR, and UMCP reports 9 declared majors and over 100 students enrolled in the course for the program.
[7] The UMCP B.A. in Religions of Ancient Middle East has 2 current students in the major when including the count for double majors.
[8] The UMCP B.A. in Real Estate Development has not yet started but funding is identified for course development.
[9] The UMCP B.S. in Biocomputational Engineering at Shady Grove only started in Fall 2021 and recruit limited due to COVID.
[10] The UMCP M.A. in International Relations program is delivered as a "4 +1" B.A./M.A. program only. The fall 2021 program count is the 2nd year of graduate coursework. The program is being expanded to additional undergraduate cohort this year.
[11] The UMCP M.S. in Applied Political Analytics delayed its start to revise the curriculum and launched in Fall 2021.

[12] The UMB M.S. in Global Heath was approved in the beginning of the pandemic, June 2020, and marketing and recruitment were delayed as a result. The program anticipates an increase in enrollment in Fall 2022.
[13] The UMB M.S. in Vulnerability and Violence Reduction anticipates a Fall 2022 start.

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New Program Enrollment Review Fall 2021 - Fall 2025

Most recently approved are the fourteen (14) programs illustrated in Table 5. The programs in this enrollment review period were approved in AY 2020– 2021. Most of the programs for the Fall 2021 – Fall 2025 review period plan to enroll students in fall 2022. Four (4) programs enrolled students in year one (Fall 2021). The programs that enrolled students in the first year of approval are the CSU M.S. in Applied Molecular Biology and Biochemistry, CSU M.S. in Polymers and Materials Science, UMB Ph.D. in Palliative Care, and UMES B.A. in Digital Media Studies. Additional footnotes about the Fall 2021 - Fall 2025 programs reviewed follow Table 5.

Table 5

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	170300	Data Science [3]	B.S.	6/17/21	15	**0**	31		47		63		84	
CSU	041400	Applied Molecular Biology and Biochemistry [4]	M.S.	9/18/20	5	**2**	10		15		22		27	
CSU	091500	Polymers and Materials Sciences [5]	M.S.	9/18/20	4	**2**	7		12		18		24	
CSU	120101	Health Information Management [6]	M.S.	6/17/21	15	**0**	22		30		42		51	
UMB	129903	Health Professions Education [7]	M.S.	2/19/21	6	**0**	10		15		20		26	
UMB	220100	Diversity Equity and Inclusion Leadership [8]	M.S.	4/16/21	9	**0**	14		20		24		24	
UMB	120101	Palliative Care[1]	PhD	6/17/21		**12**								
UMCP	079901	Social Data Science [9]	B.S.	6/17/21	50	**0**	100		400		800		1200	
UMCP/USG	011200	Fermentation Science [10]	B.S.	6/17/21	12	**0**	23		46		52		58	
UMCP	010101	Extension Education [11]	M.Ed	4/16/21	10	**0**	20		20		20		20	
UMES	060501	Digital Media Studies[2]	B.A.	9/18/21	20	**16**	25		30		40		50	
UMES	083503	Sport Management [12]	B.S.	2/19/21	15	**0**	27		38		48		48	
UMGC	070211	Cloud Computing Systems	B.S.	4/16/21	50	**0**	75		100		125		125	
UMGC	070301	Data Science	B.S.	4/16/21	50	**0**	75		100		125		125	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMB Palliative Care has actual enrollment has enrolled in the first year of approval as reported by USM IR but not projected enrollment is reflected.
[2] The UMES B.A. in Digital Media Studies was approved by MHEC and USM BOR as such. The program has a first-year actual enrollment greater than 50 percent of the projected. The program taxonomy will require a revision to the program title as it is listed incorrectly as "Digital Media Arts."
[3] The CSU B.S. in Data Science will officially implement the program in fall 2022. The marketing for the program is currently in progress.
[4] The CSU M.S. in Applied Molecular Biology and Biochemistry achieved enrollment in Fall 2021 and is aggressively being marketed for a fall 2022.
[5] The CSU M.S. in Polymers and Materials Sciences achieved enrollment in Fall 2021 and is aggressively being marketed for a fall 2022.
[6] The CSU M.S. in Health Information Management will officially be implemented in fall 2022 with marketing currently in progress.
[7] The UMB M.S. in Health Professions Education anticipates a fall 2022 start.
[8] The UMCP B.S. in Social Data Science was approved too late for the fall 2021 admission cycle.
[10] The UMCP B.S. in Fermentation Science at USG was approved too late for the fall 2021 admission cycle.
[11] The UMCP Master of Extension Education has not launched, and courses are under development.
[12] The UMES B.S. in Sport Management had fewer students transfer from the Physical Therapy major than anticipated and the change in departmental leadership contributed to the decrease in program marketing efforts.
[13] The UMGC B.S. in Data Science will launch in Spring 2022.

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SUMMARY

The Fall 2017 to Fall 2021 New Program 5-Year Enrollment Review Report indicates that most of the programs are achieving actual enrollments that reflect 50 percent or greater of their projected enrollments. And, for some programs the actual enrollments exceed the projected. The programs in Table 1 representing the 5-year review period of Fall 2017 – Fall 2021 are concluding the new programs 5-year enrollment review with solid enrollments to address the workforce demands in those fields.

In addition, the programs in Tables 2 and 3 have a range of enrollment achievements with the majority demonstrating 50 percent or more of their projected enrollment. It is important to note that Tables 4 and 5 illustrate the most recently approved programs. And the programs in Table 4 reflect several programs with actual enrollment in the second year of approval. Furthermore, about one-third of the programs displayed on Table 5 demonstrate actual enrollments in the first year of approval. Finally, the solid enrollments demonstrated for the pathway programs such as the UMB B.S./M.S. in Accelerated Health Science / AOC in Physician Assistant (Table 3), UMCP M.S. in Applied Political Analytics 4+1 B.S./M.S (Table 4), and UMCP M.A. in International Relations 4+1 B.S./M.S. (Table 4) serve also as transfer programs for students at community colleges.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: USM P-20 Annual Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 4, 2022

SUMMARY: The P–20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state's most immediate education problems.

P–20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support USM institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing Maryland students to be informed and engaged citizens who will sustain our future democracy.

The presentation is divided into three primary areas:

- USM Teacher Education Innovations
  - *Black Male Educators & Leaders*, Bowie State University
  - *Superb Teachers Achieve Results* Federal Grant, Bowie State University
  - *Pathways to Professions (P2P)* grant, Coppin State University
  - *Center for Inclusive Excellence: Fostering a Promising Future for Teacher Diversity and Student Success* federal grant, University of Maryland Eastern Shore and Coppin State University
  - *Maryland ACCELERATES* federal grant, Frostburg State University
- Maryland Center for Computing Education
- USM's Nurturing EXcellence for Undergraduate Success Grant (NEXUS)

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only	DATE: March 4, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

USM Innovations in Teacher Education

USM's VCASA P–20 Office hosts two state-wide affinity groups: the Maryland Education Deans Council and the Associate of Arts of Teaching Oversight Council.

Maryland continues to face a teacher shortage that crosses all counties and subject areas. USM is the state's largest producer of teachers (+70% annually), but Maryland is still a net-importer of teachers. The quantity and quality of the Maryland teacher pipeline is a key predictor of student success in college and career. COVID-19 has only exacerbated the challenges of supplying all Maryland schools with highly qualified teachers. Challenges include

- recruiting diverse candidates into teaching,
- preparing candidates to be effective educators, particularly in shortage areas like STEM and special education,
- distributing teachers equitably across all schools,
- providing new teachers with induction support and ongoing professional development, and
- retaining educators and administrators in the profession over time.

While the Blueprint for Maryland's Future addresses some of these thorny issues, a great deal of collaboration and commitment will be needed to make measurable progress. The examples that follow represent a sample of some of the innovative work that our USM institutions are designing and implementing to provide structures for recruiting, training, and supporting Maryland educators.

Center for Research and Mentoring of Black Male Students and Teachers at Bowie State University

In 2019, the Center for Research and Mentoring of Black Male Students and Teachers (CRM-BMST) created the Black Male Teachers College (BMTC) program to expose Black male high school students to the teaching profession and support those students who want to be teachers. One of the BMTC program goals is to create a pipeline of Black male high school students to BSU education and Scholar Fellows programs. The CRM-BMST created the Scholar Fellows program in 2019 to support Black male undergraduate, master's, and doctoral scholars at Bowie. During the Fall 2021 semester, the CRM-BMST, in partnership with Scholars Studio, launched The Bowie Man: Black Males in Education Scholars Studio learning community for Black male collegians in undergraduate. The long-term plan is to build a four-year learning community to support Black males in education.

THE CRM-BMST, in partnership with the Bowie State University National Alumni Association, conceived thé Bowie Black Male Educators and Leaders Alliance, a network of Bowie men with diverse academic and career pathways in education. The goals of the Alliance are to:

- Document and honor Bowie Black male educators' and leaders' professional careers.
- Galvanize and regularly engage Bowie Black male educators and leaders who are alumni, current educators, and retired educators and leaders to provide organic networking and mentoring opportunities.
- Create a platform for prospective Black male educators to interact and network with Bowie Black male educators and leaders.

- Create a directory of Bowie Black male educators and leaders to support organic networking, mentoring activities, and achievement recognition.
- Promote and encourage a culture of philanthropy—from student to alumni.
- Annually fund the Minority Male Educators Endowed Scholarship; and,
- Engage in organic community outreach and professional development opportunities.

Superb Teachers Achieving Results Grant at Bowie State University

Bowie State University received a $7.23 million dollar grant from the U.S. Department of Education to create an innovative teacher degree program that cultivates expert educators who design culturally relevant lessons and find strategies to improve student success.
The Bowie State University STAR (Superb Teachers Achieving Results) Program cultivates highly effective 21st century educators, equipped to excel in communities facing distinct challenges, like social emotional learning, equity, and poverty. The program provides aspiring teachers with a unique opportunity to earn Bowie State's accredited Master of Arts in Teaching (MAT) degree, with a focus on STEM education and teacher leadership. Offered by the Bowie's highly respected College of Education, the MAT program is an alternative route to becoming a certified, highly skilled educator in the state of Maryland.
Interested candidates can choose from two pathways:

- Pathway 1: Applicants with an undergraduate degree in a science- or math-focused discipline can work in a secondary school teaching STEM, specifically in chemistry, mathematics, and biology
- Pathway 2: Applicants with any type of undergraduate degree will be screened to determine their eligibility to teach elementary education, with a STEM focus

Program Benefits

- Free textbooks and other course materials
- Free laptop
- $1,500 monthly stipend
- Micro-credentialing in teacher leadership
- Program cohort support

Program Commitments

- The STAR Program is a full-time graduate program with coursework that has various teaching platforms, (e.g., weekends, weekdays, online and evenings).
- All program participants must commit to teach for three years in a high-poverty school in the District of Columbia, Prince George's County, or Dorchester County, after successfully completing the program.

Microcredentials

Select one of the following microcredentials as part of the MAT degree program:

- STEM (ONLY applicants without a STEM degree who will be in the ELEMENTARY certification pathway)
- Leading Differentiated Instruction (for SECONDARY certification pathway only)
- Inclusion, Equity & Access (for SECONDARY certification pathway only)
- 21st Century Learning (for SECONDARY certification pathway only)
- Instructional Technology (for SECONDARY certification pathway)

Admission Requirements

- Undergraduate degree from an accredited college or university

- Minimum 3.0 grade point average (GPA)
- Successfully passed the Praxis: Core Academic Skills for Educators examination is preferred (required before the end of the degree program to achieve teacher certification in Maryland)
- Available to participate in a year-long internship over two consecutive semesters, full time-field experience in a designated public school in the District of Columbia, Prince George's County, or Dorchester County.
- Available for one week per month for remote classes

THE CENTER FOR RESEARCH AND MENTORING OF BLACK MALE STUDENTS AND TEACHERS

In 2019, the University System of Maryland awarded Bowie State University (BSU) the Wilson H. Elkins Professorship and funding to create **The Center for Research and Mentoring of Black Male Students and Teachers.** The Elkins Professorship is awarded in areas that make important contributions to the teaching, research, and public service mission of the institution and the entire University System of Maryland (USM). The Professorship is an opportunity to build on the strengths of the institution and faculty to be of greater service to its students, USM institutions, and society.

The Center builds on the Black Male Research Collaborative (BMRC) that was started in 2016 with faculty at BSU, other Maryland universities, and universities across the nation. Over the years, the BMRC created partnerships with school districts, mentoring organizations, individual schools, and faculty at other universities focused on Black male students and teachers.

Before receiving the Elkins Professorship, BSU internal, Maryland state, and federal grants, BSU College of Education and Department of Teaching, Learning, and Professional Development finances supported the BMRC. The support from the aforesaid entities has led to publications, conference presentations, research, professional development for leaders and teachers, mentoring activities, programs, and travel opportunities focused on Black male students and teachers.

The Center for Research and Mentoring of Black Male Students and Teachers is a culmination of years of work for Black boys and men. The Center will be a premier national leader, clearinghouse, and model for research and scholarship, evaluation, mentorship, policies, theory, professional development, best practices, and services for Black male students and teachers. The members will provide expertise on matters about Black male students and teachers in Maryland and throughout the nation by disseminating information, providing innovative programming, securing funding, and working with partners and stakeholders.

CENTER LEADERSHIP TEAM

Director: Dr. Julius Davis, Bowie State University
Assistant Director: Dr. Michael C. Wood, Bowie State University

Faculty Fellows:
Dr. Keisha McIntosh Allen, University of Maryland, Baltimore County
Dr. Sean Coleman, Bowie State University
Dr. Ramon B. Goings, University of Maryland, Baltimore County
Dr. Wil Parker, Bowie State University

Scholar Fellows:
Mr. John Bailey, Community College of Baltimore County, Undergraduate Fellow
Mr. Lenvale Brown, Bowie State University, Doctoral Fellow
Mr. Alontae D. Elliott, Bowie State University, Undergraduate Fellow
Ms. Davine Snead, Bowie State University, Doctoral Fellow
Mr. Stephen Thorne, Bowie State University, Doctoral Fellow

bowiestate.edu/centerforblackmales

centerforblackmales@bowiestate.edu

Annual Gathering of Bowie Black Male Educators and Leaders | 2022

Superb Teachers Achieve Results
STAR
College of Education
Teaching, Learning, and Professional Development
Education Studies and Leadership
DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA
BOWIE
STATE UNIVERSITY
1865

SUPERB TEACHERS ACHIEVING RESULTS (STAR) PROGRAM

STAR
Expertise
Knowledge
Excellence
SUPERB TEACHERS ACHIEVE RESULTS

PI: Dr. Wil Parker, Assistant Professor, Department of Educational Studies and Leadership

The Bowie State University **STAR (Superb Teachers Achieving Results) Program** cultivates highly effective 21st century educators, equipped to excel in communities facing distinct challenges, like social emotional learning, equity and poverty. The program provides aspiring teachers with a unique opportunity to earn Bowie State's accredited Master of Arts in Teaching (MAT) degree, with a focus on STEM education and teacher leadership. Offered by the highly respected BSU College of Education, the MAT program is an alternative route to becoming a certified, highly skilled educator in the state of Maryland.

Interested candidates can choose from two pathways:

- **Pathway 1:** Applicants with an undergraduate degree in a science- or math-focused discipline can work in a secondary school teaching STEM, specifically in chemistry, mathematics and biology
- **Pathway 2:** Applicants with any type of undergraduate degree will be screened to determine their eligibility to teach elementary education, with a STEM focus

Program Benefits

- Free textbooks and other course materials
- Free laptop
- $1,500 monthly stipend
- Micro-credentialing in teacher leadership
- Program cohort support

Program Commitments

- The STAR Program is a full time graduate program with coursework that has various teaching platforms ,e.g. weekends, weekdays, online and evenings.
- All program participants must commit to teach for three years in a high-poverty school in the District of Columbia, Prince George's County or Dorchester County, after successfully completing the program.

Annual Gathering of Bowie Black Male Educators and Leaders | 2022

CRM-BMST

Pathways to Professions/USM Consortium Grant at Coppin State University
Award: $3.6 million grant from the U.S. Department of Education
Duration: 2016-2022
Principal Investigator: Dr. Yi Huang

The Pathways to Professions (P2P) initiatives aim to build capacities and linkages for inclusive excellence in education and the workplace. P2P MicroCredentials for Career Advancement and P2P Digital Badges for Career Readiness are validated through the P2P Consortium led by Coppin State University (CSU) with partnership with other University System of Maryland institutions.

Key Innovations

A. **P2P MicroResidencies**
   Focusing on Culturally Responsive Practices through Rural-Urban Rotations
B. **P2P MicroCredentials**
   Focusing on Competency Mastery through P2P Theory-to-Action Model
C. **P2P Spotlight Speaker Series**
   Spotlighting Promising Practices Among P2P Partners
D. **P2P Virtual Learning Laboratory**
   Featuring Virtual Reality Learning to Bridge Opportunity Gaps
E. **P2P Leadership Academy**
   Connecting Educators, Researchers, and Community Leaders through a Networked Improvement Community

P2P MicroResidencies

1. **P2P Clinical Rounds** are day-long field experiences in which teacher candidates engage in school settings that are significantly different from their institution.
   Competency Areas: (a) Cultural identity, (b) Influence of culture on student learning, (c) Influence of culture on instructional decisions, and (d) Strategies that promote inclusive learning environments (CCSSO, 2013; Danielson, 2013).
2. **P2P Clinical Rotations** are multi-day micro-immersion experiences in which teacher candidates engage in residential internships in school settings that are significantly different from their institution.
   Competency Areas (a) Designing coherent instruction, (b) Creating powerful learning environments, (c) Implementing effective instruction, and (d) Assuming professional responsibilities (Danielson, 2013).

Center for Inclusive Excellence: Fostering a Promising Future for Teacher Diversity and Student Success grant at the University of Maryland Eastern Shore and Coppin State University
Award: $1.8 million grant from the U.S. Department of Education
Duration: 2022-2025
Principal Investigator: Dr. Yi Huang

The Center for Inclusive Excellence (CIE) aims to build capacities for preparing and sustaining a diverse Maryland teaching force for inclusive excellence. The career-wide pathways to professions are designed to increase access, improve effectiveness, and accelerate career

advancement for teachers of color, including black male teachers; while at the same time bridging opportunity and achievement gaps for P-12 student success in high-need urban and rural schools.

CIE project goals and key strategies include:

1. **Connected Ecosystems for Capacity and Linkage Building (Goal 1**). The CIE will connect educational and employment ecosystems to provide full-spectrum services from pre-professional preparation to career advancement.
   - *Inclusive Services for Career-wide Success*. Comprehensive *Inclusive Services* will be provided across milestones and in areas of educational, social-emotional, financial, and career advancement.
   - *Network Improvement Communities for Sustained Engagement*. Sustained networking among teachers and leaders of color will be provided to encourage completion and promote retention.
2. **Connected Learning for Competency Mastery and Professional Advancement (Goal 2**). The CIE will co-implement high-impact interventions to enhance teaching effectiveness and improve student achievement.
   - *Micro credentials in Teaching Effectiveness.* Participants will engage in comprehensive theory-to-action activities, including guided practices, sustained coaching, and evidence-based demonstration.
   - *MicroResidencies for Inclusive Excellence.* Participants will engage in multiple micro-immersion experiences through rural-urban rotations, focused on culturally responsive practices.

CENTER FOR INCLUSIVE EXCELLENCE: FOSTERING A PROMISING FUTURE FOR TEACHER DIVERSITY AND STUDENT SUCCESS

COPPIN STATE UNIVERSITY

CENTER OF EDUCATIONAL EXCELLENCE FOR BLACK TEACHERS (CEEBT, 84.116V)
Institution: Coppin State University and University of Maryland Eastern Shore
Award: $1,815,181.00 (P116V210013, 2022-2025)
Location: Maryland
Author and Principal Investigator: Dr. Yi Huang

TEACHER DIVERSITY AND STUDENT SUCCESS

The **Center for Inclusive Excellence** (CIE) aims to build capacities for preparing and sustaining a diverse teaching force for inclusive excellence. The career-wide pathways to professions are designed to increase access, improve effectiveness, and accelerate career advancement for teachers of color, including black male teachers; while at the same time bridging opportunity and achievement gaps for P-12 student success in high-need urban and rural schools. The project goals and key strategies are:

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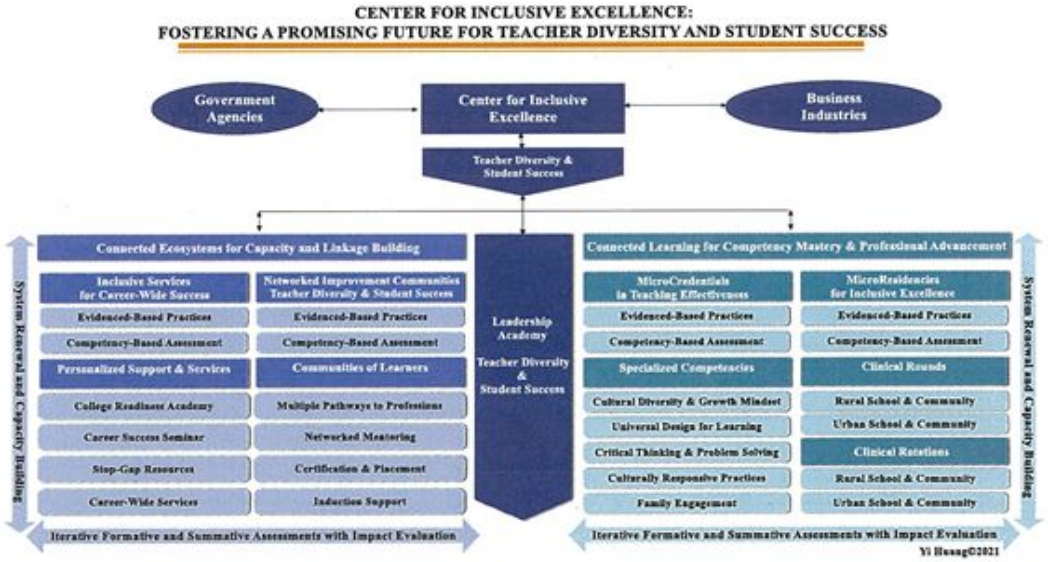


Acknowledgement: The CIE is funded under the Center of Educational Excellence for Black Teachers program by the United States Department of Education (Award P116V210013). Dr. Yi Huang is the author and principal investigator at Coppin State University.

PATHWAYS TO PROFESSIONS (P2P): PREPARING CULTURALLY RESPONSIVE EDUCATORS FOR INCLUSIVE EXCELLENCE

COPPIN STATE UNIVERSITY

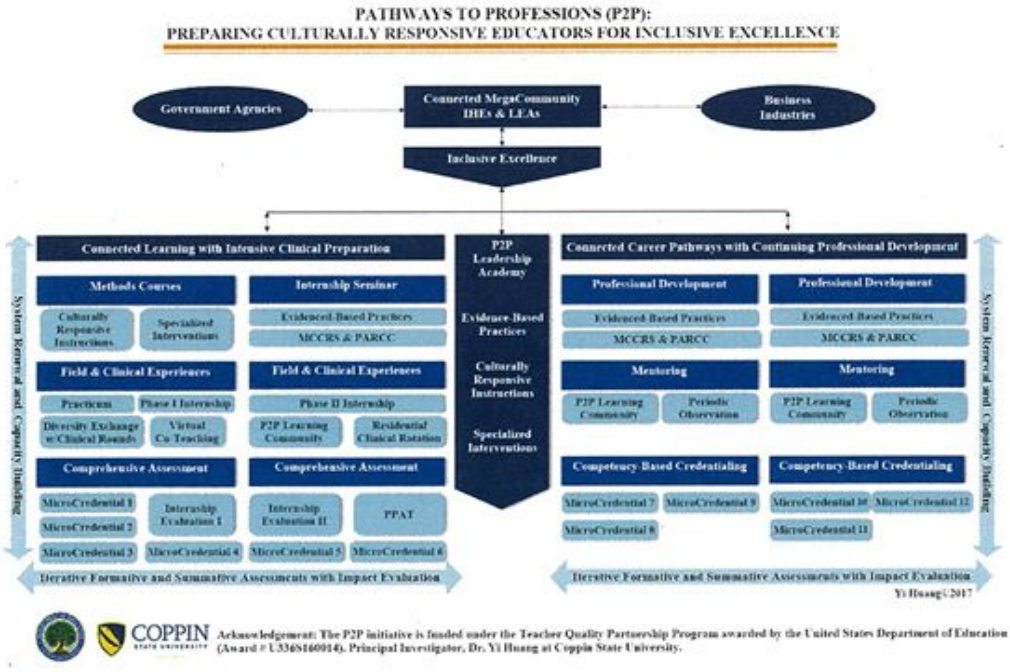
TEACHER QUALITY PARTNERSHIP GRANT PROGRAM (84.336S)

Institution: Coppin State University
Award: $3,623,306.00 (U336S160014; 2016-2022)
Location: Baltimore, Maryland
Author and Principal Investigator: Dr. Yi Huang

MAKING EXCELLENCE INCLUSIVE

As one of the nation's oldest public Historically Black Institutions (HBI) founded in 1900, Coppin State University (CSU) is a driving force in fulfilling the critical mission of inclusive excellence for the State of Maryland. In alignment with the CSU mission, the Pathways to Professions (P2P) initiative aims to build capacities in delivering high-impact teacher preparation and education programs, while simultaneously bridging opportunity and achievement gaps in high-needs urban and rural communities across Maryland. CSU leads the P2P partnership which includes institutions of higher education (IHEs), local educational agencies (LEAs) and their professional development schools (PDSs), industry leaders, and the University System of Maryland. The project goals are:

- **Goal 1: Connected MegaCommunity for Systemic Capacity and Linkage Building.** The P2P project engages tri-sector partners to build capacity, influence policy, and improve practice.
- **Goal 2: Connected Learning with Year-Long Clinical Preparation.** The P2P project engages rural-urban IHEs and LEAs to improve educator preparation and candidate competencies.
- **Goal 3: Connected Career Pathways with Two-Year Induction.** The P2P project engages rural-urban IHEs and LEAs to provide professional development for positive impact on P-12 students.



PATHWAYS TO PROFESSIONS (P2P): PREPARING CULTURALLY RESPONSIVE EDUCATORS FOR INCLUSIVE EXCELLENCE

COPPIN STATE UNIVERSITY

KEY INNOVATIONS AND SUCCESSES

A. P2P MicroResidencies

1. ***P2P Clinical Rounds*** are day-long field experiences in which teacher candidates engage in school settings that are significantly different from their home institutions.
2. ***P2P Clinical Rotations*** are multi-day micro-immersion experiences in which candidates engage in residential internships in school settings that are significantly different from their home institutions.

B. P2P MicroCredentials

1. ***P2P MicroCredentials for Career Readiness*** are designed for teacher candidates to develop and demonstrate competencies that are critical to teaching effectiveness.
2. ***P2P MicroCredentials for Career Advancement*** are designed for new and experienced teachers to increase teaching effectiveness and improve student achievement.

C. P2P Spotlight Speaker Series

The ***P2P Spotlight Speakers Series*** aims to share new knowledge and promising practices through open access to P2P professional development webinars.

D. P2P Virtual Learning Laboratory

The P2P laboratory provides access to virtual teaching, learning, and professional development activities among P2P IHEs and LEAs partners across Maryland.

E. P2P Leadership Academy

The annual P2P Leadership Academy provides in-person opportunities to engage aspiring teachers, practitioners, researchers, and policy makers in advancing knowledge & disseminating promising practices.

P2P Impact Summary

- Implemented in 14 high-needs schools across 5 LEAs (BCPS, ACPS, GCPS, WCPS, MCPS) in MD.
- Supported 333 candidates with 3.33 assessment mean score (4-point scale) and 83% participant satisfaction for *Clinical Rounds*.
- Supported 49 candidates with 3.28 assessment mean score (4-point scale) and 85% participant satisfaction for *Clinical Rotations*.
- Supported 344 teacher candidates with 398 *P2P MicroCredentials in Career Readiness* issued.
- Supported 43 practicing teachers with 58 *P2P MicroCredentials in Career Advancement* issued.

PROMISING PRACTICES

1. **Connected MegaCommunity.** Building internal capacities and external networks through collaborative partnership and innovative program engineering has been key to project success.
2. **Connected Learning.** Simultaneous implementation of *MicroCredentials* and *MicroResidencies* with common assessments across rural/urban IHEs and LEAs has been key to sustainable impact.
3. **Connected Career Pathways.** Providing career-wide professional development and engagement has been key to improving teaching practice and teacher satisfaction in high-needs communities.
4. **Sustaining Innovation and Improvement**. Key elements of the P2P model have been replicated in a new TQP award to Frostburg State University (FSU). Dr. Huang is the sole author of both TQP grants at CSU (2016) and at FSU (2019).

PATHS FORWARD

1. **A Tri-Sector Partnership** is necessary to scale and sustain educational innovations aiming to improve access, affordability, and outcomes.
2. **A State-Wide Networked Improvement Community** is necessary to simultaneously build capacities while increasing the quality and value of the educational programs.
3. **An Interagency Accountability Framework** with common processes, common expectations, and common measures is necessary to ensure program accountability and sustainability.

P2P MicroCredentials for Career Readiness & Advancement

Maryland ACCELERATES Federal Grant at Frostburg State University
Award Amount: $4.1 Million
Principal Investigator: Dr. Boyce Williams

Project Description. Maryland Accelerates (MA) aims to build systemic capacities in high-need rural communities through teacher-leader residencies with career advancement pathways for inclusive excellence. The accelerated pathways are designed to simultaneously increase teacher diversity and improve teaching competencies, while bridging opportunity and achievement gaps through investment in region-wide educator career ladders for improvement of teacher effectiveness, retention, and career advancement.

Project Expected Outcomes. The MA will impact a total of 42 new teachers, 138 induction mentors and coaches, and 4500 P-12 students in high-need rural communities.

1. ***Accelerated Mega Community for Systemic Capacity and Linkage Building (Goal 1).*** Leveraging cross-sector expertise and resources, the MA will build capacities for accelerated teacher-leader residency programs with professional development infrastructures and educator career ladders for teacher advancement.
2. ***Accelerated Teaching Residency with Year-Long Clinical Experience (Goal 2).*** Leveraging current knowledge and promising practices, the MA will co-implement Master of Arts in Teaching residency programs to increase diverse teacher supply and accelerate professional growth with specialized competencies to support students in high-need schools.
3. ***Accelerated Teacher-Leader Pathways with Two-Year Induction (Goal 3).*** Leveraging State and LEA priorities and needs, the MA will co-implement *Educator Career Ladders* for new and experienced teachers to enhance teaching effectiveness, increase retention, accelerate career advancement, and improve student learning and achievement.

Project Special Features. Teaching residents will be engaged in an 18-month co-teaching residency with (1) a fully integrated curriculum to ensure content mastery, (2) intensive and guided practices to ensure pedagogical mastery, (3) innovative rural-urban *Clinical Rotations* to cultivate specialized competencies in mathematical problem solving, computational thinking, high leverage practices, and culturally responsive teaching; and (4) comprehensive assessments with evidence-based MA *MicroCredentials* in teaching effectiveness. New teachers will be engaged in a 2-year induction with (1) intensive professional development in MA specialized competency areas, (2) regular and sustained coaching, and (3) competency-based demonstration of advancement through MA *MicroCredentials* in Networked Improvement Communities.

Project Partners: Key partners include Frostburg State University (FSU), Frederick County Public Schools, Garrett County Public Schools, and FSU Professional Development Partnership Schools Network.

FROSTBURG STATE UNIVERSITY
MARYLAND ACCELERATES Program

MARYLAND ACCELERATES (MA):
TEACHER-LEADER RESIDENCY FOR INCLUSIVE EXCELLENCE

PROJECT DESCRIPTION: The Frostburg State University Maryland Accelerates project aims to increase the number of teachers and the quality of teaching in high-need and rural communities by offering a master's degree program individuals can complete in just one, intensive year. The program also funds the student during that year, so he or she can dedicate themselves to their studies and eliminate the trade-off between work and study time. The project also helps bridge opportunity and achievement gaps by supporting region-wide career ladders for improvement of teacher effectiveness, retention, and career advancement.

PROJECT EXPECTED OUTCOMES: The Maryland Accelerates project will impact a total of 42 new teachers, 138 induction mentors and coaches, and 4,500 P-12 students in high-need and rural communities.

Goal 1 *Accelerated MegaCommunity for Systemic Capacity and Linkage Building:* Leveraging cross-sector expertise and resources, the project will build capacities for accelerated teacher-leader residency programs with professional development infrastructure and educator career ladders for teacher advancement.

Goal 2 *Accelerated Teaching Residency with Year-Long Clinical Experience:* Leveraging current knowledge and promising practices, the project will co-implement Master of Arts in Teaching residency programs to increase diverse teacher supply and accelerate professional growth with specialized competencies to support students in high-need schools.

Goal 3 *Accelerated Teacher-Leader Pathways with Two-Year Induction:* Leveraging the priorities and needs of the state and local education agencies, the project will co-implement *Educator Career Ladders* for new and experienced teachers to enhance teaching effectiveness, increase retention, accelerate career advancement, and improve student learning and achievement. (Please see Kirwan Commission Recommendations/Maryland Accelerates Components Alignment Chart.)

PROJECT SPECIAL FEATURES

Teaching residents will be engaged in a 13-month co-teaching residency program with:

(1) a fully integrated curriculum to ensure content mastery;
(2) intensive and guided practices to ensure pedagogical mastery;
(3) clinical rotations to cultivate specialized competencies in mathematical problem solving, computational thinking, high leverage practices, and culturally responsive teaching; and
(4) comprehensive assessments with evidence-based *MicroCredentials* in teaching effectiveness.

For their first two years, these new teachers will receive:

(1) intensive professional development in the project's specialized competency areas;
(2) regular and sustained coaching; and
(3) competency-based demonstration of advancement through *MicroCredentials* in Networked Improvement Communities.

PROJECT PARTNERS. Key partners include Frostburg State University, Frederick County Public Schools, and Garrett County Public Schools (FSU Professional Development Partnership Schools Network). For more information on the Maryland Accelerates program, please visit https://www.frostburg.edu/MarylandAccelerates.

Our Teacher Residents, Teacher Mentors, and Teacher Fellows will all have an opportunity to earn microcredentials throughout the program

Teacher-Resident Credentials
(Earned during Residency)

- Cultural Diversity and Growth Mindset
- Computational Thinking I
- Classroom Management

Teacher-Mentor Credentials
(Earned while serving as Teacher-Mentors or any time afterwards)

- High-Leverage Practices
- Eliciting, Interpreting, and Acting on Students' Thinking
- Culturally-Responsive Pedagogy
- Computational Thinking I & II
- Instructional Coaching

Teacher-Fellow Credentials
(Earned during Year 1 and 2 of Induction)

- High Leverage Practices
- Culturally-Responsive Pedagogy
- Increasing Academic Engagement through Behavioral Support Plans
- Social Emotional Support Strategies
- Computational Thinking II
- Evolving into Teacher Leaders

The Maryland Accelerates Program is well-aligned to the recommendations of the Commission on Innovation & Excellence in Education (The Kirwan Commission)

Kirwan Commission Recommendations	Maryland Accelerates Components
Require future teachers to take courses and demonstrate racial awareness and cultural competence	Residents graduate with a microcredential in cultural diversity. Fellows and Mentors earn microcredentials in culturally-responsive teaching.
Recommend a full-year practicum for Master's students	Teacher Residents are immersed in the work and life of a classroom for a full school year, FSU MAT
Classroom observation opportunities regularly and early in the program	Beyond the practicum, Teacher Residents complete classroom observations through Clinical Rounds and Rotations
Prospective teachers will develop strong action research skills	FSU MAT Program has embedded action research projects
Require teachers to pass performance-based assessment like edTPA	Teacher Residents complete edTPA
Mentors for interns and new teachers will be highly competent teachers selected by the districts	Teacher Residents are paired with highly-qualified mentors selected by the district partners
Teacher training programs and districts collaborate and develop close working relationships to strengthen teacher prep, induction, and pd	Close and collaborative relationship between FSU, FCPS, and GCPS through Residency, Induction, and Post-Induction years
Extended induction programs beyond the required practicum, in partnership between universities and districts, are encouraged	Residents complete a multi-year induction period with the partner districts upon successful completion of their residency program
Implement career ladders and train teachers on the career ladder and effective use of collaboration time	Teacher Mentor program provides compensation and opportunities for high-qualified teachers to work as mentors and coaches
Career ladders will be based on performance and experience, including certification from the National Board	The Teacher Leader Pathway develops competency-based practices that will move them towards achieving National Board Certification.

October 2019	May 2020	May 2021	September 2021	May 2022	September 2022	May 2023	September 2023	May 2024	October 2024	May 2025
•FSU Awarded 5-year $4.1M TQP grant	•Cohort #1 Begins	•Cohort #1 Graduates •Cohort #2 Begins	•Cohort #1 Begins Fellowship	•Cohort #2 Graduates •Cohort #3 Begins	•Cohort #2 Begins Fellowship	•Cohort #3 Graduates •Cohort #1 Completes Fellowship	•Cohort #3 Begins Fellowship	•Cohort #2 Completes Fellowship	•Grant ends	•Cohort #3 Completes Fellowship

Maryland Center for Computing Education at USM

The Maryland Center for Computing Education (MCCE) was formally established in statute and funded with the enactment of Securing the Future: Computer Science Education for All on July 1, 2018. The purpose of MCCE is to "expand access to high-quality computer science education in grades pre-kindergarten through 12 by strengthening the skills of educators and increasing the number of computer science teachers in elementary and secondary education (Maryland Code, § 12-118)." MCCE received an initial five million dollars in state funding and an additional one million dollars in state funding each year since Fy2019. The MCCE fund is a special, non-lapsing fund in which the balance remains with the center and is spent in accordance with the specifications in the law which governs the center.

MCCE has provided state level professional development (PD) for a total of 1,022 educators from 595 schools across all the Maryland LEAs. As of the 2019-2020 school year, 87% of the diploma granting high schools had at least one student enrolled in a high-quality computing course. Of the 2020 Maryland public high school graduates, 26% took at least one high quality computing course while in high school with 59% of these graduates enrolling in college as a full-time student in the fall following graduation, and of these students, 19% declared a major related to computer science.

To monitor and provide data transparency about the growth of computer science and related careers, MCCE completed a research project with the Maryland Longitudinal Data System (MLDS) Center to review all the computing education data since 2013. An outcome of this project is the published Maryland computing education dashboards. The Dashboards: Participation in Maryland High Quality Computing Courses and Post-graduation Outcomes were created using data from the MLDS (Garvin & Koerner, 2021). The online interactive dashboards provide stakeholders with data at the state, local school system, and local high school levels. As of the 2019-2020 school year, 87% of the diploma granting high schools offered and had enrollment of at least one student in a high-quality computing course. There were 26% of 2020 Maryland public high school graduates who took at least one high quality computing course while in high school. Of these graduates, 59% enrolled in college as a full-time student in the fall semester following graduation, and of these students, 19% declared a major related to computer science.

Maryland Computing Education Professional Development

MCCE provided extensive PD for pre-kindergarten through high school educators. The total state level PD attendance through June 30, 2021, is 1,022 educators. The MCCE and partner PD providers held a total of 128 days of PD for 32 workshops during the 2020 summer and 2020-2021 school year. All the PD shifted to online synchronous and asynchronous workshops due to the Covid-19 pandemic.

Since 2018, MCCE provided state level PD for a total of 637 schools with 595 public schools, which means that 41.6% of all Maryland public schools have had at least one educator attend state level computing PD sponsored by MCCE. Of these schools, 36% are Title I schools. Educators from 37 magnet schools, 13 charter schools, and 20 independent schools attended PD. Overall, the schools with participating educators included each type of school locale (22% urban,

57% suburban, 4% town, and 17% rural) as specified by the National Center for Education Statistics (NCES).

IHE Pre-service Teacher Education Program Grants

The IHE Pre-service Teacher Education Program grants address the need for long-term solutions to prepare pre-service teachers at all levels of K-12 instruction to enter Maryland public school classrooms with CS knowledge and skills. Each pre-service teacher education program needs to incorporate the Maryland's K-12 CS Standards and CS pedagogy with an emphasis on equity, inclusion, and diversity. The grant requires faculty from CS and education to collaborate, IHEs to collaborate with LEAs, and for grant teams from across the institutions to collaborate and learn from each other. Initial grants were set at two levels, $20,000 and $50,000. The grantees determined which pre-service teacher program level (primary, secondary, or both) that they would begin with for the pilot study. Each IHE determined which level of funding to pursue and submitted a request for funding to MCCE. MCCE sent the solicitation to all IHEs in Maryland. There are 14 IHEs which applied and were awarded grants.

Securing the Future of Maryland: Computer Science Education for All

ANNUAL REPORT 2020-2021

Maryland Center for Computing Education

Website: cs4md.com

Principal Author:
Megean Garvin, Ph.D.

Address:
University System of Maryland,
3300 Metzerott Road
Adelphi, MD 20783

EXECUTIVE SUMMARY

The Maryland Center for Computing Education (MCCE) was formally established in statute and funded with the enactment of *Securing the Future: Computer Science Education for All* on July 1, 2018. The purpose of MCCE is to "expand access to high-quality computer science education in grades pre-kindergarten through 12 by strengthening the skills of educators and increasing the number of computer science teachers in elementary and secondary education (Maryland Code, § 12-118)." MCCE received an initial five million dollars in state funding and an additional one million dollars in state funding each year since 2018. The MCCE fund is a special, non-lapsing fund in which the balance remains with the center and is spent in accordance with the specifications in the law which governs the center.

This annual report provides the MCCE's updated information. The purpose of this annual report is twofold. First, the report provides a descriptive analysis for how MCCE is in compliance with the law. Second, the report offers a detailed account for how MCCE is using state funds to assist each of the Maryland Local Education Agencies (LEAs) and the Institutions of Higher Education (IHEs) to strengthen the computing knowledge and skills of the Maryland teaching workforce. Through June 30, 2021, MCCE spent $3,167,471.04 of the budget.

MCCE has provided state level professional development (PD) for a total of 1,022 educators from 595 schools across all of the Maryland LEAs. As of the 2019-2020 school year, 87% of the diploma granting high schools had at least one student enrolled in a high quality computing course. Of the 2020 Maryland public high school graduates, 26% took at least one high quality computing course while in high school with 59% of these graduates enrolling in college as a full-time student in the fall following graduation, and of these students, 19% declared a major related to computer science.

PARTNERSHIPS

§12-118 Education Article, Annotated Code of Maryland
The Plan shall identify:

> ***(II)*** *Activities to obtain and sustain public and private partnerships for funding, mentoring, and internships for teachers.*

MCCE has established and maintained partnerships with each of the 25 LEAs, numerous IHEs, non-profits, and industry representatives. In addition to the numerous members of the steering committee and advisory committees, MCCE has partnered with the following:

Four-year IHEs
Bowie State University
Chesapeake College
College of Southern Maryland
Frostburg State University
Hood College
Johns Hopkins University
Morgan State University
Mount St. Mary's University
Salisbury University
St Mary's College of Maryland
Towson University
Clark Center for Cybersecurity
University of Maryland, College Park
University of Maryland, Global Campus
Washington College

Two-year IHEs
Anne Arundel Community College
Hagerstown Community College
Montgomery College
Prince George's Community College

Government
Maryland Governor's Workforce Development Board
Maryland Longitudinal Data System Center
National Aeronautics and Space Administration
National Security Agency

Industry
Apple, Inc.
Microsoft Corporation
Microsoft TEALS

Associations
Association for the Advancement of Artificial Intelligence
AI4K12 Working Group
Computer Science Teachers Association
CSforAll
Expanding Computing Education Pathways
International Society for Technology in Education
National Center for Women in Technology
National Center for Computer Science Education

Non-Profit Organizations
Code in the Schools
Code.org
College Board
Digital Harbor Foundation
Family Code Night
Girls Who Code
Maryland MESA (Mathematics Engineering Science Achievement)
Maryland Public Libraries
Teach Cyber

We encourage our partners not only to work with us directly but to also work with the LEAs and IHEs directly. Some of the engaging events that have occurred include after school clubs and activities, family code nights, teacher PD workshops, mentoring of teachers, competitions, and contests.

NEXUS (Nurturing EXcellence for Undergraduate Success): Improving Retention and Success of Baltimore City Students Graduates Now Enrolled at USM Institutions

Award Source: Abell Foundation
Award Amount: $136,400
Duration: 1 year

Large segments of Maryland' population do not, or cannot, take advantage of the excellent public higher education options through USM. Disparities between historically under-represented and underserved students present systemic barriers to students progressing and completing USM college requirements. Systemic barriers create an opportunity gap, impacting educational attainment, incomes, and ultimate life outcomes. The low graduation rates of BCPSS students from USM institutions are clear evidence of these systemic barriers and opportunity gaps. USM has evidence that BCPSS students are more likely to enroll in developmental math and English (reading and writing) classes, and less likely to enroll in credit-bearing math and English courses. Enrollment in remedial courses is a predictor of lower retention and higher drop-out rates.

NEXUS addresses the systemic barriers and opportunity gaps in the following ways:

1. Identifying BCPSS students currently in the USM pipeline;
2. Identifying graduation barriers;
3. Evaluating interventions (including new pathways and advising); and,
4. Maximizing intervention opportunities for students at the greatest risk of dropping out.

Evidence of need for addressing the low college success rate for Baltimore City Students is drawn from MHEC *SOAR* Report. According to MHEC's *September 2021 Student Outcome Achievement Report (SOAR)*, the overall first-year retention rate for Baltimore City graduates who enroll at a Maryland higher education institution is 60%, which is significantly below comparable districts like Prince George's County Public School graduates, which is 77%. In addition, the Baltimore City retention rate is far below the state's 78% retention rate for graduates from all Maryland districts. A similar pattern is apparent when examining the GPA of Baltimore City graduates at Maryland higher education institutions. The average GPA for the first semester (Fall) of enrollment was 2.13 and the second semester GPA (Spring) of enrollment was 1.85, while the state average was 2.57 in the fall term (1st semester) and 2.52 in the spring term (2nd semester). Prince George's County GPAs were closer aligned with the state averages, 2.53 in the first semester and 2.35 in the second semester. (MHEC 2021)

Ultimately, NEXUS will identify best practices to support BCPSS graduates from enrollment to graduation at USM institutions, with attention to tutoring and other academic support, social-emotional learning support, and financial need support. Although academic support systems have clear ties to academic success (i.e., retention and graduation) (Grillo & Leist, 2013), social-emotional health is nevertheless crucial and ought not be ignored (Sanacore & Palumbo, 2016).

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Updates: Civic Education and Civic Engagement in the USM

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 4, 2022

SUMMARY: In 2017 the EPSL charged a work group to make recommendations on civic education, civic engagement, and civic responsibility. That workgroup, chaired by then Regent Thomas Slater, reported out the following recommendations:

1. *Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture.*

   - Encourage Carnegie *Community Engagement* classification for all institutions in USM. Consider offering incentives through partnership grants for institutions to help each other (those that have earned classification can help institutions that are on the path).
   - Encourage voting by using the National Study of Learning, Voting and Engagement (NSLVE) data to document and assess progress toward higher voter participation from each institution. Share reports with USM office.
   - Consider the development of a "badge" to designate student level competencies in civic learning and democratic engagement.

2. *Identify civic literacy as a core expectation for all students.*

   - Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and through community leadership programs.
   - Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.
   - Align civic learning and democratic engagement goals with Carnegie *Community Engagement* standards, and have institutions report progress toward agreed upon goals.
   - Establish the *Civic Learning and Democratic Engagement Workgroup* as an ongoing USM workgroup with responsibility for defining goals (in collaboration with institutions), developing, and analyzing a System-wide survey, and overseeing progress toward goals.
   - Consider establishing a Regents' "designated priorities" fund, similar to the USM Course Redesign project, for awarding seed grants to institutions to implement the civic learning and civic engagement recommendations.

   USM BOR Workgroup Report: Civic Learning and Democratic Engagement, presented to the Board of Regents Education Policy and Student Life Committee, May 15, 2018

This year's Civic Engagement update will include information on

- Student and Military Voter Empowerment Act (2021)
- National Study of Learning, Voting and Engagement (NSLVE)
- Civic Education and General Education Outcomes
- National recognition and affiliation
- Langenberg Legacy

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only		DATE: March 4, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Civic Education and Civic Engagement

Meeting the Democracy Challenge

Education Policy and Student Life

March 4, 2022

USM's Civic Education and Civic Engagement (CECE) work continues to evolve as it becomes embedded in institutional and System strategic plans, Regents' priorities, University System of Maryland Student Council priorities and Council of University System Faculty priorities. The report below summarizes ongoing work.

Student and Military Voter Empowerment Act (2021)

In 2021 the Maryland General Assembly passed legislation expanding voting access in Maryland. The Student and Military Voter Empowerment Act (SMVEA) requires all public higher education institutions to designate a staff member as the "student voting coordinator" and submit a voter engagement plan to increase student voter registration and voting in collaboration with faculty, staff and student organizations. The plan needs to be submitted to the Maryland General Assembly by January 1, 2022, and cover the two-hear period preceding each statewide and general election. Plans must be updated after every election.

The campus voting plans shared several common elements. For instance, most plans included partnerships with external organizations (e.g., All In, MaryPIRG, TurboVote, and local Boards of Elections), many universities had already established dedicated on-campus groups that could lead voting-promotion activities, and many plans mentioned drawing on their specific NSLVE report (see section below) for data. Some campus voting plans also included stand-out ideas to support student voting:

- Frostburg State University and Towson University planned to *evaluate* their voting-promotion efforts through their NSLVE reports and other data to be collected on campus.
- UB noted the difficulties of engaging with students who work full-time and other hard-to-reach student groups and included specific strategies tailored to reach those students.
- Towson University planned to use their NSLVE report to identify lower-engagement majors, in order to target additional voting-promotion activities by contacting professors in those majors.

The Office of the Senior Vice Chancellor for Academic and Student Affairs now has a list of all USM staff voting coordinators and convenes the staff voting coordinators together with the USM Student Civic Leaders committee regularly.

The USM Student Civic Leaders committee is co-chaired, this year, by Delanie Blubaugh (FSU) and Tess McRae (UMBC) and has scheduled monthly meetings through the end of this year where student leaders and voting coordinators share campus plans and strategies for increasing student voter registration and voting.

National Study of Learning, Voting and Engagement (NSLVE)

The National Study of Learning, Voting, and Engagement (NSLVE), housed at the Tufts Tish College Institute for Democracy & Higher Education offers colleges and universities an opportunity to learn their student registration and voting rates. Since 2018, every one of the USM institutions participates in the NSLVE Study of voting, and as a result, USM receives a combined report on the registration and voting results after each national election.

In December 2020 all USM institutions received their individual campus reports, and USM received the overview report with several key findings:

- Registration Rate: The average registration rate across 11 USM schools in 2020 was 82%.

- Number Voted: In 2020, 89,688 students voted. This resulted in a student-level voting rate of 60%. This is an increase from the student level voting rate of 53% in 2016, when 79,818 students voted. These rates are calculated adding together all the voters across USM schools and dividing by all voting eligible students across USM. For comparison, in 2020, the national level student rate was 66%.

- Yield Rate: This calculates the rate at which registered students are engaged to vote. Focusing on this rate could help institutions innovate better to engage students beyond just the act of voter registration and help students carry that motivation to the ballot box. In 2020, the USM yield rate was 80%, up from 71% in 2016. In 2020, a total of 21,949 students registered but did not vote. Most importantly, this USM yield rate was the same as the 2020 national level yield rate of 80%.

In addition to the combined USM report, each USM institution received its individual NSLVE report. We are pleased to recognize highlights from several of those reports and congratulate the campuses for exceptionally high voter engagement:

- Historically (available data are from the 2016, 2018, and 2020 elections), Coppin State University had the highest registration rates of all the institutions and among the highest total voting rates.

- UB and UMB were consistently in the top three institutions for all categories (registration, voting rate of registered students, and total voting rate).

- Salisbury University and Towson University saw the largest increases in total voting rates from the 2016 to 2020 elections (+16.6% and +11.9%, respectively).

Finally, two of our institutions received national recognition for their voter engagement efforts:

- Towson University won the 2020 National Recognition Award from All In Challenge for Best Action Plan to engage students in voting.

- Alexandra Marquez, University of Maryland College Park, won the 2020 Standout Undergraduate Student Individual Award.

The USM Student Civic Leaders Committee, together with the Campus Voting Coordinators, are currently preparing to involve students in the 2022 election, and has planned outreach through social media, and with the help of the USM communications staff and their home campus student affairs and academic affairs offices. NSLVE will be giving us reports in the fall on our 2022 efforts.

Civic Education and General Education Outcomes

As referenced on the cover sheet, the 2017 Civic Education and Civic Engagement Report to the Regents included recommendations to integrate democratic values, civility, and community service into the general education learning outcomes for all students graduating from USM institutions. Several of our institutions have made significant strides in implementing these recommendations.

Example: When Salisbury University faculty went through their regular review of general education learning outcomes, they prioritized civic learning in their General Education 2024 Implementation requirements:

> SU Signature Outcomes: *Must complete at least 3 credits in each of the following areas*:
>
> - Civic and Community Engagement
> - Diversity and Inclusion
> - Environmental Sustainability

Other USM institutions are addressing these priorities in different ways as civility and respect, civic responsibility and community engagement have become increasing important priorities for public higher education in general, and USM in particular.

National Recognition and Affiliations

Almost all USM institutions participate in one or more of these important national groups that are actively working for stronger civic learning outcomes in higher education:

AASCU's American Democracy Project: The following USM institutions participate in this project: Coppin State University, Frostburg State University, Salisbury University, Towson University, University of Maryland Eastern Shore, University of Maryland Baltimore County.

Civic Nation's All In Challenge for Democracy: The following institutions participate in this project: Coppin State University, Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland College Park, University of Maryland Baltimore, University of Maryland Baltimore County.

Civic Learning and Democratic Engagement (CLDE). Chancellor Perman joined over fifty national leaders endorsing a commitment to civic learning and democratic engagement.

Carnegie Elective Classification for Community Engagement. Three USM institutions have earned the prestigious Carnegie Classification for Community Engagement: Towson University, UMBC, Salisbury University. The application window for the next round of Carnegie Community Engagement opened on January 27, 2022, and closes on May 1.

Langenberg Legacy

The *Langenberg Lecture and Award* was originally established through a solicitation for an endowed fund in honor of former USM Chancellor Donald N. Langenberg on the occasion of his retirement in 2002. The *Lecture* brought nationally recognized leaders to USM to speak on a broad range of issues within the field of education. The *Award* recognized a rising senior who showed promise and commitment to a career in education. The *Langenberg Lecture and Award* guidelines have been periodically reviewed over the past 20 years and the program has been modified to reflect the broad influence of the Langenberg legacy.

The USM has restructured the Langenberg Lecture and Award to a program that will have a broad impact on scholarship, faculty, and students across USM. Addressing a documented priority of the Board of Regents, the program, administered by USM's Office of Academic and Student Affairs, has three components: 1) student engagement through internships and special projects, 2) faculty support for curriculum enrichment or research, and 3) recognition for student and faculty work. This new purpose will be called the *Langenberg Legacy*.

This is the inaugural year of the Langenberg Legacy Fellows program. The Langenberg Legacy endowment will fund one student from each USM university and a faculty or staff mentor to design and complete a community service project. Institutions will identify and nominate their Langenberg Legacy Fellows. Students will receive a $1500 award and faculty and staff mentors will receive $500 stipends. Below are some examples of possible project proposals; however these are just a subset of examples of the wide-ranging projects that students might propose.

- *Climate*: Implement composting campus-wide, educate others on why and how to compost appropriately (what's actually compostable?); increase reach of composting beyond just dining halls (into residence halls, academic buildings).

- *Inequality*: Organize a volunteer day, collaborating with local community organizations to increase students' knowledge of community needs.

- *Voter engagement*: Organize activities and outreach to increase voter registration and voting on campus, contributing to the implementation of the SMVEA voter engagement plan.

- *Civility, freedom of speech, news literacy*: Collaborate with faculty and/or student groups to promote structured debates, course modules, and inclusive activities that promote civic dialogue and civic engagement.

- *Refugee outreach*: Work with campus liaisons and local refugee resettlement organizations to support newcomers to the community.

University System of Maryland
2021-12-22
NSLVE Voting Rates for Students at Institutions in
University System of Maryland
National Study of Learning, Voting, and Engagement includes data from:
11
University System of Maryland
Institutions
Total Number of Student Records by Election Year
2016 162,470
2018 165,209
2020 161,531

University System of Maryland			2021-12-22
	Election Year		
	2016	2018	2020
Total student records	162,470	165,209	161,531
FERPA records blocked	840	806	662
Age ineligible to vote/age unknown	1,018	646	604
Age eligible non-degree seeking students	1,651	1,644	2,819
IPEDS estimated non-resident aliens	8,866	8,966	7,693
Voting eligible students	150,273	153,313	149,909
Number of students who are registered	111,767	112,396	111,637
Number of students who voted	79,818	59,960	89,688
Registered and did not vote	31,949	52,436	21,949
Student voting rate	53	39	60
Student registration rate	74	73	74
Student yield rate	71	53	80
Eligible female students	30,817	52,075	53,205
Eligible male students	31,521	51,051	52,021
Eligible gender Unknown	96,451	58,713	52,220
Gender data known (%)	41	65	68
Eligible American Indian/Alaskan Native Students	22	231	294
Eligible Asian students	386	7,890	10,002
Eligible Black students	3,561	17,875	22,007
Eligible Hispanic students	273	5,064	6,348
Eligible Native Hawaiin/Pacific Islander students	11	214	415
Eligible Two or More racial identification	214	5,968	9,315
Eligible White students	4,801	37,002	43,131
Eligible Race Unknown	149,521	87,595	65,934
Race data known (%)	8	47	60

**For eligible breakdown by gender, we only remove international students when that information is flagged by participating institutions to the National Student Clearinghouse and can be verified using IPEDS.

University System of Maryland	2021-12-22

Complete List of NSLVE Institutions in this Report

4-year	Public	11

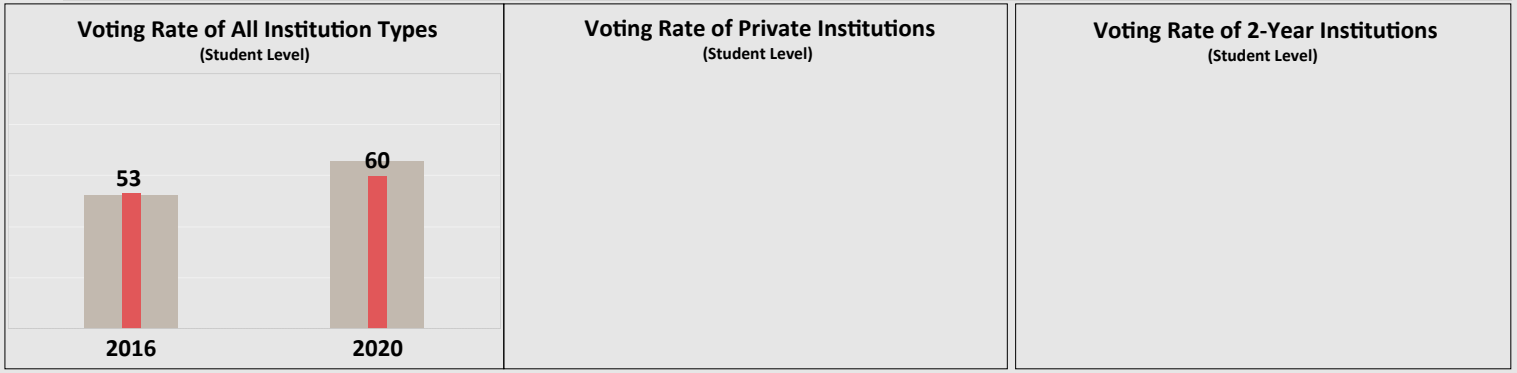
Bowie State University	Public	4-year
Coppin State University	Public	4-year
Frostburg State University	Public	4-year
Salisbury University	Public	4-year
Towson University	Public	4-year
University Of Baltimore	Public	4-year
University Of Maryland - Baltimore County	Public	4-year
University Of Maryland - College Park	Public	4-year
University Of Maryland Eastern Shore	Public	4-year
University Of Maryland-University College	Public	4-year
University Of Maryland, Baltimore	Public	4-year

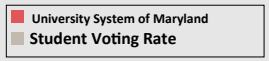
**We only provide aggregate data for groups with more than 3 institutions.

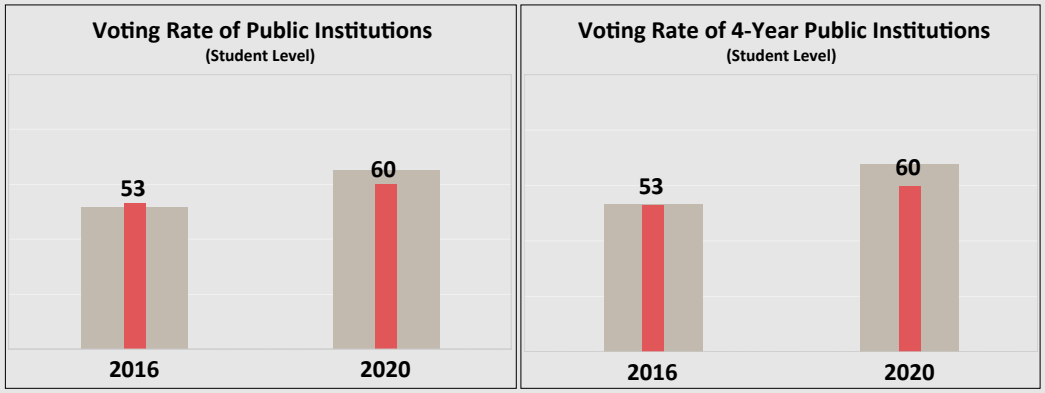
University System of Maryland

2021-12-22

Labeled numbers below are voting rates for the category represented by the color bars. The wider tan bars represent category specific voting rates for all NSLVE institutions.





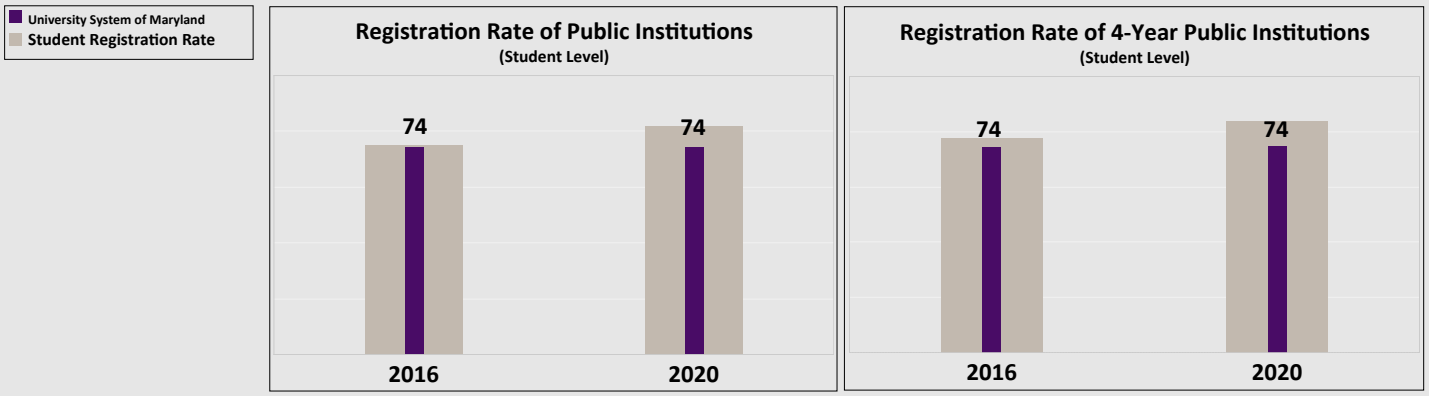


**We only provide aggregate data for groups with more than 3 institutions.

University System of Maryland

2021-12-22

Labeled numbers below are registration rates for the category represented by the color bars. The wider tan bars represent category specific registration rates for all NSLVE institutions.

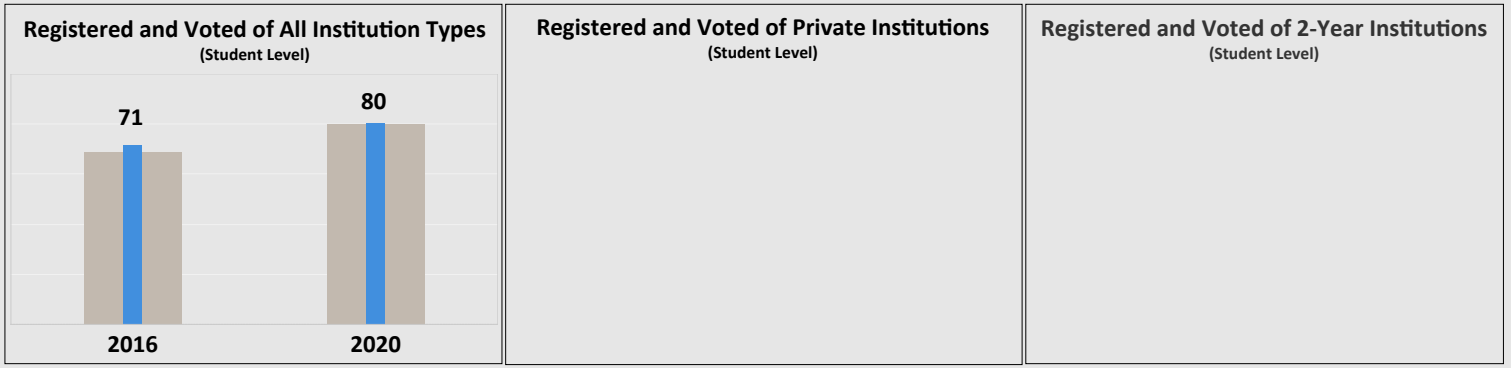


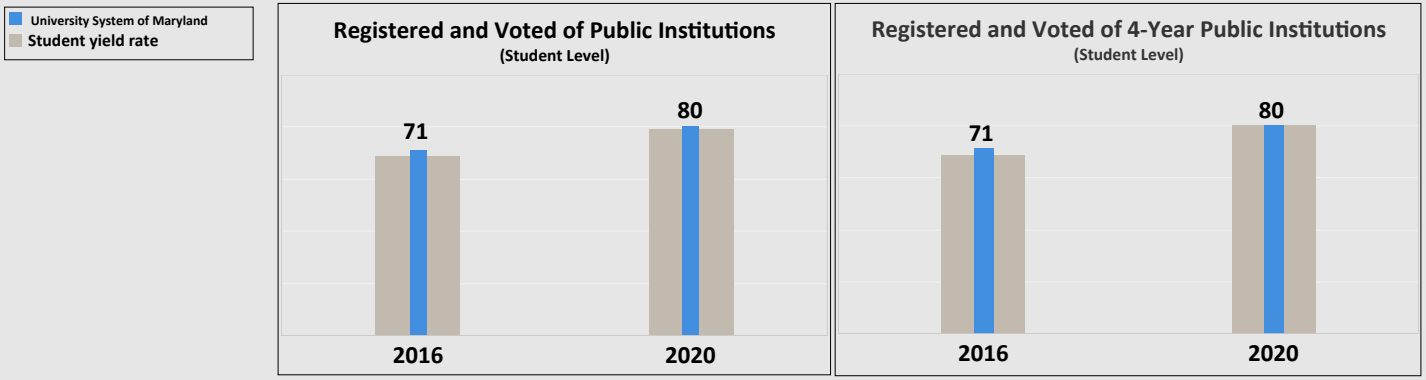
**We only provide aggregate data for groups with more than 3 institutions.

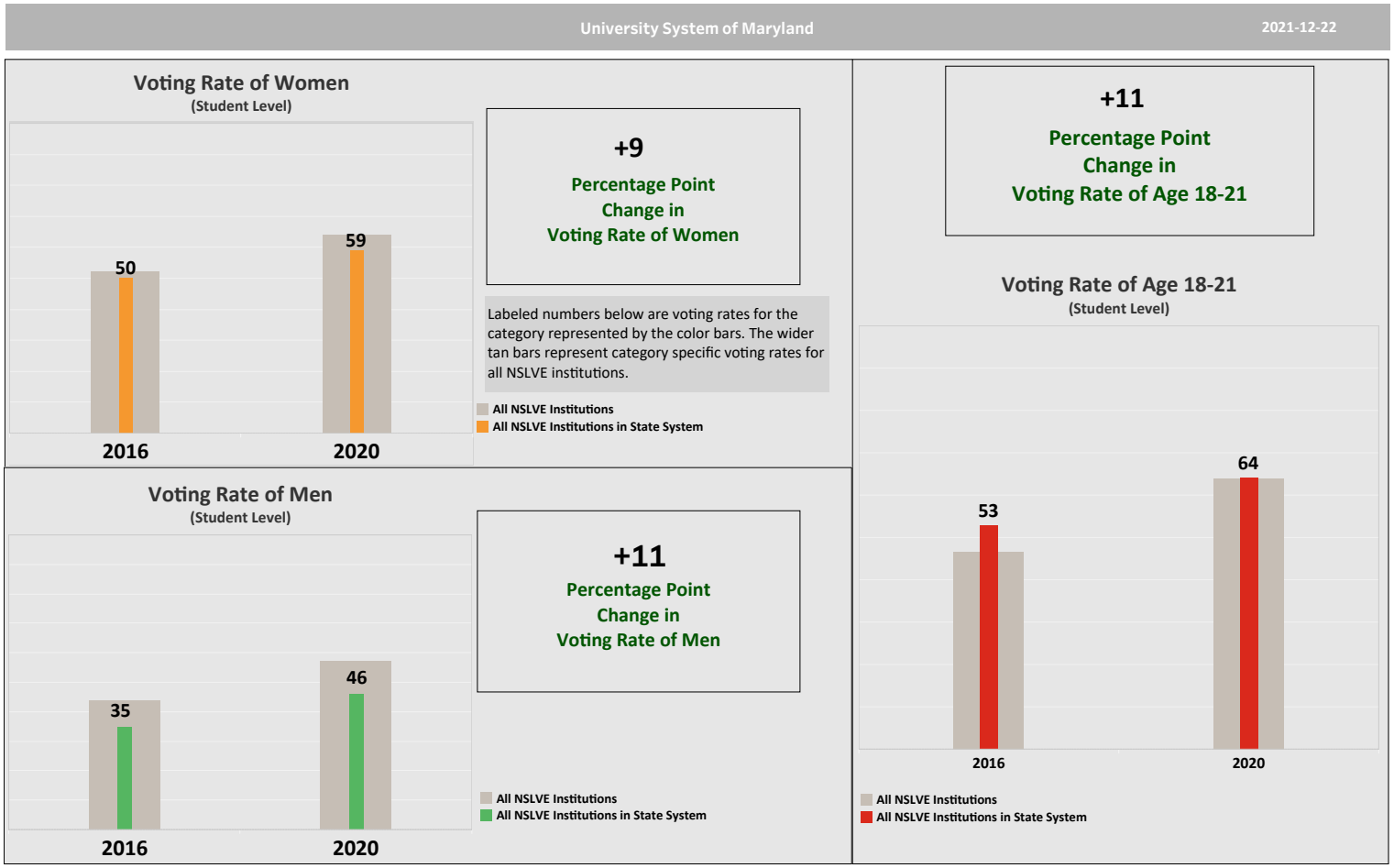
University System of Maryland

2021-12-22

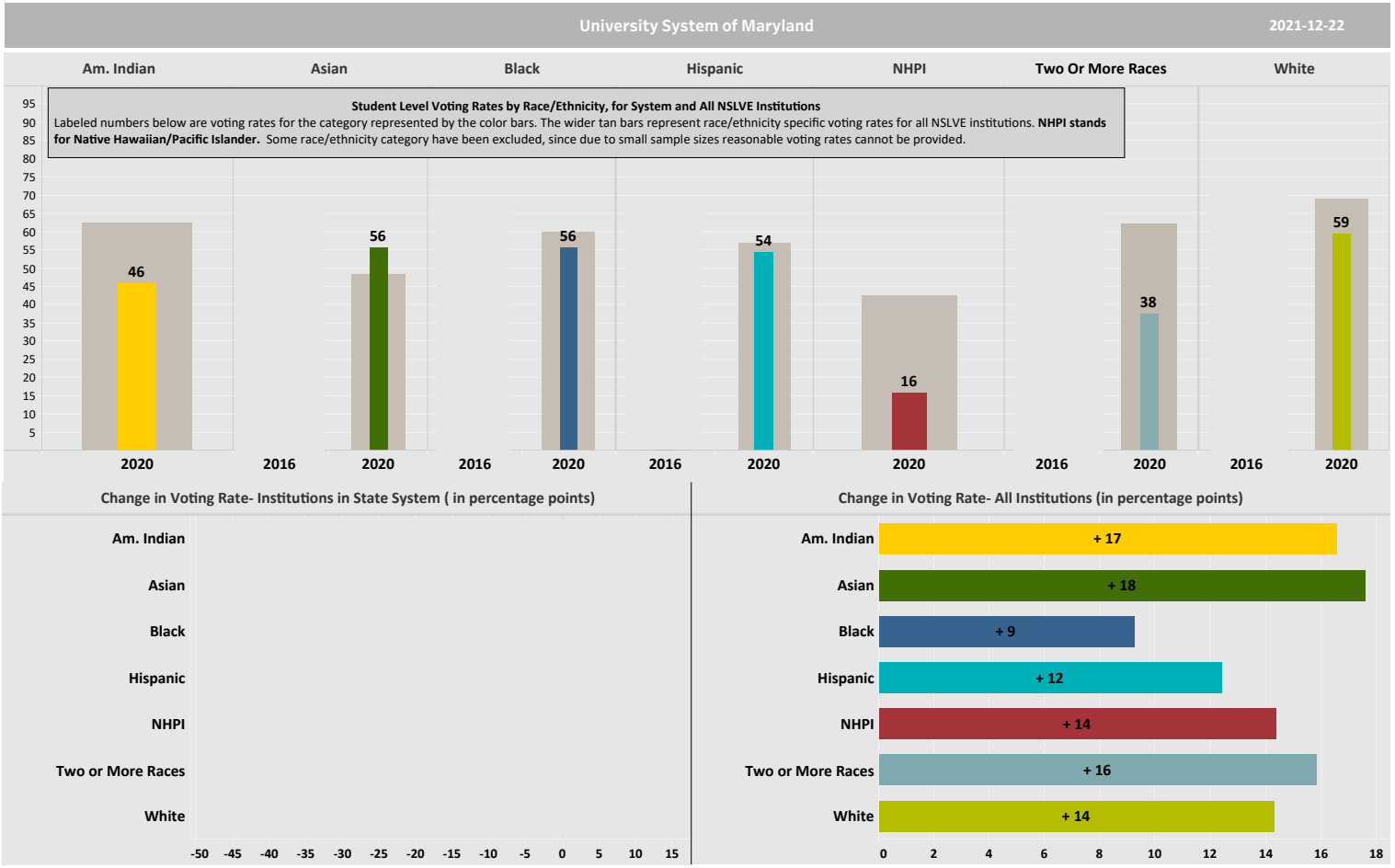
Labeled numbers below are yield rates for the category represented by the color bars. The wider tan bars represent category specific yield rates for all NSLVE institutions.





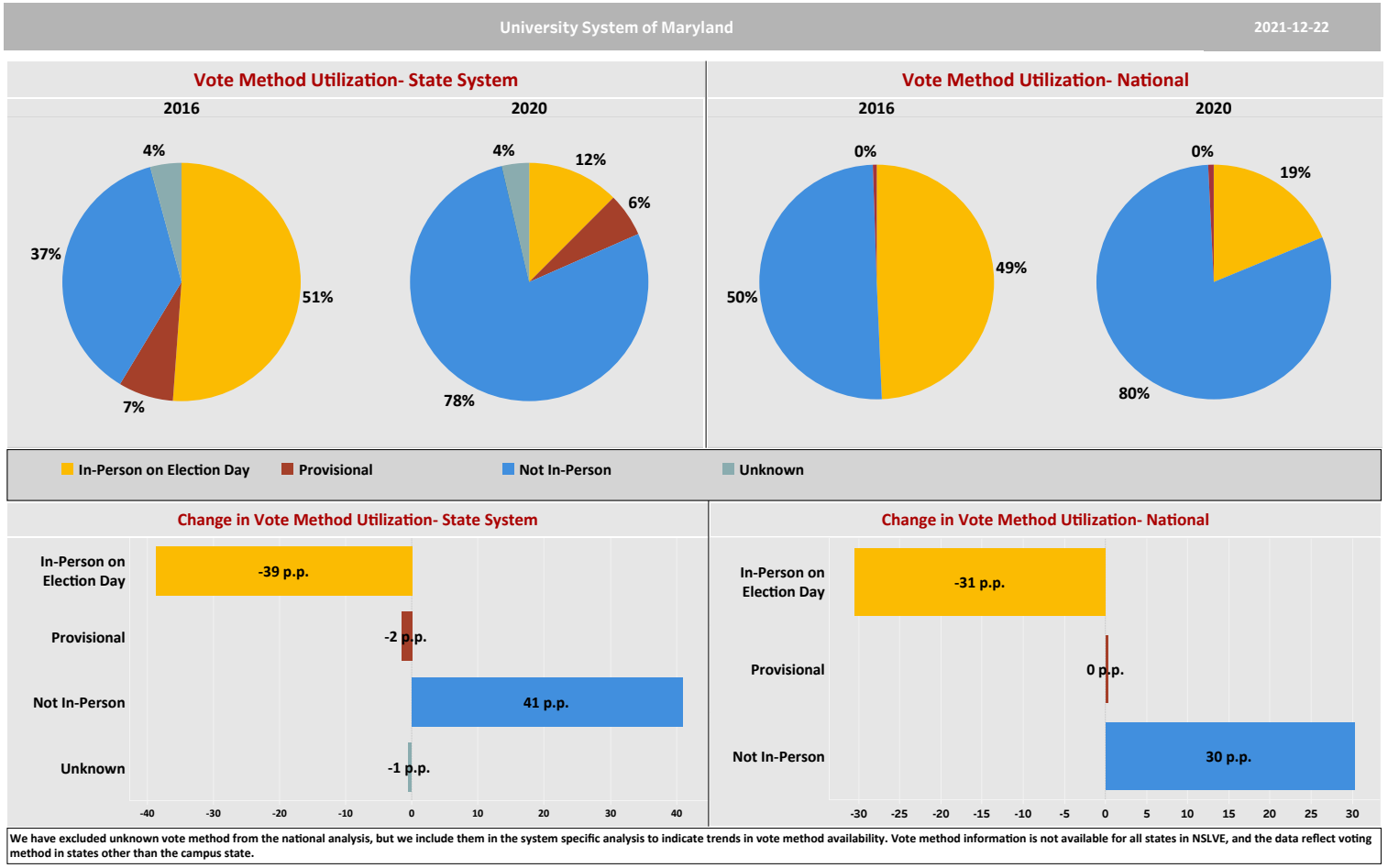


Gender data is available for 40.6% of students in 2016 and 68.0% students in 2020 for the institutions included in this report.



Race/ethnicity data is available for 7.9 % of students in 2016 and 59.6 % of students in 2020.

University System of Maryland
2021-12-22
Population Share - State System
Change in percentage points
11
24
7
10
47
2016
2020
Am. Indian
Asian
Black
Hispanic
NHPI
Two or More Races
White
Population Share -All NSLVE
Change in percentage points
7
12
15
4
60
8
11
18
5
56
2016
2020
Am. Indian 0
Asian 1
Black -1
Hispanic 4
NHPI 0
Two or More Races 1
White -4
Am. Indian
Asian
Black
Hispanic
NHPI (Native Hawaiian Pacif..
Two or More Races
White
The top stacked bar charts represent the share of student population broken down by race/ethnicity. The bottom stacked bar charts represent the share of student voters broken down by race/ethnicity.
Vote Share - State System
Change in percentage points
11
24
7
7
51
2016
2020
Am. Indian
Asian
Black
Hispanic
NHPI
Two or More Races
White
Vote Share- All NSLVE
Change in percentage points
4
12
13
4
65
6
10
17
5
61
2016
2020
Am. Indian 0
Asian 2
Black -2
Hispanic 3
NHPI 0
Two or More Races 1
White -4



We have excluded unknown vote method from the national analysis, but we include them in the system specific analysis to indicate trends in vote method availability. Vote method information is not available for all states in NSLVE, and the data reflect voting method in states other than the campus state.

University System of Maryland

2021-12-22

University System of Maryland

(Student Level) (n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2016	48%	66%	59%	40%	54%	47%
2020	52%	74%	67%	43%	62%	55%

2016 Highest Voting Rates

Library Science	79% (242)
Public Administration	68% (4,271)
Legal Professions	66% (1,936)

2016 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	15% (7,024)
Computer & Information Sciences	43% (23,757)
Law Enforcement	45% (4,664)

2020 Highest Voting Rates

Library Science	86% (277)
Education	74% (7,028)
Public Administration	74% (3,937)

2020 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	18% (7,880)
Law Enforcement	46% (3,795)
Computer & Information Sciences	49% (26,940)

Largest Increases

Fitness Studies	+17 p.p.
Area, Ethnic, Gender Studies	+12 p.p.
Agriculture	+12 p.p.

Largest Decrease

All Institutions

(Student Level) (n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2016	46%	60%	52%	49%	52%	45%
2020	60%	71%	64%	62%	66%	59%

2016 Highest Voting Rates

Library Science	75% (14,274)
Theology & Religious Vocations	61% (10,378)
History	61% (82,563)

2016 Lowest Voting Rates

Basic Skills Education	18% (5,792)
Military Science & Leadership	26% (1,752)
Mechanic & Repair	37% (44,424)

2020 Highest Voting Rates

Library Science	83% (14,152)
History	73% (75,822)
Natural Resources	72% (81,507)

2020 Lowest Voting Rates

Basic Skills Education	23% (3,250)
Military Science & Leadership	46% (3,597)
Mechanic & Repair	49% (27,137)

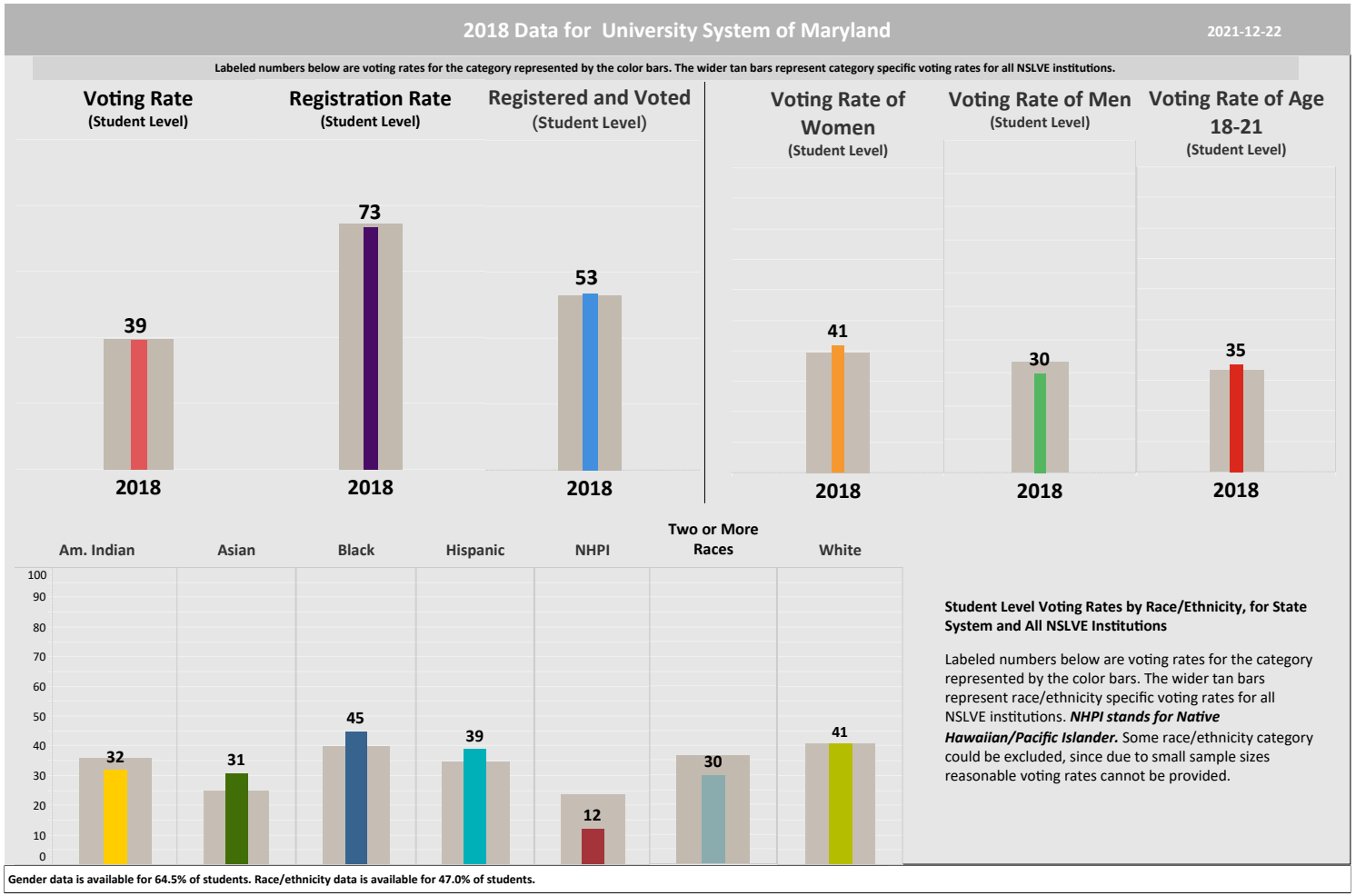
Largest Increases

Health-Related Knowledge & Skills	+22 p.p.
Military Science & Leadership	+20 p.p.
Fitness Studies	+20 p.p.

Largest Decreases

Fields of study data is available for 99.4 % students in 2016 and 99.6 % students in 2020 for the institutions included in this report page. *P.P. above stands for percentage points.*

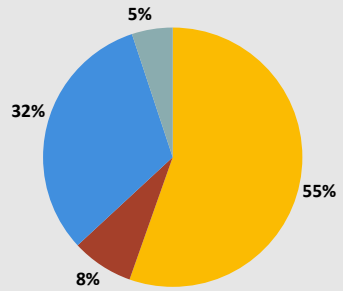
These listed fields of study categories are generated from National Center for Education Statistics (NCES). For a complete list of fields of study for which we provide NSLVE data, refer to the appendix page. For more information on NCES, visit website: https://nces.ed.gov


2018 Data for University System of Maryland
2021-12-22
Labeled numbers below are voting rates for the category represented by the color bars. The wider tan bars represent category specific voting rates for all NSLVE institutions.
Voting Rate (Student Level)
39
2018
Registration Rate (Student Level)
73
2018
Registered and Voted (Student Level)
53
2018
Voting Rate of Women (Student Level)
41
2018
Voting Rate of Men (Student Level)
30
2018
Voting Rate of Age 18-21 (Student Level)
35
2018
Am. Indian
Asian
Black
Hispanic
NHPI
Two or More Races
White
100
90
80
70
60
50
40
30
20
10
0
32
31
45
39
12
30
41
Student Level Voting Rates by Race/Ethnicity, for State System and All NSLVE Institutions
Labeled numbers below are voting rates for the category represented by the color bars. The wider tan bars represent race/ethnicity specific voting rates for all NSLVE institutions. NHPI stands for Native Hawaiian/Pacific Islander. Some race/ethnicity category could be excluded, since due to small sample sizes reasonable voting rates cannot be provided.
Gender data is available for 64.5% of students. Race/ethnicity data is available for 47.0% of students.

University System of Maryland 2021-12-22

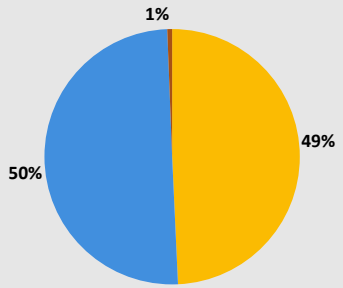
Vote Method Utilization- State System

2018



Vote Method Utilization- National

2018



In-Person on Election Day | Provisional | Not In-Person | Unknown

Change in Vote Method Utilization- State System

Change in Vote Method Utilization- National

We have excluded unknown vote method from the national analysis, but we include them in the system specific analysis to indicate trends in vote method availability. Vote method information is not available for all states in NSLVE, and the data reflect voting method in states other than the campus state.

Appendix- B

Complete List of Fields of Study in NSLVE	
Agriculture	Legal Professions
Architecture	Liberal Arts, Sciences, & Humanities
Area, Ethnic, Gender Studies	Library Science
Basic Skills Education	Mathematics & Statistics
Biological & Biomedical Sciences	Mechanic & Repair
Business, Management, & Marketing	Military Science & Leadership
Communication & Journalism	Multi/Interdisciplinary Studies
Communications Technologies	Natural Resources
Computer & Information Sciences	Parks and Recreational Activities
Construction Trades	Philosophy
Culinary Services	Physical Sciences
Education	Precision Production
Engineering	Psychology
English Language & Literature	Public Administration
Family and Consumer/Human Sciences	Science Technologies/Technicians
Fitness Studies	Social Sciences
Foreign Languages & Literatures	Theology & Religious Vocations
Health Profession	Transportation
Health-Related Knowledge & Skills	Visual & Performing Arts
History	
Law Enforcement	

These listed fields of study categories are from National Center for Education Statistics (NCES). Visit NCES website: https://nces.ed.gov for more information.

Part of Tufts University's Jonathan M. Tisch College of Civic Life, the Institute for Democracy & Higher Education (IDHE) is an applied research center focused on college and university student political learning and engagement in democracy. IDHE researchers study student voting, equity, campus conditions for political learning, discourse, participation, and agency for underrepresented and marginalized students. We accomplish our goals by conducting research, producing practical resources, supporting institutions and the higher education community, and advocacy.

IDHE's signature initiative, the National Study of Learning, Voting, and Engagement (NSLVE), is a service to colleges and universities that provides participating institutions with tailored reports of their students' voting rates. Launched in 2013 with 250 campuses, the study now serves nearly 1,200 institutions in all 50 states and the District of Columbia. In addition to NSLVE, IDHE's researches learning environments and practices of politically engaged campuses. From this line of study came Election Imperatives, a 2018 national report that offered practical recommendations for campus civic learning. IDHE is now higher education's leading source of data and support for college student political learning and participation.

Learn more about us and our work at https://idhe.tufts.edu.

About the Report
Reflecting the best available data for a specific set of institutions, this report provides estimated registration and voting rates based on students attending those institutions who were age-eligible to vote at the time of the election. These results are based on enrollment records institutions submitted to the National Student Clearinghouse (NSC) and publicly available voting files collected by L2 Political. Enrollment lists are adjusted by deducting students under age 18 (at the time of the election), people identified as non-degree seeking and those identified by campuses as "nonresident aliens" (NRAs) (the federal government's category for mostly international students). Unfortunately, not all campuses report NRAs to NSC. For those campuses, we use IPEDS to calculate the number of NRA students on each campus and adjust NSC enrollment numbers to estimate the number of students to remove. We also quality check NRA removals by verifying that there is little to no discrepancy between the number of international students reported by the campus to IPEDS and to NSC. We cannot adjust subgroup analyses absent identification of NRAs verified by the process above. We welcome closer partnerships with individual colleges and universities to provide more accurate rates.

For more information, visit our FAQ page: https://idhe.tufts.edu/nslve/nslve-faq

What to do next:
Use the data in this report to help leaders, faculty, and students at your colleges and universities to catalyze change by improving their climates for political learning and participation. Refer to both **"Election Imperatives: Ten Recommendations to Increase College Student Voting and Improve Political Learning and Engagement in Democracy"** and our most recent national report, **"Democracy Counts 2020: Record-Breaking Turnout and Student Resiliency"** for applied guidance and national context. Respective links are below:
https://idhe.tufts.edu/publications-and-resources/election-imperatives
https://idhe.tufts.edu/nslve/2020

You can also read Democracy Counts 2018, IDHE's national NSLVE report on the 2018 midterms on our site.

Partner with IDHE:
We are available to work with you to evaluate and improve student political learning, discourse, and participation. Contact us for in-person support, webinars, workshops and assessment at IDHE@tufts.edu.

Salisbury General Education Curriculum Model (approved May, 2021; anticipated implementation in Fall 2024)

SU THEMED COURSE REQUIREMENT: Themed Courses are Selected from the entire SU catalog*	
at least 1 course	**Civic and Community Engagement** *Civic and Community Engagement is integrated into themed courses*
at least 1 course	**Environmental Sustainability** *Environmental Sustainability is integrated into themed courses*
at least 1 course	**Inclusion and Diversity** *Inclusion and Diversity is integrated into themed courses*
SU REQUIREMENT **First Year Seminar** • *Taken in the first year*	**First Year Seminar:** Academic preparation, skills and expectations for educational and professional success through exploration of a topic or issue. 1 course, 4 credits **ECs:** *Critical Thinking and Reasoning, Effective Reading, Information Literacy, Oral Communication, Written Communication,* **PSCRs:** *Intellectual Curiosity*
COMAR **1 English composition course** • *Taken in the first year*	**Communicating through Writing:** Effective reading, writing, and information usage. 1 course, 3-4 credits **ECs:** *Effective Reading, Information Literacy, Written Communication*
COMAR **1 mathematics course**	**Quantitative Analysis:** Numerical, analytical, statistical, and problem-solving skills. 1 course, 3-4 credits **EC:** *Quantitative Reasoning*
COMAR **1 of 2 arts and humanities courses**	**Human Expression:** Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience. 1 course, 3-4 credits **FK:** *Knowledge of Human Experience,* **PSCRs:** *Intellectual Curiosity, Ethical Reasoning*
COMAR **2 of 2 arts and humanities courses** • *In different content area than 1 of 2*	**Humanity in Context:** Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues. 1 course, 3-4 credits **ECs:** *Critical Thinking and Reasoning, Understanding the Human World, Effective Reading,* **FK:** *Knowledge of Human Experience,* **PSCR:** *Intercultural Competence*
COMAR **1 of 2 social and behavioral sciences courses**	**Social Configurations:** Quantitative and/or qualitative analysis of human behavior and/or societies. 1 course, 3-4 credits **EC:** *Understanding the Human World,* **FK:** *Knowledge of Human Experience,* **PSCRs:** *Emerging and Enduring Global Issues, Intercultural Competence*
COMAR **2 of 2 social and behavioral sciences courses** • *In different content area than 1 of 2*	**Social Issues:** Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences. 1 course, 3-4 credits **ECs:** *Quantitative Reasoning,* **FK:** *Knowledge of Human Experience,* **PSCR:** *Emerging and Enduring Global Issues, Ethical Reasoning*
COMAR **1 of 1 physical and biological science courses (w/lab)**	**Hands-on Science:** Experiential laboratory-based science. 1 course, 4 credits **ECs:** *Quantitative Reasoning, Scientific Reasoning,* **FK:** *Knowledge of the Physical World*
COMAR **1 of 1 physical, biological, and technological science courses** • *In different content area than above*	**Solutions through Science:** Applied science, with an emphasis on understanding and solving problems in the natural, physical, and technological sciences (may or may not include a lab). 1 course, 3-4 credits **ECs:** *Critical Thinking & Reasoning, Quantitative Reasoning, Scientific Reasoning,*
SU REQUIREMENT **Personal Wellness**	**Personal Wellness:** Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life. 1 course, 4 credits **PSCR:** *Personal Health and Wellness*
SU REQUIREMENT **Experiential Learning** • *Requires completed FYS and recommended Junior status* • *Met by major or elective*	**Experiential Learning:** Apply knowledge and competencies from General Education through internship, study abroad/away, research, senior project, or other relevant experience. 1 course, minimum of 3 credits **ECs:** *Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication,* **PSCRs:** *Ethical Reasoning, Intellectual Curiosity*

LANGENBERG LEGACY GUIDELINES

DESCRIPTION

The **Langenberg Lecture and Award** was originally established through a solicitation for an endowed fund in honor of former USM Chancellor Donald N. Langenberg on the occasion of his retirement in 2002. The Lecture brought nationally recognized leaders to USM to speak on a broad range of issues within the field of education. The Award recognized a rising senior who showed promise and commitment to a career in education. These guidelines have been periodically reviewed over the past 20 years and the program has been modified to reflect the broad influence of the Langenberg legacy.

The USM will restructure the Langenberg Lecture and Award to a program that will have a broad impact on scholarship, faculty, and students across USM. Addressing a documented priority of the Board of Regents, the program, administered by USM's Office of Academic and Student Affairs, will have three components: 1) student engagement through internships and special projects, 2) faculty support for curriculum enrichment or research, and 3) recognition for student and faculty work. This new purpose will be called the Langenberg Legacy.

The Langenberg Legacy will address the theme of civic education and civic engagement beginning in FY22.

The University System of Maryland has long been a champion of civic education and civic engagement. In Fall 2017, the USM Board of Regents convened the Civic Learning and Democratic Engagement Workgroup to make recommendations on moving the civic education agenda forward.

The ***Langenberg Legacy*** reimagines the Langenberg Lecture within the context of USM's Civic Education and Civic Engagement priority. The Langenberg Legacy brings focus to that vision through the lens of civic responsibility, with strong student and faculty scholarship, engagement, service, and recognition components.
The core components of the *Langenberg Legacy* are:

- The Student Component that supports students to engage civic learning opportunities by providing financial support for internships and special projects.
- The Faculty Component that supports faculty development, strategies, and tools to integrate civic learning and democratic engagement into current courses and curricula
- The Recognition Component that celebrates the accomplishments of students and faculty in the civic learning and democratic engagement framework.

ADMINISTRATION

- The solicitation and management of funds for the support of the Langenberg Legacy will be handled by the University of Maryland Foundation, Inc.
- The Office of Vice Chancellor for Academic and Student Affairs will solicit and review applications for student and faculty participation in civic learning and democratic engagement opportunities. The Office of Academic and Student Affairs will manage this selection process.

- The USM Office of Advancement will collaborate with the VCASA on the development and execution of recognition and networking events.
- If at some point in time the theme of civic engagement and education is no longer a priority of the Regents, or a more compelling priority arises, the VCASA will work with the Regents to identify and implement a new theme, retaining the core components of the program.

TIMING

- The Langenberg Legacy will be a comprehensive program that is run during each academic year.

FUNDING

- Funding for the program would come from the existing *Langenberg Lecture* endowed fund, which will be renamed the *Langenberg Legacy*.
- The solicitation and management of funds for the support of the Langenberg Legacy will be handled by the University of Maryland Foundation, Inc.

Office of Academic and Student Affairs, May 2021

Accepted by the Office of the Chancellor

Jay A. Perman
Chancellor

Accepted by the Office of Academic Affairs

Joann Boughman
Senior Vice Chancellor for Academic and Student Affairs

Accepted by the Office of Advancement

Leonard R. Raley
Vice Chancellor for Advancement

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
February 3, 2022
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:32 a.m.

Regents participating in the session included: Mr. Attman, Ms. Fish, Ms. Gooden, Mr. Gill, Mr. Gonella, Mr. Peters, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Assistant Attorney General Bainbridge, Mr. McDonough, Ms. Amyot, Mr. Colella, Ms. Dettloff, Mr. Donoway, Mr. Lowenthal, Mr. Oler, Ms. Rehn, Dr. Rhodes, Mr. Savia, Mr. Sergi, Dr. Wormack, Mr. Kunz, Ms. Grio, Mr. Rose, Mr. Leone, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Ms. Norris, Mr. Page, Ms. West, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. Proposed Amendments to the Finance Committee Charge, Role, and Responsibilities and Article X. Section 5. of the Bylaws (action)

Regent Attman shared that the Board's Governance and Compensation Committee had asked that each Board committee review and update its charge as appropriate on an annual basis. He reminded everyone that at previous meetings, there had been discussion about the Finance Committee continuing to receive ICA-related financial data from the new Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. Regent Attman reviewed the highlighted and amended language in the material. Following a brief discussion regarding the scope of the reporting, members of the committee requested that "Division I" programs be replaced with "Athletic" programs to reflect the broader range of the new committee. Regent Attman explained that with the with the implementation of a new committee, the first year may be somewhat of a learning year, and similar to the Education Policy and Student Life Committee, the Finance Committee could assess after the first year to be sure that nothing had fallen through the cracks during the transition.

Furthermore, regarding the requirement that "there shall be at least one member with financial expertise and experience [appointed to the committee]," the members, through discussion, confirmed for the record that the requirement had been met.

The Finance Committee recommended that the Board of Regents approve the charge and amendments, with amended language as follows, to Article X. Section 5. of the bylaws for the Committee. REPLACE "DIVISION I PROGRAMS " WITH "ATHLETICS PROGRAMS" ON PAGE 2, SECTION M., AND PAGE 5 SECTION H., IN THE ATTACHMENT.

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

2. FY 2021 Audited Financial Statements and USM Financial Planning (information and presentation)

Regent Attman stated that this information item concerns the System's annual audit of its financial statements for the year that ended June 30, 2021. He explained that Ms. Denson would review the key takeaways from the audited financial statements, and Vice Chancellor Herbst together with Mr. Page would take the committee members through a discussion about financial planning in the System and the current state of the USM's financial strength.

Vice Chancellor Herbst reported that in advance of the bond sale, she, and the Chancellor together with members of the financial team met with the three major credit rating agencies in January. She informed the members of the committee that each of the rating agencies—Moody's, S&P, and Fitch—affirmed the USM's existing strong ratings with a "stable" outlook. Vice Chancellor Herbst also reported that in the following week the System would auction approximately $120 million of revenue bonds, including $97 million of new money bonds and the refinancing of more than $24 million of previously issued bonds.

Turning to the System's Audited Financial Statements, Vice Chancellor Herbst explained that the statements are important to investors and the financial community, potential partners, as well as the Board and USM leadership in assuring effective and responsible financial management. The System's financial statements are also included in the state's audited financial statements. Vice Chancellor Herbst explained that over the years the System had built up financial strength that gave it the ability to withstand and manage through the pandemic, without jeopardizing the institutions' ability to resume their operations in a regular capacity as they emerge out the other side.

She then turned to Ms. Denson, USM Comptroller, who reviewed key takeaways from the audited financial statements. Ms. Denson conveyed that the USM received a clean/unqualified opinion once again, from the System's auditors, CLA. She walked the group through the financial charts provided with the meeting materials. While the USM reported a decline in unrestricted fund balances of $26 million, this was considered a positive outcome largely due to the great financial leadership throughout the System and the receipt of Federal CARES Acting funding.

Mr. Page presented a series of slides on the USM's financial planning and its relationship to the financial statements—showing how the statements are used to guide the financial management and planning for the System, thereby ensuring that certain actions or decisions do not unintentionally diminish the System's financial strength. Mr. Page shared that while a number of complex decisions are made throughout the year, the USM's approach to the financial planning is designed around three key decision points: fund balance goals for each institution, annual cycle for input into financial management (e.g., enrollment projections, capital improvement plan), and the systemwide financial planning metric.

Mr. Page's presentation is available online at https://www.usmd.edu/regents/agendas/20220203-FC-PRESENTATION.pdf

The Finance Committee received the item for information purposes.

3. University System of Maryland: FY 2022 & FY 2023 Operating Budget Update (information)

Regent Attman introduced the informational update on the FY 2023 operating budget, offering his appreciation of the Governor and elected officials for their continuing and incredible support of the USM. He then turned to Vice Chancellor Herbst, who reviewed the FY 2022 deficiency funding included in the Governor's Budget Bill for salary increases effective 2022, including the funding of a one-time bonus. Vice Chancellor Herbst examined the FY 2023 Governor's Allowance, which includes revenue from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues for a total budget of $6.2 billion. She explained that there is a separate item where the Governor is recommending an additional $198 million in support of COLA and merit, included in the DBM Personnel Budget. Vice Chancellor Herbst pointed out that the Governor's Allowance includes a reinstatement of full funding from the Board of Public Works base budget cut in FY 2021. For the Governor's budget, tuition increases are assumed at 2% for resident undergraduate students and 5% for nonresident undergraduate students. She noted that the universities will submit, and the Board will vote on proposed tuition rates in the spring. The tuition rates are subject to Board review and approval. Vice Chancellor Herbst reminded everyone that the funding proposed for the USM is still under consideration by the Maryland Legislature; the USM community will be working with the elected officials to minimize any recommended reductions or reallocations of the proposed USM budget in the Governor's Allowance.

The Finance Committee received the item for information purposes.

4. University System of Maryland: FY 2023 Capital Budget Update (information)

Regent Attman introduced the informational update on the FY 2023 capital budget, again acknowledging the elected officials' support, offering that together with the operating budget, the capital plan would advance the mutual priorities of education, innovation, workforce development, and economic growth. Vice Chancellor Herbst indicated that the Governor's FY 2023-27 Capital Improvement Program includes a number of added project funds with no reductions or deferrals, which is quite favorable for the System and will help address a substantial number of critical needs. As noted in the item, the five-year total is $1.24 billion. Projects advanced by the Governor include the UMCP Interdisciplinary Engineering Building and UMBC's Sherman Hall Renovation. Projects added by the Governor include UMB Social Work Replacement Building, Coppin's Residence Hall, Frostburg's facilities renewal, and $65M in PAYGO cash funding for the USM Capital Facilities Renewal Program. Lastly, a number of construction cost adjustments on several projects, based on market impacts and projected cash flows, were also included in the CIP.

The Finance Committee received the item for information purposes.

5. University System of Maryland: Review of Capital Improvement Projects and Brief Update on the Construction Cost Management Task Force (information)

Regent Attman reviewed the status report, as prepared by the Capital Planning Office, on the major projects underway System-wide. Included are contract awards, completions, and detailed project schedules. The report reflects activity for the twelve-month period starting December 1, 2020 and ending November 30, 2021. As of November 30, 2021, there are a total of seventy-four major projects System-wide either pending design, or in design or construction, that are managed by the service centers or delegated to the institutions. The information attached to the item includes schedules and project data for ongoing activities, including a list of new projects and a list of completed or cancelled projects. A summary page highlights a number of important facilities' metrics for the System last year.

During 2021, there were several facilities milestones, notably Towson University opened its largest academic building, the new $202M Science Building, in early 2021. Towson also broke ground on its new College of Health Professions in October. Mr. Beck pointed out that UMBC opened its Center for Well-Being—a fully modular building constructed offsite and delivered to, and reassembled on, campus. That project is a "first" of its kind for the System. Regent Attman encouraged everyone to watch the 2-minute video clip that is linked in the item. Regent Attman also noted that at any given time, there are as many as $2-2.5 billion worth of projects in design or construction System-wide. The State estimates that workload represents nearly 4,500 full-time positions supported in the Maryland economy.

Turning to the second part of the item, Regent Attman reminded everyone that in an effort to help the System and the State get the most out of every construction dollar spent, members of the Committee on Finance and Board convened a Construction Cost Management Task Force. The group has met twice, in late June and again in November. He then asked Regent Rauch, who is leading the effort, to update the Committee on the progress of the Task Force's work. Regent Rauch provided a brief update. He expressed his enthusiasm to be part of the effort—noting that he had been impressed with the Service Center discussions to date, with areas being reviewed in an effort to help improve what is already an effective and efficient function supporting the USM institutions. Regent Attman thanked Regent Rauch for his leadership in this initiative and added that he looked forward to the next session of the group.

The Finance Committee received the item for information purposes.

6. Policing Collaboration between the University of Maryland, Baltimore and the University of Baltimore (information)

Regent Attman welcomed and recognized several members of the leadership teams at each institution, including Ms. Amyot, vice president, and Acting Captain Kunz of the University of Baltimore; Dr. Rhodes, senior vice president, Chief Leone, and Mr. Rose, university counsel of the University of Maryland, Baltimore; and Ms. Grio of the Office of the Attorney General. Regent Attman provided an overview of the item. The two universities are planning to execute a Memorandum of Understanding that will set forth a collaborative arrangement between them for policing services. Regent Attman pointed out that the initiative is aligned with the Board's interest in effectiveness and efficiency. Chief Leone stated that the two parties had been working hand in glove and that this collaboration makes sense particularly given the proximity of the two campuses. Acting Captain Kunz echoed Chief Leone's comments and added that he was looking forward to the venture.

The Finance Committee received the item for information purposes.

Regent Attman thanked everyone for joining. The public meeting was adjourned at 12:11 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposed Amendment to USM VII-7.30—Policy on Holiday Leave for Regular Nonexempt and Exempt Staff

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: Several technical amendments are proposed to the existing policy as noted by the redline in the attachment. A primary update to the policy reflects the addition of Juneteenth as a holiday that regular status full-time staff earn and observe on June 19th each year. The addition of Juneteenth increases the total number of holidays earned by a full-time regular staff member to 15 days per calendar year, or 16 days in years of a general or congressional election (every other year).

Second, there are a few technical corrections to this policy to clarify the existing language. Of note, a sentence was added in the first paragraph to clarify that a holiday is earned in an increment of one day, defined as eight hours. Historically, this has been the USM's policy, but it has become less obvious as more people perform alternate work schedules. The value of the USM's holiday leave benefit is intended to be the same for all eligible employees; the added language clarifies that.

And lastly, two other changes provide corrections to the language associated with observance days for Election Day and the day after Thanksgiving.

ALTERNATIVE(S): There are no alternatives suggested as Juneteenth has been declared both a federal and State holiday.

FISCAL IMPACT: The impact is anticipated to be minimal. If an employee cannot observe a holiday on the date established by the policy and the institution's schedule, or on another date agreed to by the employee and their supervisor, the institution must pay out the employee's unused Holiday Leave balance if the employee separates their employment.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to USM VII-7.30—Policy on Holiday Leave for Regular Nonexempt and Exempt Staff, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

VII-7.30 - POLICY ON HOLIDAY LEAVE FOR REGULAR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents on December 3, 1999, EFFECTIVE January 2 and January 12, 2000; Amended October 9, 2015; Amended _____, 2022)

I. PURPOSE AND APPLICABILITY

This policy establishes the amount of holiday leave earned by regular status employees in Nonexempt and Exempt Staff positions.

II. AMOUNT OF HOLIDAY LEAVE

Employees are eligible to earn 12 holidays per year, or 13 holidays during a year of general or congressional elections, and any other special observance as required by the legislature and Governor, or otherwise provided by the Chancellor or President. Full-time employees shall earn 8 hours of leave for each holiday earned, regardless of the employee's workweek schedule. Part-time employees who are employed on at least a 50% full-time basis shall earn holiday leave on a pro-rated basis. All employees must be in a paid employment status on the calendar date that the holiday is earned, in order to be eligible for holiday pay when the holiday is observed.

III. OBSERVANCE OF HOLIDAYS

A. Institutions may at times be served most effectively by the observance of a holiday on other than the calendar date designated by the legislature and Governor. In those instances, the institution's President or designee may schedule the observance of selected holidays on days other than the dates designated by the State. An employee may be required to perform duties on a holiday to meet operational needs.

B. Holidays will be earned according to the following schedule and shall be taken according to institutional procedures:

Holiday	Calendar Date Holiday is Earned
New Years Day	January 1
Dr. Martin Luther King's Birthday	Third Monday in January
President's Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19
Independence Day	July 4
Labor Day	First Monday in September
Columbus Day	Second Monday in October

Election Day	The ~~First~~ Tuesday following the *(even numbered years only)* first Monday in November ~~in Nov. (even numbered years only)~~
Veteran's Day	November 11
Thanksgiving Day	Fourth Thursday in November~~.~~
Friday after Thanksgiving Day	~~Fourth Friday in Nov.~~The day after Thanksgiving
Christmas Day	December 25

C. Three additional University Holiday Leave days are to be earned each calendar year and observed at the discretion of the Institution's ~~-~~President or designee.

D. When a holiday falls on a Saturday, it is earned the Friday before, and when a holiday falls on Sunday, it is earned on the following Monday.

IV. SCHEDULING OF HOLIDAYS FOR CONTINUOUS OPERATIONS

Institutions which have departments that must provide service on a continuous seven day-a-week basis may schedule an employee's holidays. Affected departments may schedule a specific day or days each month as a day off, and these days shall be treated in the same manner as regular holidays are treated for other employees. For employees in this category, one day of holiday leave shall be granted for each month, except that for the months of January, July, and a third month at the department's discretion, ~~and July~~ when two days of holiday leave shall be granted. During a year of general or congressional elections, an additional day shall be granted for the month of November. Institutions have the sole discretion to determine which individual employees in a department will be placed in this category.

V. CARRY-OVER AND PAYMENT PRIOR TO SEPARATION

Each institution President or designee may develop procedures as necessary for the carry-over into the next calendar year and payment of holidays prior to an employee's separation.

VI. SEPARATION PAYMENT

Unless employees transfer to another State agency, employees who leave the USM are entitled to be paid for any unused holiday leave that has been earned as of the date of separation.

VII. TRANSFER OF HOLIDAYS

A. Upon employee transfer to another USM institution or State agency, unused Holiday hours shall be transferred after review and alignment of the holiday schedule at the other USM Institution or the State Agency.

B. Upon transfer to another USM institution or State agency, the employee shall not be granted additional Holiday Leave if the holiday has already been observed at or paid by the previous USM institution or State agency.

C. An employee should not have more than 15~~4~~ holidays in a calendar year (16~~5~~ holidays during a year of general or congressional elections), unless otherwise provided by the President, Chancellor or Governor.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

CLEAN COPY

USM Bylaws, Policies and Procedures of the Board of Regents

VII-7.30 - POLICY ON HOLIDAY LEAVE FOR REGULAR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents on December 3, 1999, EFFECTIVE January 2 and January 12, 2000; Amended October 9**,** 2015; Amended _____, 2022)

I. PURPOSE AND APPLICABILITY

This policy establishes the amount of holiday leave earned by regular status employees in Nonexempt and Exempt Staff positions.

II. AMOUNT OF HOLIDAY LEAVE

Employees are eligible to earn 12 holidays per year, or 13 holidays during a year of general or congressional elections, and any other special observance as required by the legislature and Governor, or otherwise provided by the Chancellor or President. Full-time employees shall earn 8 hours of leave for each holiday earned, regardless of the employee's workweek schedule. Part-time employees who are employed on at least a 50% full-time basis shall earn holiday leave on a pro-rated basis. All employees must be in a paid employment status on the calendar date that the holiday is earned, in order to be eligible for holiday pay when the holiday is observed.

III. OBSERVANCE OF HOLIDAYS

A. Institutions may at times be served most effectively by the observance of a holiday on other than the calendar date designated by the legislature and Governor. In those instances, the institution's President or designee may schedule the observance of selected holidays on days other than the dates designated by the State. An employee may be required to perform duties on a holiday to meet operational needs.

B. Holidays will be earned according to the following schedule and shall be taken according to institutional procedures:

Holiday	Calendar Date Holiday is Earned
New Years Day	January 1
Dr. Martin Luther King's Birthday	Third Monday in January
President's Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19
Independence Day	July 4
Labor Day	First Monday in September
Columbus Day	Second Monday in October

Election Day (*even numbered years only*)	The Tuesday following the first Monday in November
Veteran's Day	November 11
Thanksgiving Day	Fourth Thursday in November
Friday after Thanksgiving Day	The day after Thanksgiving
Christmas Day	December 25

C. Three additional University Holiday Leave days are to be earned each calendar year and observed at the discretion of the Institution's President or designee.

D. When a holiday falls on a Saturday, it is earned the Friday before, and when a holiday falls on Sunday, it is earned on the following Monday.

IV. SCHEDULING OF HOLIDAYS FOR CONTINUOUS OPERATIONS

Institutions which have departments that must provide service on a continuous seven day-a-week basis may schedule an employee's holidays. Affected departments may schedule a specific day or days each month as a day off, and these days shall be treated in the same manner as regular holidays are treated for other employees. For employees in this category, one day of holiday leave shall be granted for each month, except that for the months of January, July, and a third month at the department's discretion, when two days of holiday leave shall be granted. During a year of general or congressional elections, an additional day shall be granted for the month of November. Institutions have the sole discretion to determine which individual employees in a department will be placed in this category.

V. CARRY-OVER AND PAYMENT PRIOR TO SEPARATION

Each institution President or designee may develop procedures as necessary for the carry-over into the next calendar year and payment of holidays prior to an employee's separation.

VI. SEPARATION PAYMENT

Unless employees transfer to another State agency, employees who leave the USM are entitled to be paid for any unused holiday leave that has been earned as of the date of separation.

VII. TRANSFER OF HOLIDAYS

A. Upon employee transfer to another USM institution or State agency, unused Holiday hours shall be transferred after review and alignment of the holiday schedule at the other USM Institution or the State Agency.

B. Upon transfer to another USM institution or State agency, the employee shall not be granted additional Holiday Leave if the holiday has already been observed at or paid by the previous USM institution or State agency.

C. An employee should not have more than 15 holidays in a calendar year (16 holidays during a year of general or congressional elections), unless otherwise provided by the President, Chancellor or Governor.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposed USM Policy VI-X.xx—Policy on Out-of-State Work for Employees

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: This new policy requires each USM institution to develop a policy on Out-of-State Work, applicable to all staff and faculty, to define the terms and conditions under which an employee may be permitted to perform work duties from a location outside the State of Maryland, including from a location outside the country, when it is determined to be in the best interests of the institution. This includes situations where an employee is physically performing duties outside the state or country or is teleworking from their residence or other location outside the state or country under an approved telework agreement. The policy vests in the institution the discretion to determine whether to permit employees to work out of the state or country.

This proposed policy has been reviewed by the presidents, and many leadership teams including the vice presidents for academic affairs, student affairs, and administration and finance; and the Systemwide Human Resources Committee. The Office of the Attorney General has conducted a review for form and legal sufficiency.

ALTERNATIVE(S): The USM could elect not to implement a new Policy on Out-of-State Work for Employees. The USM has functioned since its inception using sound business practices, and it will continue to do so. However, since the pandemic compelled the widespread adoption of telework practices, it is widely accepted that employers will see increased compliance enforcement efforts by regulatory agencies in states where employees regularly perform work. By implementing a USM Policy on Out-of-State Work, the USM clearly articulates each institution's responsibilities to manage employees who perform work outside the State of Maryland using institution policies tailored toward their employees.

FISCAL IMPACT: Institutions may incur costs triggered by compliance obligations in jurisdictions outside Maryland, for example, additional taxes, registration fees, workers compensation insurance, required reimbursements, etc. Failure to comply could result in costs to defend and settle any claims. Institutions may need to retain outside experts to assist with compliance and oversight.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed policy on Out-of-State Work for Employees, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

VI-X.xx USM Policy on Out-of-State Work for Employees

Approved by_____, _____ __, 2022

I. APPLICABILITY

This policy applies to all employees of the University System of Maryland, across all regular and non-regular categories of faculty, staff, and student employment.

II. PURPOSE

This policy requires each USM institution to develop a policy on Out-of-State Work under the authority of its president, to define the terms and conditions under which an employee may perform work duties from a location outside the state of Maryland, including from outside the country, when it is determined to be in the best interests of the institution. This includes circumstances when an institution authorizes an employee who lives outside the state or country to telework from that location, pursuant to the institution's telework policy, procedures, and agreement; when an institution's employee resides within the state of Maryland but performs work duties from a location outside the state or country; and when an institution's employee resides outside the state or country and also works (not teleworks) in that jurisdiction.

III. DEFINITIONS

Out-of-State Work Agreement — a written agreement signed by an institution's official and the employee, which establishes the agreement's term or duration, location where the work will be performed outside the state or country, the work duties or assignments, schedule, and the responsibilities and obligations of the institution and the employee.

Out-of-State Worker — any USM employee who regularly performs work duties outside the state of Maryland, including but not limited to when an employee is authorized to telework from their home located outside the state of Maryland.

IV. POLICY

A. The USM serves a public interest as the system of higher education in Maryland and is committed to fully serving its students and other key stakeholders, including its employees.

B. An employee who regularly performs work from a location outside the state or country shall do so in accordance with this policy and their institution's policy, procedure, and agreement on Out-of-State Work.

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C. A USM institution has the authority to:

1. at its sole discretion, require an employee to perform all or some of their job duties at the institution's premises or facilities under their control, away from the institution's premises, or in any combination of the two;

2. terminate or modify an Out-of-State Work Agreement at any time, for any reason, with advance written notice to the employee;

3. deny an employee's request to work from a location outside the state of Maryland;

4. require employees to notify their institution's Human Resources Office when the employee regularly performs work duties outside the state of Maryland or when their home address changes.

D. Each USM institution is responsible for complying with all applicable laws, regulations, and legal requirements for its employees who regularly perform work duties outside the state of Maryland or country.

E. Each USM institution shall implement appropriate policies and procedures addressing Out-of-State Work to ensure compliance with all applicable laws and requirements, some of which are unique to the jurisdiction from where the USM employee regularly performs work duties outside the state of Maryland or country.

F. Each USM Institution should execute a written Out-of-State Work Agreement with each Out-of-State worker.

IMPLEMENTATION PROCEDURES

Each institution shall establish a policy on Out-of-State Work. Each President shall identify their designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to their institutional community, and post it on its institutional website with other human resource, faculty, and student employment policies.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore (UMB): Modification to Lease between UMB and BioPark Fremont LLC for space in a new building to be constructed at 4 Martin Luther King Jr. Boulevard

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: The University is seeking approval to modify its lease in a new facility in the BioPark in order to create much needed laboratory space for UMB's start-up companies. This type of laboratory space is not otherwise being developed in Greater Baltimore.

I. Prior Approval; Reason for Modification: At its February 21, 2020 meeting, the Board of Regents approved UMB leasing approximately 34,500 square feet in a new building to be constructed in the University of Maryland BioPark at 4 Martin Luther King Jr. Boulevard, Baltimore, Maryland (4 MLK). Due to the COVID-19 Pandemic, the development of the building was put on hold, and the lease was never signed.

UMB seeks approval to modify the lease to increase the square footage by 25,500 square feet. To pay for the higher cost of building lab space, the modified lease increases the per square foot tenant improvement allowance provided by the Developer to UMB by 50%.

II. Requested Modification: UMB now proposes to lease from the Developer approximately 60,000 rentable square feet of space. 4 MLK will have eight floors and will contain approximately 254,000 square feet. The facility is not a UMB capital project. Developer will deliver lab and office space designed and constructed to UMB's specifications. Construction is projected to be completed in the 3rd quarter of 2024.

The leased space will be used by early-stage companies started by or collaborating with UMB faculty. UMB faculty members are creating 8 to 10 companies per year, and are currently collaborating with about 200 companies. Greater Baltimore has a severe shortage of commercial lab space, forcing too many of these companies to locate and/or expand out-of-state.

The University will be locating its entrepreneurial activities in the space, including UM Ventures. The space will also house translational research initiatives such as the Fischell Institute for Biomedical Devices, which is headquartered at the University of Maryland College Park. These activities are highly synergistic and will greatly benefit from and accelerate the growth of the numerous technology companies that will be located elsewhere in 4 MLK and the BioPark.

The initial term of the lease will be ten years, with UMB having the option for three additional periods of five years each (for a maximum of twenty-five years). The base rent will be $27.40 per RSF, triple net. In addition, UMB will pay $9.60 per RSF as repayment of the Developer's tenant improvement allowance of $7,200,000. There will be a 2% per year increase in each year of the term. The base rent plus the repayment of the tenant improvement allowance in the first year will be approximately $2,220,000.

UMB will also be providing annual support towards District Hall, which is a 10,000 RSF conference and event facility that will be located in the building. Over 200 seminars, training programs, and networking events for Maryland entrepreneurs and community residents will be held in District Hall each year. USM will be highlighted in the programs and UMB and USM will develop programs for USM faculty, staff, students, and

start-ups. UMB's support of District Hall in the first year of the lease will be approximately $360,000, increased by 2% per year in each year of the term.

It is estimated that UMB's *pro rata* share of common area maintenance charges, operating expenses, and taxes in the first year will be approximately $1,002,000. Please see **Attachment A** for a summary chart explaining the differences between the originally proposed lease and this modified lease.

DEVELOPER(S):	Wexford Science & Technology, LLC	Ventas, Inc.
	James Berens, President	Debra Cafaro, CEO
	Baltimore, MD	Chicago, IL

This transaction will not require the approval of the Maryland Board of Public Works.

ALTERNATIVE(S): The alternative is to not enter into the lease. If the lease is not approved, UMB would not realize the benefits associated with having the space in a gateway building for the University of Maryland BioPark. There would be no relief from the severe shortage of commercial lab space, and UMB would not be able to accommodate early-stage companies who need space. In addition, the developer would not create 160,000 square feet of speculative lab and office space that is planned for 4 MLK. As a result, multiple larger life science companies would not locate in West Baltimore, collaborate with UMB, or hire USM graduates. The developer would probably not be able to secure financing and the building would probably not be built.

FISCAL IMPACT: It is estimated that in the first year of the lease the cost of occupancy would be approximately $3,582,000, including base rent, repayment of the tenant improvement allowance, support for District Hall and a *pro rata* share of common area maintenance charges, operating expenses, and taxes. Assuming that operating expenses increase at a 2% annual rate, the estimated cost of occupancy for the base 10-year term will be approximately $39,222,000.

If the escalated rent at the end of the initial term is higher than market rent for comparable space at that time, UMB may elect to either not renew the lease, or to re-negotiate a lower rent. If the lease is renewed on its terms, the total estimated occupancy costs would be approximately $61,945,000 for the base term plus one 5-year renewal term (15 years); $87,033,000 for the base term plus two 5-year renewal terms (20 years); and $114,733,000 for the base term plus 3 5-year renewal terms (25 years). The rent and other expenses will be paid by companies subleasing space, UMB research conducted in the space, and from the UM Ventures budget.

The building is projected to have a considerable economic impact on the State of Maryland and the City of Baltimore. Approximately 1,000 construction jobs will be created to build the building, and 1,000 on-going jobs are projected to be created by the building's tenants. The total economic impact of the construction is projected to be approximately $185 million, and on-going annual economic impact of the building is projected to be nearly $400 million. The building will double employment in the BioPark, and will help to launch numerous university-affiliated start-ups, attract leading technology companies from around the world to Baltimore, and expand academic/industry collaborations.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for UMB the modification to the lease as described above, consistent with the University System of Maryland Policy on Acquisition, Disposition, and Leasing of Real Property.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UMB BIOPARK LEASE MOD

Attachment A

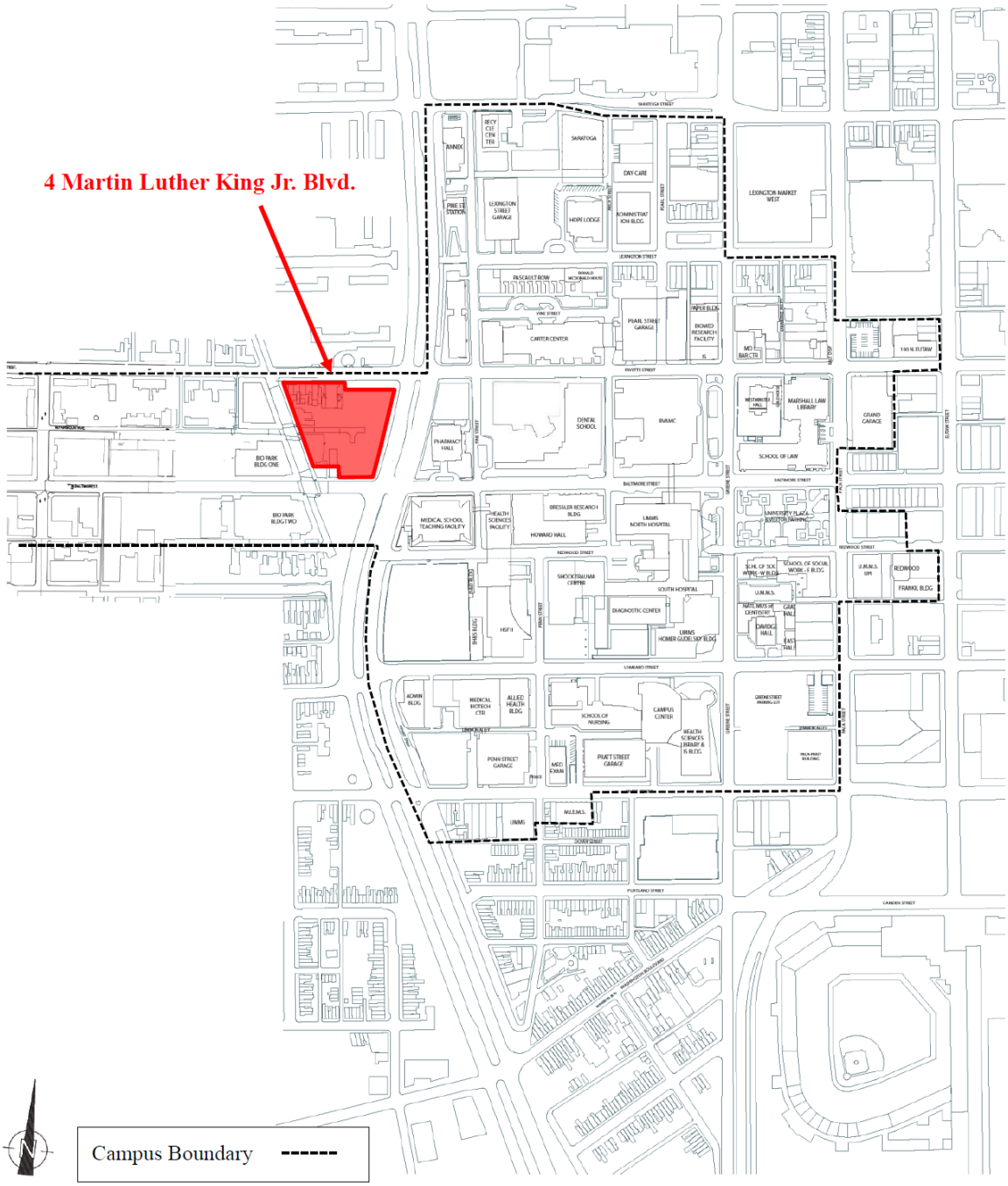
	2020 Proposed Lease	**Revised Proposed Lease**
Leased Space	Approximately 34,500 RSF	Approximately 60,000 RSF
Building Size	10 Floor Building 330,000 RSF	8 Floor Building 254,000 RSF
Tenant Improvement Allowance	$80.00 per RSF (Total $2,760,000)	$120.00 per RSF (Total $7,200,000)
Completion Date	1st Quarter 2022	3rd Quarter 2024
Annual Rent	$28.10 per RSF 2% annual escalation	$27.40 per RSF 2% annual escalation
Repayment of Tenant Improvement Allowance	$6.40 per RSF 2% annual escalation	$9.60 per RSF 2% annual escalation
Support of District Hall	$6.00 per RSF 2% annual escalation	$6.00 per RSF 2% annual escalation
Operating Expenses	$15.44 per RSF	$16.70 per RSF
Total Cost per RSF [1]	$55.94 per RSF	$59.70 per RSF

Fiscal Impact: [1]	**2020 Proposed Lease**	**Revised Proposed Lease**
1st Year	$1,930,000	$3,582,000
10-year base term	$21,132,000	$39,222,000
15-year term [2]	$31,355,000	$61,945,000
20-year term [2]	$42,642,000	$87,033,000
25-year term [2]	$53,045,000	$114,733,000

[1] Annual Rent + repayment of tenant improvement allowance + support of District Hall + pro-rata share of operating expenses.
(Assumes 2% annual increases in operating expenses.)

[2] Each option term is subject to re-negotiation or non-renewal.

University of Maryland, Baltimore



UMB BIOPARK LEASE MOD

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Frostburg State University: Real Property Acquisition by Gift

COMMITTEE: Finance

DATE OF MEETING: April 13, 2022

SUMMARY: Frostburg State University requests approval to acquire by gift a fee simple interest in one parcel of commercial property located in Frostburg, Allegany County, Maryland (the "Property"), being gifted to the University by The City of Frostburg. There are no conditions that must occur prior to the gift and conveyance of the Property to the University. The plan for the Property is to create a Regional Science Center that will include the Challenger Learning Center.

The Property, shown on the attached site map as Parcel 0435E, is located at 59 E. Main Street in Frostburg, approximately one mile from the campus. The Property is improved by an historic building that previously served as Frostburg's City Hall.

The acquisition of the Property will allow the University to transform the space into the Frostburg State University Regional Science Center which will include a Challenger Learning Center. Continuing the educational mission of the Challenger Space Shuttle Mission STS-51-L in 1986, Challenger Learning Centers bring math and science to life through authentic simulated missions to space. The Challenger Learning Center will be the cornerstone of the Frostburg State University Regional Science Center. The chosen location aligns the goals of the University's Strategic Plan by expanding regional outreach and engagement and by supporting economic development in Western Maryland through targeted initiatives. This science center has the potential to become a STEM hub for Frostburg, Allegany County, and the surrounding tri-state area. The center will serve as a gateway, introducing future potential students to Frostburg State University.

The preliminary estimated cost of construction for the FSU Regional Science Center is approximately $6 million. This includes payment of $2.37 million to the national Challenger Center organization. In return for this fee, the Challenger Center will provide everything to take the simulator spaces within the center from painted walls to running missions. This includes most fixtures, lighting effects, technology, and training of staff. Gutting and renovation of the building are expected to cost approximately $3 million, though this number is very preliminary and may change dependent upon design and material costs.

The FY 2022 State Capital Budget contains $3 million for this project. The balance of the $3 million is for first-year operating cost and start-up cost of the other spaces within the science center. To date, approximately $1 million has been raised through private gifts and the current FSU fundraising campaign. Additional funds are being sought through a mixture of grants, corporate donations, and private gifts.

DONOR: The City of Frostburg
Mayor and City Council
PO Box 440
Frostburg, MD 21532

APPRAISALS: $450,000 Carter & Roque Real Estate (11/4/21)
$235,000 Smith Appraisals (9/7/21)

FSU CITY HALL

This real property acquisition will not require the approval of the Board of Public works because acquisitions by gift do not require such approval consistent with the USM Procedures for the Acquisition and Disposition of Real Property, VIII-4.01, II D.

ALTERNATIVES: FSU could choose to not pursue the project. This choice would result in another vacant building on Main Street, a lack of investment in the community, and would be an impediment to STEM outreach to local schools. Other options were considered including the construction of a new facility on existing campus property; however, it was determined that this option would come at a considerable cost and would not positively impact downtown Frostburg.

FISCAL IMPACT: There is no cost for the acquisition of this property as it is being gifted to the University by the City of Frostburg.

As indicated above, the renovation costs are estimated to be approximately $6 million. Revenue for the center is budgeted at $256,000 while expenses are also budgeted at $256,000 annually.

Of the $6 million estimated to complete renovations to the building, $3 million has been appropriated in the FY 2022 State Capital Budget and approximately $1 million has been raised privately. The remainder of the estimated amount or the total cost of construction will be raised privately by FSU.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Frostburg State University acquiring the property located at 59 E. Main Street as described above consistent with the University System of Maryland Policy on Acquisition and Disposition of Real Property.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

FSU CITY HALL

59 East Main Street, Frostburg, Maryland

Google Maps

Image capture: Sep 2019 © 2022 Google

mits Dashboard 2.0

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: USM Momentum Fund: Additional Fund Balance Allocation

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: In June of 2016, the Board of Regents voted to create what is now called the USM Momentum Fund and provide funding of $10 million over 4 years. The Fund invests in early-stage USM-affiliated companies, such as companies based on USM-owned intellectual property, companies founded by USM faculty, students or recent graduates, and companies located in USM research parks, incubators, or RISE Zones. We are seeking to provide an additional allocation, up to $2 million per year, over a 3-year period.

As of February 22, 2022, the Momentum Fund has invested $6.4 million in 26 companies. An initial goal was to raise $15 million external capital; to date MMF has raised an estimated $65 million in external co-investment and $2.4 million in co-investment from USM institutions. Any returns from investing cycle back to the fund to be used again for investment. The portfolio is strong, but still young. Benchmarking studies and portfolio tracking indicate that it may be several years until we have a large return.

There is $3.6 million remaining of the initial allocation, and adjusting for commitments, only $2.7 million remains uncommitted. Of the $2.7 million, $1.5 million is intended for follow-on investing, and about $1.1 million is intended for new companies. Given the strength of the portfolio so far, internal and external confidence in the process, and the other types of returns due to the development of the investment ecosystem and USM's role in it, an additional allocation of up to $2 million per year over a 3-year period is recommended. In addition, other sources of funding should be sought if there is intention to continue to grow the impact of the Fund.

This item was presented to the Economic Development and Technology Commercialization Committee for its consideration on February 22, 2022. The Committee unanimously supported the recommendation.

ALTERNATIVE(S): The Committee could elect to not recommend an additional allocation or to request a smaller allocation. However, that would: 1) limit the ability of the Fund to make follow-on investments, which enhances return possibilities to USM and in some cases may be critical for the companies already supported; 2) send a signal that USM does not believe in the Fund, which limits the ability to raise outside capital for the Fund; 3) erode the structures such as the Advisory Board that have been developed and provide additional positive benefits to USM institutions and affiliated companies.

FISCAL IMPACT: The USM would invest up to an additional $6 million over 3 years in the USM Momentum Fund. The fund source is USM Office unrestricted fund balances.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommend that the Board of Regents approve this proposal to allocate up to an additional $6 million over 3 years in the USM Momentum Fund.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

MOMENTUM FUND INC ALLOCATION

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Financial Condition and Financial Results of Intercollegiate Athletic Programs

COMMITTEE: Committee on Finance

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: Board of Regents Policy V-2.10—Policy on Intercollegiate Athletics details the values and expectations of the Board of Regents of institutions that operate intercollegiate athletics programs. One of the basic principles or values articulated is:

> *Intercollegiate athletics programs are to be managed on a self-supporting basis, meaning that all spending and expenses are to be paid for by revenues and resources generated by the intercollegiate athletic program within the institution.*

Information on the financial condition and results of operations of the intercollegiate athletics programs is collected annually to assist the leadership team in assessing the financial condition as well as the results of operations, to ensure that athletics is managed on a self-support basis. Institutions with athletic programs competing in Division I of the NCAA are expected to provide a robust range of information and details on matters that address the degree of borrowing, capital plans, and potential contingent liabilities. Institutions operating athletic programs competing in Division II or III are required to submit a fairly streamlined set of financial information.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: REPORT ACCEPTED FOR INFORMATION DATE: 4/13/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

ICA REPORTING

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2021

Institution	Fund balance / (Accumulated Deficit) - June 30, 2020	FY 2021 Net change in fund balances	Fund balance / (Accumulated Deficit) - June 30, 2021	Direct institution funding of athletics - COVID (other than student athletics fee) FY 2021*
Division I:				
UMCP	(52,180,156)	(20,930,483)	(73,110,639)	-
TU	(4,006,626)	3,342,114	(664,512)	-
UMES	(4,199,736)	-	(4,199,736)	2,378,130
CSU	(14,115,656)	400,758	(13,714,898)	-
UMBC	(1,955,426)	(4,922,763)	(6,878,189)	2,629,813
Division II:				
FSU	-	-	-	994,809
BSU	(2,084,237)	62,730	(2,021,507)	-
Division III:				
SU	11,069,203	616,813	11,686,016	-

*On September 18, 2020, the Board of Regents adopted a resolution suspending the requirement that intercollegiate athletics be operated on only athletics resources, recognizing the impact of the pandemic on expected athletics funding streams as well as additional spending requirements, and enabling institutions to fund or subsidize athletics for fiscal year 2020 and or 2021 with other, non-state-supported fund sources.

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
June 30, 2021

Institution	University cash and endowments of athletic program – June 30, 2021	Foundation cash and endowments for athletics - June 30, 2021	Owed to institution for facilities – June 30, 2021	External debt - June 30, 2021
Division I:				
UMCP*	4,850,101	39,978,726	(5,170,000)	(30,968,708)
TU	-	6,691,282	(2,000,000)	-
UMES	250,251	-	-	-
CSU	-	208,658	-	-
UMBC	-	1,244,513	-	(23,380,654)
Division II:				
FSU	422,316	892,280	-	-
BSU	-	-	(1,092,942)	-
Division III:				
SU	11,686,016	213,698	-	-

* The university held back from current spending a total of $59,141,585 of advance funding received through fiscal year 2020 as a part of a structured financial transition plan for use by the athletic department in annual allotments over the six-year period ending June 30, 2026.

Recognizing that neither project was complete as of June 30, 2021, ***Owed to institution for facilities*** does not yet include the impact of the fundraising results versus goal for Jones-Hill House (Cole Field House renovated) or the borrowed amount for Maryland Stadium video scoreboard replacement. These amounts will be added in the year the project is completed and the final amounts used are determined.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: FY 2021 Effectiveness and Efficiency Results

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: The Board's Effectiveness and Efficiency (E&E) initiative, now part of the Finance Committee portfolio, has been producing excellent results for USM institutions and as a System, for nearly twenty years. Since 2003, the USM has realized approximately $1.5 billion in cost avoidance, savings, and revenue generation throughout the System.

The USM Office annually collects results from institutional E&E efforts and quantifies savings through consortium-based purchasing such the Maryland Educational Enterprise Consortium (MEEC) leveraged procurements. MEEC uses its substantial size to negotiate hardware and software contracts with vendors such that every member—large or small—has access to the reduced pricing.

The attached report includes a summary of individual institutional E&E results for FY 2021 and aggregate savings achieved through consortial purchasing.

As detailed in the report, highlights of the results of E&E efforts in the USM include:

Individual Campus Efforts

Financial E&E Classification	**Total Savings**
Cost Avoidance	$20.2M
Cost Savings – State	$81.7M
Revenue	$19.8M
Strategic Reallocation	$10.9M
Grand Total	**$132.6M**

Note: The grand total is twice as much as FY20 totals. Many significant savings activities occurred because of institutions responding to the year having significantly reduced physical presence.

Additional Savings from Consortial Procurement

MEEC Contracts	**Total Savings**
Microsoft	$1.3M
Adobe	$1.2M
Hardware	$7M
Audio/Visual Contracts	$1.35M
Other USM Leveraged Contracts	
IT Security HW/SW, ERP SW, Other SW	$2.25M
MDREN	$2M
Grand Total	**$15.1M**

Also included in the attached report is an update on USM major collaborative activities as called for in the BOR's 2019 Statement of Values and Expectations. The attached update describes progress being made against some of the larger collaborative efforts including combined finance and HR system implementations at UMCP that includes UMES, UMCES and the USM Office and for the Maryland Connect Program, which includes FSU, UBalt, CSU, BSU and SU. Also included is an update on the USM-wide implementation of the Maryland Higher Education Data Privacy Law and how all institutions are collaborating on becoming compliant with that law by October, 2024.

The collective ERP implementations brings the USM a step closer to finding even higher levels of collaboration as the cross-section of modern ERP systems is reduced to four.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: REPORT ACCEPTED FOR INFORMATION DATE: 4/13/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Board of Regents

Update on 2021 Effectiveness and Efficiency and Collaboration On Business Process and System Modernization

March 2022

Executive Summary

The University System of Maryland (USM) Board of Regents (BOR) continues to reinforce the importance of effectiveness and efficiency (E&E). During the 2021 reporting year, USM institutions continued to deliver individual and collaborative excellence even under the extreme circumstances brought on by the prolonged global pandemic.

Since E&E's inception in 2003, institutional savings and revenue generation is nearly $1.5B. **Institutional E&E efforts** in fiscal year (FY) 2021, more than doubled the previous years' financial performance accounting for $132.5M in savings and new revenues. Approximately $80M of that can be conservatively attributed to savings generated from the extreme reduction in physical presence on campus (e.g., dining contract savings, energy savings, housekeeping savings). Many FY21 initiatives were exacerbated by the pandemic including technology enablement and process improvement, which have persisted even as physical presence has returned more to pre-pandemic levels. Institutional E&E data is displayed in more detail in the report.

USM and Maryland's whole education community, once again found great value in **leveraged contracting through Maryland Education Enterprise Consortium (MEEC)**. MEEC is a consortial buying entity sponsored and housed in USM Office that develops information technology (IT) goods and services contracts for use by its members in USM, MICUA, Community Colleges and P-12 systems throughout Maryland. In FY21, USM expenditures on MEEC contracts totaled $48.75M resulting in savings of $10.75M. Across all other Maryland member entities, spending exceeded $203M, with savings of $31.5M. The contractual savings say nothing of the reduced time spent via MEEC's streamlined processes and pre-established terms and conditions.

In June 2019, the BOR took E&E a level deeper by approving a Statement of Values and Expectations on Collaboration and Cooperative Efforts. In December, 2020, a long-term plan on collaboration was presented to the BOR describing **significant collaborative initiatives underway**. Many of the initiatives relate to Enterprise Resource Planning (ERP) system modernization, which includes finance/HR and student information systems. Progress remains steady and on-track with these projects including Towson going live with its new financial system in July 2022, and eight institutions estimated to implement shared financial and human resources systems on July 1, 2023. During the course of the next five years as these efforts come to fruition, the USM will evolve to a system of people, process, technology and data that is a model for effectiveness and efficiency to be emulated across higher education.

In a time when staff and resources are already stretched thin, investments of time and capital in such large E&E efforts is a particular challenge. The risk of failure of large-scale initiatives like this is well documented. Risk has been compounded by the need to remain physically distant during most of 2021. Video-conferencing and federated productivity tools are now integral to project success. As institutions have had to respond through various E&E efforts to individually account for all the challenges present in higher education today, their E&E "muscle growth" has USM well positioned to continue to pursue even higher value collaborative efforts in the future.

Background

USM Effectiveness and Efficiency Program – 2003-2004
Since its formation in 2003-2004, the Effectiveness and Efficiency (E&E) BOR initiative has evolved its goals and desired outcomes multiple times to respond to evolving factors and conditions. Each development has been successful in driving measurable and significant results locally at institutions and systemwide. The USM Office annually collects results from institutional E&E efforts through the institutions' budget offices. Reporting also includes savings through consortium-based purchasing such as those achieved through Maryland Educational Enterprise Consortium (MEEC) leveraged contracts. USM E&E performance was originally under the charge of a BOR workgroup charged by the BOR Finance Committee and in early 2021, was subsumed back into the charge of the Finance Committee.

Statement of Values and Expectations on Collaboration - 2019
To broaden the scope and value of E&E, in June 2019, the BOR unanimously approved a Statement of Values and Expectations on Collaboration and Cooperative Efforts wherein USM institutions are expected to *pursue opportunities to cooperate, collaborate, and establish common solutions to business process needs*. Since the Statement was approved, the USM has been working diligently to develop and execute projects to achieve more systemic collaboration as prescribed by the Statement of Values and Expectations.

In December 2020, a comprehensive long-term plan for collaborative process improvement and major system modernization was presented to the BOR as prescribed in the Statement of Values and Expectations. Since its inception in 2003-2004, the USM has also presented E&E performance information to the BOR workgroup. Since there is an inextricable link between the two, this report is the first combined update on E&E initiatives and progress on major collaborative initiatives. The efforts undertaken in the name of effectiveness and efficiency provide current and future dividends to USM institutions as they emerge from the unprecedented challenges of a global pandemic into an already understood period of revenue and enrollment uncertainty. E&E initiatives underway today will provide a baseline for future cost and resource savings.

Updates on E&E Activities – 2021

Since its inception in 2003, E&E initiatives have generally included USM institution-centric efforts and leveraged contracting opportunities. Following is a summary of each for 2021.

Institutional E&E Activities

Each year, the USM Office coordinates with campus budget officers to assemble a comprehensive report of institution-specific E&E initiatives. Innovative cost saving/avoidance activities and new revenue generating opportunities are reported by each campus for the prior fiscal year. Below is a summary by institution, of the fiscal year 2021 financial impact.

FY 2021 Efficiency Initiatives by Financial Class
Shown as $'s in ($000)

Financial Classes	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UB	SU	UMGC	UMBC	UMCES	Total
Cost Avoidance	1,170	1,377	434	3,822	87	166	235	162	8,130	2,371	2,233	53	20,240
Cost Savings - State	5,427	46,698	211	4,116	2,658	1,460	605	866	2,852	5,064	11,593	149	81,699
Cost Savings - Student & Families	0	0	788	0	0	0	0	0	0	19,000	0	0	19,788
Revenue	432	2,509	0	496	328	4	4,520	1,025	301	0	1,245	0	10,860
TOTAL	**7,029**	**50,584**	**1,433**	**8,434**	**3,073**	**1,630**	**5,360**	**2,053**	**11,283**	**26,435**	**15,071**	**202**	**132,587**
Pandemic Related	4,280	45,281	209	6,548	102	1,342	95	1,958	8,487	4,832	6,051	27	**79,212**
Total Non-Pandemic	**2,749**	**5,303**	**1,224**	**1,886**	**2,971**	**288**	**5,265**	**95**	**2,796**	**21,603**	**9,020**	**175**	**53,375**

After more detailed analysis of each submission, an estimate of the initiatives that can be attributed to the pandemic was derived. The impact of those efforts, shown in the last two lines of the chart above, help to normalize the annual financial impact when compared to prior years. The chart below shows five years of E&E data, highlighting the anomolous jump in the total reported financial impact.

USM Efficiency Initiatives by Financial Class
Shown as $'s in ($000)

Financial Classes	FY 2017	FY 2018	FY 2019	FY2020	FY 2021
Cost Avoidance	14,991	3,916	4,253	8,306	20,240
Cost Savings	50,883	44,943	41,036	49,097	81,699
Revenue	11,789	9,338	13,077	6,906	19,788
Strategic reallocation	3,376	4,633	6,843	1,508	10,860
Total	**81,039**	**62,830**	**65,209**	**65,817**	**132,587**

Although many of the pandemic related savings are likely non-recurring as institutions revert back to more on-campus activity, many initiatives will persist and have long-standing impacts. Examples include digital transformation efforts such as automating document management and workflow from paper-based to digital, evolving student services that can be done remotely and more efficiently, and migrating on-premise technology to more secure cloud-based services.

Maryland Education Enterprise Consortium (MEEC) Contract Savings

MEEC has been serving USM and many other education-based members in Maryland. Members include other public 4-year institutions, private universities, community colleges and K-12 public school systems and private schools. MEEC staff, housed in the USM Office, collaborate closely with member institutions to identify common technology needs and create master contracts that serve the most ubiquitous needs of the Maryland educational community. In addition to averaging nearly 17% savings for its members on all goods and services purchased, the processes and procedures for purchasing from MEEC contracts are significantly streamlined in comparison to a non-MEEC purchase.

Following is a summary of several high-volume MEEC contract sales and savings:

Maryland Education Enterprise Consortium (MEEC)

MEEC Contract Sales & Savings - Academic Year 2020-2021

Contract/Year	USM Sales	USM Savings
Audio Visual	*Hardware (HW)*	*HW Savings*
07/01/2020 - 12/31/2020	$ 1,766,144	$ 443,080
01/01/2021 - 06/30/2021	$ 3,734,929	$ 914,152
Totals =	**$ 5,501,073**	**$ 1,357,232**
Hardware		
07/01/2020 - 12/31/2020	$ 23,205,659	$ 4,300,607
01/01/2021 - 06/30/2021	$ 17,345,050	$ 2,732,996
Totals =	**$ 40,550,709**	**$ 7,033,603**
Microsoft - *Calendar Year*		
01/01/2021 - 09/30/2021	$ 2,184,928	$ 1,188,538
Totals =	**$ 2,184,928**	**$ 1,188,538**
Adobe		
07/01/2020 - 06/30/2021	$ 562,200	$ 1,203,600
Totals =	**$ 562,200**	**$ 1,203,600**
IT Security **New Contract*	*Hardware (HW)*	*HW Savings*
07/01/2020 - 12/31/2020	$ 15,575	$ 2,299
01/01/2021 - 06/30/2021	$ 113,611	$ 14,508
Totals =	**$ 129,186**	**$ 16,807**
Grand Totals =	**$ 48,928,095**	**$ 10,799,780**

Non-USM Educational Savings from MEEC Contracts

As noted above, MEEC membership outside USM is expansive. The additional member partners that have been brought under the MEEC umbrella contribute mightily to the ongoing savings and continued growth of MEEC master contractor engagement and participation.

Following is a summary of several high-volume MEEC contract sales and savings for all non-USM members:

Maryland Education Enterprise Consortium (MEEC)		
MEEC Contract Sales & Savings - Academic Year 2020-2021		
Contract/Year	**Non-USM Sales**	**Non-USM Savings**
Audio Visual	*Hardware*	*HW Savings*
07/01/2020 - 12/31/2020	$ 3,975,701	$ 991,069
01/01/2021 - 06/30/2021	$ 4,577,185	$ 1,067,685
Totals =	**$ 8,552,886**	**$ 2,058,754**
Hardware		
07/01/2020 - 12/31/2020	$ 92,890,244	$ 10,814,220
01/01/2021 - 06/30/2021	$ 84,144,899	$ 9,285,127
Totals =	**$ 177,035,143**	**$ 20,099,347**
Microsoft - *Calendar Year*		
01/01/2021 - 09/30/2021	$ 17,471,795	$ 9,299,779
Totals =	**$ 17,471,795**	**$ 9,299,779**
Adobe		
07/01/2020 - 06/30/2021		
Totals =	$ -	$ -
IT Security **New Contract*	*Hardware*	*HW Savings*
07/01/2020 - 12/31/2020	$ 151,766	$ 28,908
01/01/2021 - 06/30/2021	$ 305,667	$ 46,549
Totals =	**$ 457,433**	**$ 75,457**
Grand Totals =	**$ 203,517,257**	**$ 31,533,336**

Other USM Leveraged Contract Savings

In addition to, and sometimes using, MEEC master contracts, the USM Office has identified opportunities for multi-institution contracts for IT goods and consulting services. In particular, over the past several years, centrally managed contracts for IT security goods and services including firewalls and other network security gear, online IT security and compliance training and multi-factor authentication software. These contracts alone save the participating USM institutions $2.25M annually.

All USM institutions have worked collectively to acquire coverage under a cyber-insurance policy through the State Treasurer's office. Included in the policy is on-call legal, IT forensic and communications service providers, which are ready to respond the moment an incident is identified. In this coming year, several other leveraged contracts are being pursued for comprehensive risk assessment services and consolidated IT security services for institutions interested in participating.

In response to the BOR's requirement for USM institutions to apply more rigor to enterprise risk management (ERM) and crisis management (CM), the USM Office worked quickly to put a master contract in place with a pool of vendors who specialize in both. In doing so, USM institutions can quickly procure services from any of those vendors to conduct assessments and develop processes and procedures for campus ERM and CM activities.

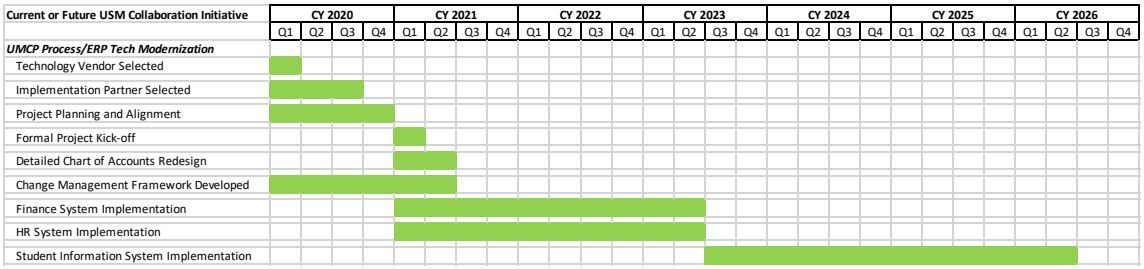
Updates of USM Inter-institutional Collaboration Activities - 2021

Project Elevate

UMCP's ERP modernization project, branded "Elevate," is implementing modern, cloud-based financial, HR and student information systems for a cohort of institutions including UMCP, UMCES, USM Office, and UMES. UMES originally considering partnership with the other USM consortium (see next section) but decided to continue its relationship with UMCP for multiple business reasons.

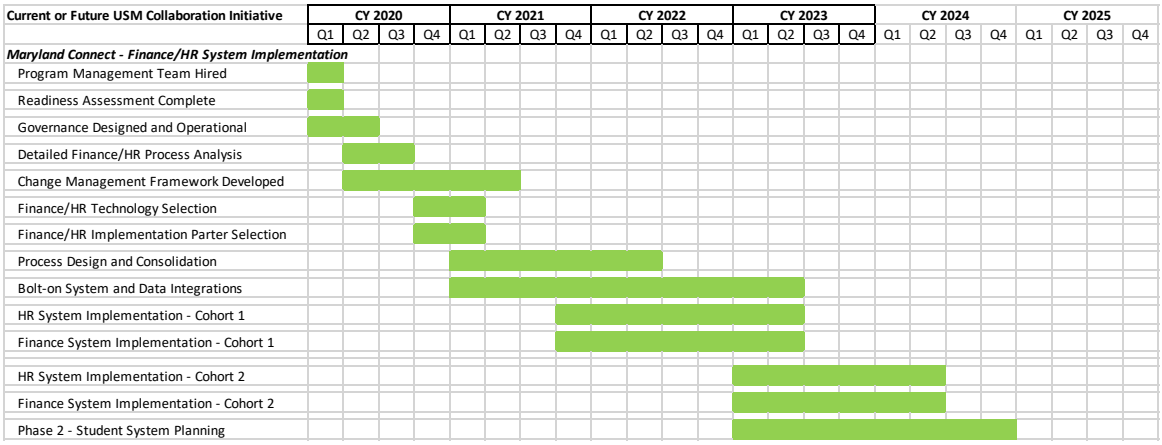
The project's implementation officially kicked off in early January, 2021 after subject matter experts were solicited from each of the constituent institutions to round out the program team. The program team along with the implementation consultant, is responsible for coordination of all aspects of the project. Elevate remains on schedule and budget after more than one year of implementation work, with the current schedule projecting financial and HR systems going live on July 1, 2023. In 2023, planning for the implementation of a new student system will begin with a current estimated implementation completion of July 1, 2026.

UMCP has both shared and received assistance from other USM institutions during the project. UMGC has already implemented the same finance and HR system and has provided much of the foundational data structure (e.g., chart of accounts, HR tables) and information about required integrations with State of Maryland systems such as R*STARS accounting system and Central Payroll Bureau. Being approximately six months ahead of the Maryland Connect implementation (see next section), UMCP has returned the favor and given all the same information as a starting point on that project. This alone will save more than one-million dollars in repetitive work on the Maryland Connect project. The two programs are also continuing in talks on how to further partner during and after the two systems go-live. Opportunities for partnering on training, system support and legacy data storage are all discussion areas among the eight institutions currently in implementation between the two ERP projects.



Maryland Connect Program

A consortium of five institutions (Frostburg, Bowie, Coppin, UBalt and Salisbury) are implementing one collective financial and HR system and building shared processes to support their needs. Maryland Connect kicked-off system implementation in August, 2021 after two open solicitations yielded the selection of the same technology vendor and implementation partner as UMCP's project. Many benefits will be gained due to this dynamic including this program using many of the design and configuration elements developed slightly ahead on the UMCP Elevate program. The Maryland Connect finance and HR system will come online the same day as Project Elevate for the first Cohort of FSU, BSU, UBalt and SU. CSU will go live on the system one year later on July 1, 2024. When completed, the program will yield myriad positive outcomes, chief among them being **cost savings and consolidation of technology platforms, human resource attrition risk mitigation and a strong foundation to collectively explore other areas of collaboration beyond the scope of this initial program** (e.g., academic programming, enrollment initiatives, administrative service delivery). As opposed to UMCP's project, which relies mainly on internal staff for day-to-day program leadership, Maryland Connect has made the business decision to outsource some key program lead roles to a separate consulting partner.

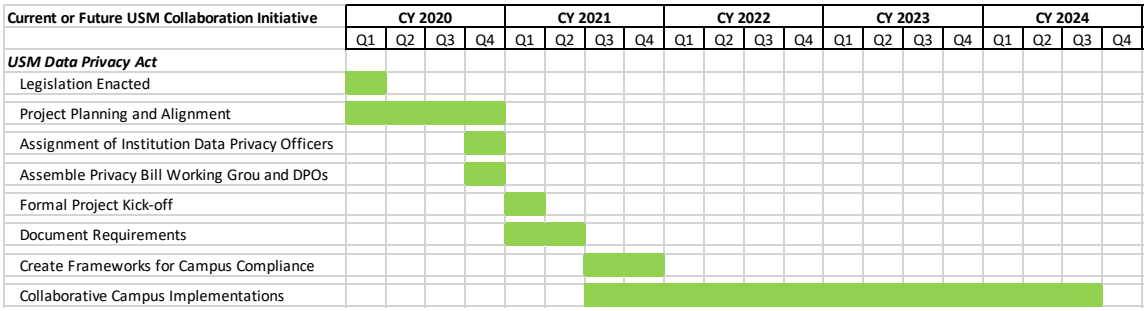


Strategic Partnership Act

Under the Strategic Partnership Act, many collaborative activities between University of Maryland Baltimore and University of Maryland College Park continue to progress. Emphasis remains on developing combined strategic contracting opportunities for collective goods and services needed. Research administration and reporting is another, where both institutions find areas for cooperation, particularly in combining grant management systems and grant data reporting. Finally, technology departments at both, continue to find areas for reducing barriers that cause logistical challenges when working across institutions.

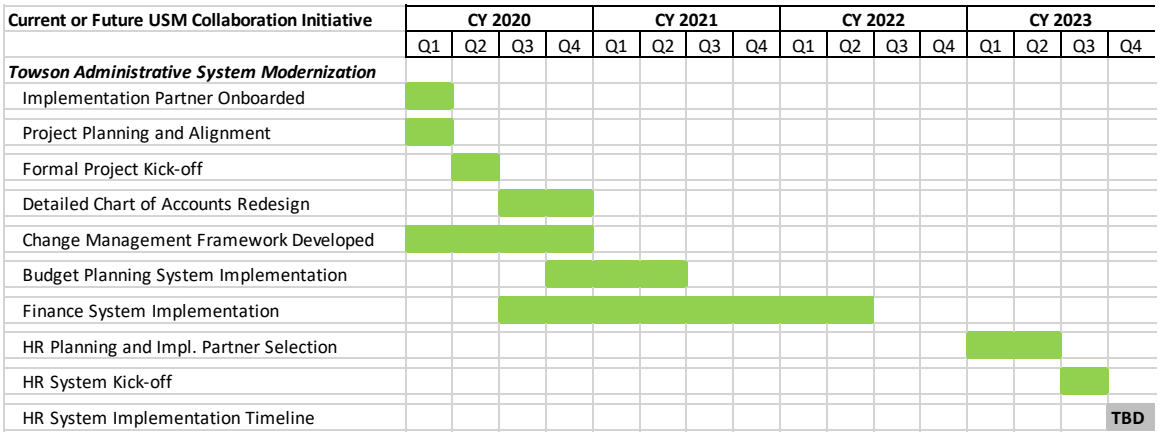
Maryland Public Higher Education Data Privacy Act Implementation

In the 2020 session, the Maryland General Assembly passed the Maryland public higher education privacy act, which helps to protect the private information of our community members, gives our community members greater access to and control over the information we hold about them, and helps our institutions to stay at the forefront of global privacy trends. In FY2021, UMBC staff, who contributed heavily to crafting the legislation, took a lead role along with the USM Office in coordinating USM institutions. Each institution has identified a main point of contact who have been meeting monthly to coordinate implementation efforts. This group is responsible for collaborating on building shared resources that all can use to build their program. A general set of milestones is set and the USM Office is helping provide resources to each institution for areas of need in executing the work to become compliant with law. Compliance is required by October, 2024.



Towson University Administrative Systems Modernization

Towson University (TU) will complete the implementation of their new financial management system at the end of June, 2022. This is the first step in a multi-phase ERP modernization for TU. Planning is underway for implementation of a new HR system, beginning soon after the finance system is complete. TU is implementing the same financial system as UMB and benefited from UMB's lessons learned. TU and UMB are both planning to implement the same HR system also and have been discussing ways in which they can leverage efficiency by working collaboratively on this second (HR) phase.



Conclusion

As highlighted in this status summary, there was substantial E&E activity this year and continued progress and investment of time and resources into collaborative efforts in support of the Board's Statement of Values and Expectations. As USM gradually resumes normal operations, all the effectiveness and efficiency activities will serve as a baseline for agility and more successful change efforts in the future.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: USM Enrollment Projections: FY 2023-2032

COMMITTEE: Finance

DATE OF COMMITTEE MEETING April 13, 2022

SUMMARY: The Board of Regents III.4.10—Policy on Enrollment requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy based on the short-term realities that support the operating budget request and the long-term campus plan that supports the long-term capital needs. The USM Office works in collaboration with the institutions to provide accurate enrollment projections.

Highlights of this year's institutional projections include:

- USM's aggregate institutional enrollment is projected to decrease -2,987 students in Fall 2022.
- USM is projecting a corresponding decrease in FTE (-1,669) FY 2022.
- Over the long-term, headcount enrollment for the ten-year period is projected to increase +9,777 students to 174,630 students in Fall 2031. If UMGC is excluded, the projected growth over this period will be 7,989 students to 117,519 in Fall 2031.

ALTERNATIVE(S): The Committee may request changes in the projections.

FISCAL IMPACT: The fiscal impact of the projected enrollment will depend on many factors including the availability of facilities to accommodate enrollments, the programs of study of future students, the availability of faculty, in/out-of-state residency status, and adopted health and safety protocols for in-person interaction. In a complementary manner, the projected enrollment and enrollment plan support the operating budget request in the near-term and capital budget decisions in the long-term.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the enrollment projections as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

USM Enrollment Projections
FY 2023 (Fall 2022) through FY 2032 (Fall 2031)

Submitted to the Board of Regents' Committee on Finance
April 13, 2022

Office of the Vice Chancellor of Administration and Finance

Enrollment Projections: FY 2023 (Fall 2022) – FY 2032 (Fall 2031)

Overview

The purpose of this annual report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections, as required in the *Board of Regents III-4.10 - Policy on Enrollment*. The aggregate and institutional enrollment projections in this report are informed by internal campus strategies for managing enrollment to meet the access mission of the institutions, to increase enrollment in key workforce development areas, and to enhance higher education quality in Maryland. Each USM institution is expected to have a well-coordinated enrollment management function that reflects near-term and long-term operational realities, considering state and national demographic and economic trends, mission-related needs, capital requirements, and a set of annual enrollment targets that are appropriate to achieve the campus' long-term enrollment goal.

During the past two years, the Board of Regents' Enrollment Workgroup has focused on the key external and institutional levers affecting enrollment. Campus leaders informed the Regents about the campus gaps affecting enrollment and developed enrollment management plans to address the gaps. These findings and strategies have influenced the strategic plan discussions and goals. The enrollment projections include the enrollment plans to address these gaps as well as lasting pandemic effects, increased competition within the higher education marketplace, changes to the addressable market, any demographic shifts, and any enrollment mix changes (e.g., full-time/part-time; graduate/undergraduate; regional centers; new academic programs). In addition, campuses overtly connected and referenced the enrollment stability/growth/management from the strategic use of institutional aid and the use of undergraduate tuition differential revenue. In summary, the enrollment projections are a numerical translation of campus enrollment plans for annual new student recruitment and retention goals.

USM Enrollment Projection Summary

Based on these enrollment projections covering the period FY 2023-FY2032, the University System of Maryland projects that the total enrollment for USM will be lower (-2,987) for Fall 2022 than it was for Fall 2021. This lower enrollment total for USM includes a projected undergraduate enrollment decrease (-2,835) and a small graduate enrollment decrease (-62). The corresponding Fiscal Year FTE decrease of 1,669 for a projected total of 124,139 if FY 2023.

Beginning in Fall 2023, however, USM projects that enrollment will begin to rebound by an average of 1,100 to 1,400 students per year through Fall 2031. Overall, the USM's enrollment growth over the next ten years is projected to be 9,777 students and increase total enrollment to 174,630 by Fall 2031. The corresponding fiscal year FTE projection of 132,993 in FY 2032 is 7,185 (+5.4%) more than the FTE in FY 2022.

Most of the USM short-term enrollment decrease is attributed to UMGC (-1,825 students), but, over the long-term, UMGC is projected to rebound and increase enrollment by 1,788 compared to fall 2021.

Excluding UMGC, the long-term projected growth at the remaining campuses is +7,989 students. Ordered by total enrollment increase, the contribution to USM's growth is organized into three similar-sized groups:

- UMBC (+2,665),
- Frostburg (+1,562), and Salisbury (+1,001).
- Bowie (+872), UMES (+753), Coppin (+639), UBalt (+376), Towson (+292), UMB (+150), and UMCP (-194)

Tables 1 through 13 summarize the ten-year projections from FY 2023 (Fall 2022) to FY 2032 (Fall 2031) by institution, by student level, and by overall enrollment demand. The tables also provide detailed projections for each institution and for the entire System over this period.

Post-Pandemic Enrollment and Student Mix

The COVID-19 pandemic affected total enrollment with fewer new students, lower retention, and changing student mix. USM experienced a new undergraduate, degree-seeking enrollment decrease from more than 43,200 in each of the three pre-pandemic years (FY 2017, 2018, 2019) to 42,015 in FY 2020 and 40,296 in FY 2021 (cumulative total of 4,000 fewer students). In addition, new student retention decreased one-to-two percentage points (estimated 3,000 fewer retained). Of the students who enrolled, the student mix changed to more part-time students and changed the proportion of in-state enrollment. The combined effect of fewer new students, slight drop in retention, and students mix changes means the short-term total enrollment base is lower leading to projected decreases at many institutions or enrollment stability at others. While most institutions have plans to recruit and enroll new students at pre-pandemic levels, the impact of the pandemic and decreased market demand are headwinds seen in campus enrollment projections over the short-term and long-term.

Institutional Summaries

As part of the enrollment projection submissions, campuses provided detailed information about the campus's enrollment plan. The enrollment projections and the enrollment plans are extensive with greater detail than provided in the institutional summaries. In this year's submissions, several systemwide trends are evident—best practices are being shared; analytics and CRM platforms are more commonly utilized; retention and student success initiatives are being implemented; and internal feedback on the success of prior recruitment and retention initiatives help recalibrate the enrollment plans for the future. In addition, the campus enrollment plans and enrollment projections adjust to the prolonged pandemic impact for new enrollment and for addressing market shifts. Most of the enrollment plans included references to addressing the enrollment-related gaps identified in the Enrollment Workgroup, the strategic

use of institutional aid, and/or using differential tuition revenue for achieving the student mix, providing access, and managing the campus profile over the next ten years.

The institutional summaries are divided into three groups based recent enrollment trends, the projected enrollment, and the campus plans.

Pre-Pandemic Enrollment Losses, Stability, and Long-term Growth. Prior to the pandemic, these institutions were experiencing enrollment challenges related to changing market forces impacting institutional enrollment. These institutions are working to stabilize enrollment before planned increases.

- **Coppin State University** projects to stabilize enrollment in the short term followed by annual enrollment growth. The campus enrollment plan includes the successful implementation of best practice enrollment management strategies as well as investing in current initiatives with proven success. The planned growth strategy includes data-driven efforts and implementation of CRM modules for enrolling new students and offering new pathways. These pathways include - dual enrollment in high school, options for working adults with new degree and certificate programs, credit for prior learning, and expanded partnerships with community colleges. The enrollment plan has strategies to improve affordability including the strategic use of institutional aid, potential regional tuition rates, and the expansion of the Finish-4-Free Maryland Community College Transfer Program. Coppin cites on-campus housing as a factor that would not only improve new first-time enrollment but provide the academic support environment needed to improve retention. At the graduate level, new programs and student success initiatives will help improve enrollment. In total, Coppin's long-term projections of 30% growth at both the undergraduate and graduate levels will increase total enrollment to 2,740 students by fall 2031.

- **Frostburg State University** is projecting a small decrease for fall 2022, followed by increasing enrollment at the undergraduate and graduate level over the ten-year timeframe with enrollment increases at both the undergraduate and graduate level. Frostburg's strategy is to diversify enrollment through the expansion of its online portfolio, expansion of successful overseas programs, closed-cohort opportunities with employers, transfer initiatives, and growth of the graduate programs. This plan is responsive to the Enrollment Workgroup and applies the strategic use of institutional aid for recruitment and retention. Over the next 10 years, Frostburg projects enrollment to reach 6,011 for a 35.1% increase over fall 2021.

- The **University of Baltimore** continues to be transparent with its ongoing enrollment declines and the disruptions caused by a changing market demand. Because of this perennial struggle, their enrollment plan incorporates one of the most sophisticated understandings of the relationship between enrollment mix changes and university finances. UBalt's enrollment plans considers Return on Investment (ROI) calculations, optimizing faculty-to-student ratios, monetizing excess facility capacity, seeking

improvements in operational effectiveness and efficiency, and deploying precise (not antidotal) predictive enrollment models. While the new student enrollment numbers are expected to improve, it will take a few years for the total enrollment to stabilize and for the enrollment mix to rebalance with graduate and professional programs. By 2031, UBalt projects a 10% total enrollment increase for a total of 4,086 students.

- **University of Maryland Eastern Shore** is projecting a small enrollment decrease next fall and a stable enrollment size in the short-term. UMES hired new staff and engaged consultants to develop and implement a new enrollment plan built on its successful recruiting strategies, use of analytics, improved graduations rates, and addressing the gaps identified for the Enrollment Workgroup. UMES improved the applicant yield by optimizing financial aid offers through the strategic use of institutional aid, and increased graduation rates with near-completer initiatives. At the graduate level, UMES initiatives engage the full campus for recruitment and increasing enrollment. In total, the enrollment projection of 3,137 students requires a 31.6% increase in enrollment by Fall 2031.

Pandemic Enrollment Losses, Recovery, and Long-term Growth. These institutions experienced a short-term drop in enrollment and will need to rebuild enrollment back to the pre-pandemic enrollment size.

- **Salisbury University** enrollment dropped 1,000 students during the pandemic caused by fewer new undergraduate and graduate students. Moving forward, the enrollment plans address new undergraduate and graduate students as well as retention to recover and rebuild to the pre-pandemic size. Salisbury's enrollment plan includes investments in the CRM, efforts to improve recruitment such as the strategic use of institutional and federal financial aid, outreach to parents to improve yield rates, and application increases associated with reduced visitation restrictions at schools. Informed by data, the institution has set key retention goals and involved the entire campus to improve enrollment-related metrics. Enrollment is projected to increase 1,000 students at the undergraduate and graduate levels on campus and at the regional centers to 8,571 students.

- **Towson University** projects short-term enrollment decreases because of the smaller new student cohorts during the pandemic. Towson is developing a comprehensive enrollment management plan and cites existing initiatives that have helped improve undergraduate enrollment. For example, the strategic use of institutional aid helped to retain and recruit new undergraduate students; expanded outreach at the Academic Advising Center improved retention; and additional revenue from differential tuition improved student diversity. Most of the long-term growth is directed towards increasing graduate students from Towson's investment in its research mission as required for Carnegie status as a Doctoral High Research (R2) institution. After enrollment recovery, the long-term projection is to increase enrollment to more than 21,000 students.

- **University of Maryland, Baltimore County** had a plan to grow prior to the pandemic, but shorter time-to-degree, increased graduation rates, and fewer Maryland community college transfers collectively decreased total enrollment during the pandemic. Moving forward, UMBC has a detailed, data-informed action plan to address recruiting infrastructure, marketing, operating structures, student success, resource allocation, and demand-based academic innovation. The plan is also responsive to address the enrollment gaps identified in the Enrollment Workgroup as well as incorporate strategies for non-traditional populations to diversify revenue streams while leveraging data analytics to improve retention and affordability. At the graduate level, UMBC seeks to leverage its Doctoral Research Very High (R1) Carnegie status to attract funding for more doctoral students. During the pandemic, international students increased graduate enrollment due to opportunities not available in countries with more extreme pandemic restrictions, so it remains to be seen if these trends will continue. However, UMBC is expanding graduate programs and finding new ways to attract working adult graduate students into its programs. In total, UMBC's enrollment projections are built on the most comprehensive list of data-informed strategies to grow the university over 2,600 students by 2031 accounting for approximately 25% of USM's total growth.

- The **University of Maryland Global Campus** enrollment declined in 2021 after benefiting from a temporary pandemic enrollment bump due to increased demand for remote education in 2020. However, with over half of its enrollment affiliated with current or former military personnel, UMGC continues to face short-term enrollment declines associated with military policy changes and troop movements. Moving forward, UMGC is increasing its learning opportunities to meet the workforce needs of working adults (e.g., expansions in non-credit instruction and alternative-learning needs) and by building partnerships with Guild and Wiley's Extended Learning Network that offers UMGC programs to employees of companies with tuition benefits. UMGC will leverage its academic portfolio with stackable credentials and new programs. UMGC is also focused on increasing student success and enhancing the student experience with improved technological infrastructure to deliver academic, financial, and student support services. Expecting a small graduate enrollment decrease, UMGC is expected to stabilize graduate enrollment at just under 10,000 students. The undergraduate enrollment is projected to grow more than 2,000 students for a total projected enrollment of 57,111 by fall 2031.

Managing Enrollment from High Demand. These institutions have robust demand and more predictable new student yield rates. Although enrollment mix may have temporarily changed, the total enrollment has steadily increased before and during the pandemic.

- **Bowie State University** has grown their total enrollment nearly 1,000 students over the last ten years due to increasing new students and sustaining retention efforts. Bowie credits revised admissions strategies, updated admissions business processes, and affordability for its enrollment successes. Although graduate enrollment decreased

slightly, Bowie is offering new high-demand graduate programs to grow graduate enrollment. The institutional plan references the Enrollment Workgroup discussions for growth including dual enrollment, the recruitment of ethnically diverse populations, online academic programs, expansion at the regional centers, and new academic programs. Over the long-term, Bowie projects a steady growth plan to increase enrollment from 6,308 to 7,180 total students.

- **University of Maryland, Baltimore** grew over 1,000 students over the last ten years including small increases in each of the past six years. Following a similar path, UMB projects modest annual growth increases over the next 10 years. The credit hour FTE is roughly flat corresponding to the increase in full-time undergraduates being offset by the increase in part-time graduate students. The total enrollment is projected to grow to 7,394 over the next 10 years.

- The **University of Maryland, College Park** enrollment grew 750 total students with increases in four of the last five years. The enrollment fluctuation was attributed to unexpected increases in new enrollment yield by reaching new student populations, increased demand due to test-optional admissions during the pandemic, and the use of the Common Application. UMCP projects stable enrollment with approximately 41,000 students over the next 10 years. The institutional plan is responsive to the campus gaps identified in the Enrollment Workgroup by addressing resource and equity gaps through the strategic use of institutional aid, and leveraging the increased differential tuition revenue to optimize enrollment mix and maximize the institutional profile.

Table 1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
SYSTEM SUMMARY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	164,853	161,956	163,063	164,334	165,924	167,529	168,939	170,334	171,715	173,211	174,630	9,777	5.9%
Undergraduate Total	126,706	123,871	124,537	125,553	126,674	127,872	128,959	130,081	131,193	132,369	133,519	6,813	5.4%
Full-time	80,950	79,582	79,967	80,571	81,205	81,970	82,578	83,217	83,845	84,530	85,189	4,239	5.2%
Part-time	45,756	44,289	44,570	44,983	45,469	45,903	46,382	46,864	47,347	47,839	48,331	2,575	5.6%
Grad./First Prof. Total	38,147	38,085	38,526	38,781	39,250	39,657	39,980	40,253	40,522	40,842	41,111	2,964	7.8%
Full-time	17,724	17,849	18,114	18,202	18,420	18,619	18,763	18,841	18,907	18,996	19,135	1,411	8.0%
Part-time	20,423	20,237	20,412	20,579	20,829	21,038	21,217	21,413	21,615	21,846	21,976	1,553	7.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	125,807	124,139	125,073	125,887	126,769	127,912	128,850	129,864	130,897	131,954	132,993	7,185	5.7%

Table 2.1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
SYSTEM SUMMARY w/o UMGC

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	109,530	108,458	109,565	110,400	111,550	112,709	113,670	114,611	115,534	116,567	117,519	7,989	7.3%
Undergraduate Total	81,606	80,259	80,925	81,505	82,186	82,938	83,576	84,244	84,898	85,611	86,294	4,688	5.7%
Full-time	70,998	69,958	70,343	70,851	71,388	72,054	72,563	73,102	73,629	74,212	74,768	3,770	5.3%
Part-time	10,608	10,301	10,582	10,655	10,798	10,885	11,014	11,142	11,268	11,399	11,527	919	8.7%
Grad./First Prof. Total	27,924	28,199	28,640	28,895	29,364	29,771	30,094	30,367	30,636	30,956	31,225	3,301	11.8%
Full-time	17,604	17,733	17,998	18,086	18,304	18,503	18,647	18,725	18,791	18,880	19,019	1,415	8.0%
Part-time	10,320	10,467	10,642	10,809	11,059	11,268	11,447	11,643	11,845	12,076	12,206	1,886	18.3%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	90,175	89,683	90,617	91,150	91,748	92,605	93,253	93,975	94,713	95,472	96,210	6,034	6.7%

Table 2.2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
SYSTEM SUMMARY w/o UMGC & UMCP

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	68,258	67,358	68,465	69,400	70,600	71,809	72,770	73,711	74,634	75,617	76,569	8,311	12.2%
Undergraduate Total	50,684	49,609	50,325	51,005	51,786	52,588	53,276	53,944	54,598	55,311	55,994	5,310	10.5%
Full-time	42,573	41,790	42,221	42,821	43,451	44,162	44,717	45,256	45,784	46,366	46,922	4,349	10.2%
Part-time	8,111	7,819	8,104	8,184	8,336	8,426	8,559	8,688	8,814	8,944	9,072	961	11.9%
Grad./First Prof. Total	17,574	17,749	18,140	18,395	18,814	19,221	19,494	19,767	20,036	20,306	20,575	3,001	17.1%
Full-time	9,598	9,711	9,937	10,025	10,205	10,404	10,510	10,588	10,654	10,705	10,844	1,246	13.0%
Part-time	7,976	8,039	8,203	8,370	8,608	8,817	8,984	9,180	9,382	9,601	9,731	1,755	22.0%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	56,139	55,633	56,817	57,600	58,448	59,455	60,153	60,875	61,613	62,372	63,110	6,971	12.4%

Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
BOWIE STATE UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	6,308	6,325	6,499	6,587	6,676	6,765	6,854	6,943	7,032	7,115	7,180	872	13.8%
Undergraduate Total	5,381	5,375	5,451	5,515	5,580	5,645	5,710	5,775	5,840	5,905	5,950	569	10.6%
Full-time	4,344	4,354	4,415	4,467	4,520	4,629	4,682	4,736	4,789	4,842	4,879	535	12.3%
Part-time	1,037	1,021	1,036	1,048	1,060	1,016	1,028	1,040	1,051	1,063	1,071	34	3.3%
Grad./First Prof. Total	927	950	1,048	1,072	1,096	1,120	1,144	1,168	1,192	1,210	1,230	303	32.7%
Full-time	471	465	514	525	537	549	561	572	584	593	603	132	28.0%
Part-time	456	485	534	547	559	571	583	596	608	617	627	171	37.6%
FTDE or FTNE Students	5,056	4,884	5,006	5,021	5,087	5,132	5,198	5,264	5,330	5,392	5,439	383	7.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	4,906	4,984	5,108	5,176	5,244	5,460	5,530	5,600	5,670	5,736	5,787	881	18.0%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
COPPIN STATE UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	2,101	2,100	2,163	2,228	2,295	2,364	2,434	2,508	2,583	2,660	2,740	639	30.4%
Undergraduate Total	1,845	1,844	1,899	1,956	2,015	2,076	2,138	2,202	2,268	2,336	2,406	561	30.4%
Full-time	1,353	1,352	1,393	1,435	1,478	1,522	1,568	1,615	1,663	1,713	1,765	412	30.4%
Part-time	492	492	507	522	537	553	570	587	605	623	642	150	30.4%
Grad./First Prof. Total	256	256	264	271	280	288	297	306	315	324	334	78	30.4%
Full-time	65	65	67	69	71	73	75	78	80	82	85	20	30.4%
Part-time	191	191	197	203	209	215	221	228	235	242	249	58	30.4%
FTDE or FTNE Students	1,343	1,342	1,383	1,424	1,467	1,511	1,556	1,603	1,651	1,700	1,751	408	30.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	1,698	1,697	1,748	1,801	1,855	1,910	1,968	2,027	2,087	2,150	2,214	516	30.4%

Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
FROSTBURG STATE UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	4,449	4,270	4,610	4,770	4,927	5,089	5,267	5,449	5,631	5,818	6,011	1,562	35.1%
Undergraduate Total	3,677	3,465	3,785	3,935	4,090	4,250	4,425	4,605	4,785	4,970	5,160	1,483	40.3%
Full-time	2,885	2,714	2,814	2,924	3,039	3,159	3,284	3,414	3,544	3,679	3,819	934	32.4%
Part-time	792	751	971	1,011	1,051	1,091	1,141	1,191	1,241	1,291	1,341	549	69.3%
Grad./First Prof. Total	772	805	825	835	837	839	842	844	846	848	851	79	10.2%
Full-time	264	270	280	285	285	285	285	285	285	285	285	21	8.0%
Part-time	508	535	545	550	552	554	557	559	561	563	566	58	11.3%
FTDE or FTNE Students	2,751	2,765	2,779	2,793	2,807	2,821	2,835	2,849	2,863	2,877	2,892	141	5.1%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	3,199	3,074	3,365	3,482	3,597	3,715	3,845	3,978	4,111	4,247	4,388	1,189	37.2%

Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
SALISBURY UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	7,568	7,684	7,799	7,916	8,035	8,155	8,237	8,319	8,402	8,486	8,571	1,003	13.3%
Undergraduate Total	6,693	6,794	6,894	6,996	7,100	7,205	7,267	7,329	7,392	7,456	7,521	828	12.4%
Full-time	6,106	6,251	6,343	6,437	6,532	6,629	6,686	6,743	6,801	6,860	6,920	814	13.3%
Part-time	587	543	551	559	568	576	581	586	591	596	601	14	2.4%
Grad./First Prof. Total	875	890	905	920	935	950	970	990	1,010	1,030	1,050	175	20.0%
Full-time	513	505	514	522	531	539	551	562	573	585	596	83	16.2%
Part-time	362	385	391	398	404	411	419	428	437	445	454	92	25.4%
FTDE or FTNE Students	6,064	6,095	6,271	6,365	6,460	6,557	6,623	6,689	6,756	6,824	6,892	828	13.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	6,610.0	6,709.2	6,903.0	7,006.6	7,111.7	7,218.4	7,290.5	7,363.4	7,437.1	7,511.4	7,586.6	977	14.8%

Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
TOWSON UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	20,856	19,989	20,014	20,135	20,271	20,424	20,561	20,716	20,853	21,009	21,148	292	1.4%
Undergraduate Total	17,907	17,074	17,074	17,145	17,231	17,334	17,421	17,526	17,613	17,719	17,808	-99	-0.6%
Full-time	15,526	14,804	14,804	14,916	14,991	15,081	15,156	15,247	15,324	15,415	15,493	-33	-0.2%
Part-time	2,381	2,270	2,270	2,229	2,240	2,253	2,265	2,278	2,290	2,303	2,315	-66	-2.8%
Grad./First Prof. Total	2,949	2,915	2,940	2,990	3,040	3,090	3,140	3,190	3,240	3,290	3,340	391	13.3%
Full-time	993	980	1,004	1,010	1,040	1,075	1,100	1,140	1,180	1,210	1,240	247	24.9%
Part-time	1,956	1,935	1,936	1,980	2,000	2,015	2,040	2,050	2,060	2,080	2,100	144	7.4%
FTDE or FTNE Students	12,692	12,136	12,150	12,391	12,670	12,792	13,060	13,183	13,294	13,407	13,511	819	6.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	16,857	16,214	16,396	16,504	16,612	16,737	16,843	16,972	17,086	17,210	17,320	463	2.7%

Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
UNIVERSITY OF BALTIMORE

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	3,710	3,461	3,500	3,586	3,830	4,000	4,028	4,048	4,063	4,075	4,086	376	10.1%
Undergraduate Total	1,605	1,445	1,459	1,491	1,568	1,600	1,609	1,616	1,622	1,627	1,630	25	1.6%
Full-time	869	782	791	808	850	868	873	878	882	890	892	23	2.6%
Part-time	736	663	668	683	718	732	736	738	740	737	738	2	0.3%
Grad./First Prof. Total	1,365	1,277	1,297	1,348	1,491	1,600	1,611	1,618	1,624	1,628	1,633	268	19.6%
Full-time	294	275	279	290	321	344	347	348	350	350	352	58	19.7%
Part-time	1,071	1,002	1,018	1,058	1,170	1,256	1,264	1,270	1,274	1,278	1,281	210	19.6%
First Prof. Total	740	739	744	747	771	800	808	814	817	820	823	83	11.2%
Full-time	696	695	698	701	723	751	758	764	765	768	771	75	10.8%
Part-time	44	44	46	46	48	49	50	50	52	52	52	8	18.2%
FTDE or FTNE Students	639	635	637	641	650	661	672	683	691	697	700	61	9.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	2,748	2,673	2,718	2,816	2,871	2,915	2,936	2,950	2,961	2,970	2,978	230	8.4%

Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
UNIVERSITY OF MARYLAND, BALTIMORE

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	7,244	7,272	7,338	7,324	7,356	7,377	7,383	7,385	7,389	7,398	7,394	150	2.1%
Undergraduate Total	930	1,001	1,013	1,028	1,040	1,041	1,041	1,042	1,042	1,044	1,045	115	12.4%
Full-time	724	804	815	828	846	847	847	848	848	849	850	126	17.4%
Part-time	206	197	198	200	194	194	194	194	194	195	195	-11	-5.3%
Grad./First Prof. Total	6,314	6,271	6,325	6,296	6,316	6,336	6,342	6,343	6,347	6,354	6,349	35	0.6%
Full-time	4,419	4,383	4,426	4,396	4,395	4,401	4,401	4,396	4,391	4,386	4,381	-38	-0.9%
Part-time	1,895	1,888	1,899	1,900	1,921	1,935	1,941	1,947	1,956	1,968	1,968	73	3.9%
FTDE or FTNE Students	7,131	7,143	7,166	7,132	7,169	7,183	7,185	7,183	7,182	7,183	7,179	48	0.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	7,230	7,226	7,254	7,222	7,249	7,263	7,265	7,263	7,262	7,263	7,259	29	0.4%

Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
UNIVERSITY OF MARYLAND BALTIMORE COUNTY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	13,638	13,927	14,177	14,454	14,738	15,037	15,276	15,531	15,783	16,040	16,303	2,665	19.5%
Undergraduate Total	10,835	10,846	10,960	11,124	11,291	11,460	11,575	11,690	11,807	11,925	12,045	1,210	11.2%
Full-time	9,147	9,144	9,240	9,378	9,519	9,662	9,758	9,856	9,955	10,054	10,155	1,008	11.0%
Part-time	1,688	1,702	1,720	1,746	1,772	1,798	1,816	1,834	1,853	1,871	1,890	202	12.0%
Grad./First Prof. Total	2,803	3,081	3,218	3,330	3,447	3,576	3,702	3,841	3,975	4,115	4,259	1,456	51.9%
Full-time	1,536	1,728	1,804	1,867	1,932	2,003	2,036	2,036	2,027	2,016	2,087	551	35.9%
Part-time	1,267	1,354	1,414	1,463	1,514	1,574	1,666	1,805	1,948	2,098	2,172	905	71.4%
FTDE or FTNE Students	n/a	9,709	9,862	10,042	10,226	10,418	10,567	10,724	10,879	11,037	11,199		

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	10,910	11,044	11,255	11,461	11,672	11,887	12,058	12,232	12,410	12,591	12,777	1,867	17.1%

Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
UNIVERSITY OF MARYLAND, COLLEGE PARK

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	41,150	40,980	40,980	40,880	40,830	40,780	40,780	40,780	40,780	40,830	40,830	-320	-0.8%
Undergraduate Total	30,922	30,650	30,600	30,500	30,400	30,350	30,300	30,300	30,300	30,300	30,300	-622	-2.0%
Full-time	28,425	28,167	28,121	28,030	27,938	27,892	27,846	27,846	27,846	27,846	27,846	-579	-2.0%
Part-time	2,497	2,483	2,479	2,471	2,462	2,458	2,454	2,454	2,454	2,454	2,454	-43	-1.7%
Grad./First Prof. Total	10,228	10,330	10,380	10,380	10,430	10,430	10,480	10,480	10,480	10,530	10,530	302	3.0%
Full-time	7,884	7,902	7,941	7,941	7,979	7,979	8,017	8,017	8,017	8,055	8,055	171	2.2%
Part-time	2,344	2,428	2,439	2,439	2,451	2,451	2,463	2,463	2,463	2,475	2,475	131	5.6%
Vet Med	122	120	120	120	120	120	120	120	120	120	120	-2	-1.6%
FTDE or FTNE Students	31,250										31,239	-11	0.0%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	34,036	34,050	33,800	33,550	33,300	33,150	33,100	33,100	33,100	33,100	33,100	-936	-2.8%

Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
UNIVERSITY OF MARYLAND EASTERN SHORE

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	2,384	2,330	2,365	2,400	2,473	2,598	2,730	2,813	2,898	3,015	3,137	753	31.6%
Undergraduate Total	1,811	1,765	1,790	1,815	1,872	1,977	2,091	2,159	2,228	2,328	2,430	619	34.2%
Full-time	1,619	1,585	1,606	1,628	1,676	1,765	1,862	1,920	1,979	2,064	2,150	531	32.8%
Part-time	192	180	184	188	196	212	229	239	249	264	280	88	45.7%
Grad./First Prof. Total	573	565	575	585	601	621	639	654	670	687	707	134	23.4%
Full-time	347	345	352	359	370	384	397	407	419	430	444	97	28.1%
Part-time	226	220	223	226	231	237	242	247	252	257	263	37	16.2%
FTDE or FTNE Students	117	117	119	120	124	130	136	140	144	150	156	39	33.2%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	1,982	2,011	2,070	2,131	2,237	2,349	2,419	2,490	2,589	2,692	2,800	818	41.3%

Table 13
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
UNIVERSITY OF MARYLAND GLOBAL CAMPUS

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	55,323	53,498	53,498	53,934	54,374	54,820	55,269	55,723	56,181	56,644	57,111	1,788	3.2%
Undergraduate Total	45,100	43,612	43,612	44,048	44,488	44,934	45,383	45,837	46,295	46,758	47,225	2,125	4.7%
Full-time	9,952	9,624	9,624	9,720	9,817	9,916	10,015	10,115	10,216	10,318	10,421	469	4.7%
Part-time	35,148	33,988	33,988	34,328	34,671	35,018	35,368	35,722	36,079	36,440	36,804	1,656	4.7%
Grad./First Prof. Total	10,223	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	-337	-3.3%
Full-time	120	116	116	116	116	116	116	116	116	116	116	-4	-3.3%
Part-time	10,103	9,770	9,770	9,770	9,770	9,770	9,770	9,770	9,770	9,770	9,770	-333	-3.3%
FTDE or FTNE Students												0	

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	35,632	34,456	34,456	34,737	35,021	35,307	35,597	35,889	36,184	36,482	36,783	1,151	3.2%

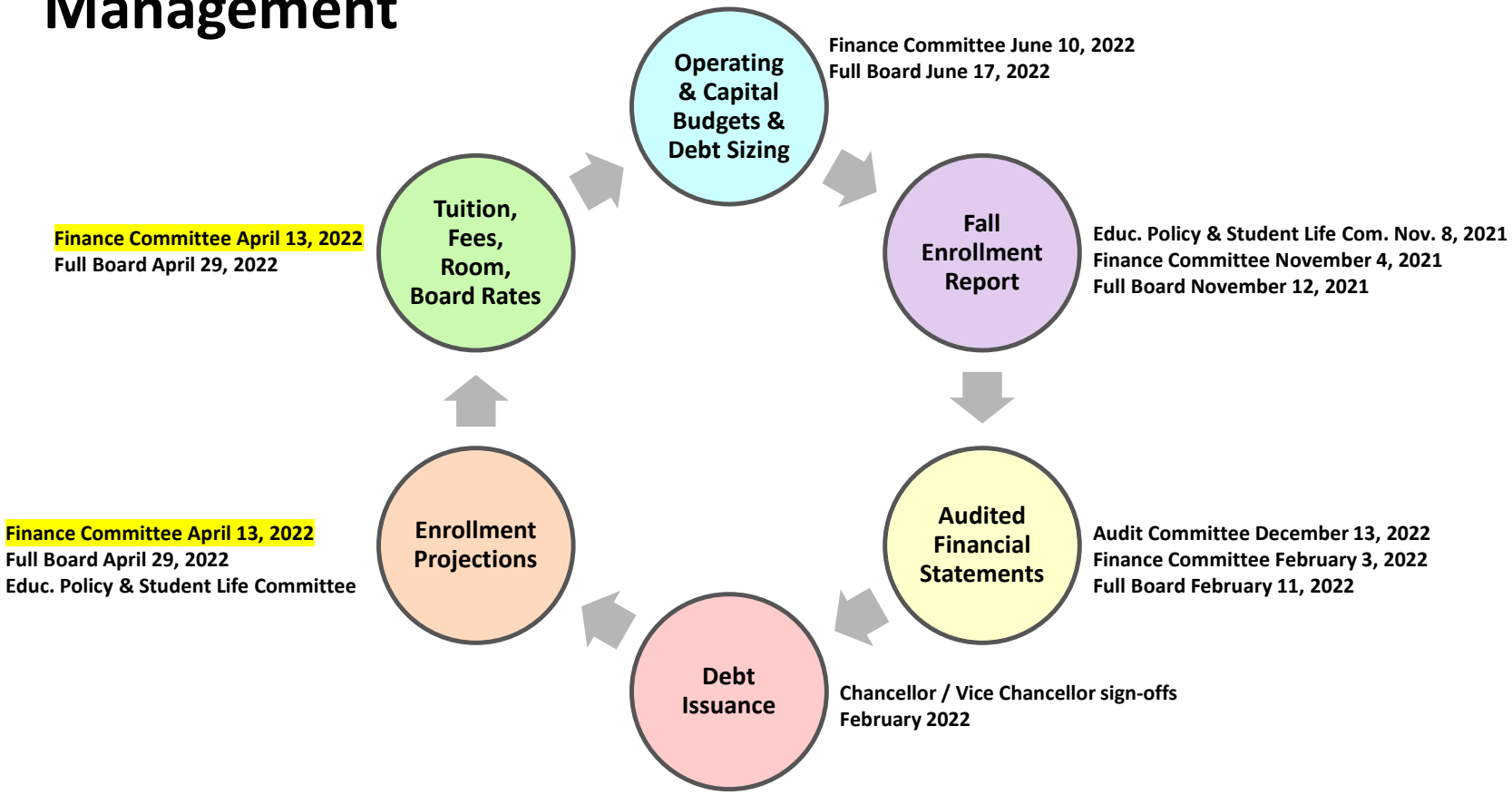
USM Enrollment Projections

Board of Regents Finance Committee
April 13, 2022

University System of Maryland

UNIVERSITY SYSTEM of MARYLAND

Annual Cycle for Inputs into Financial Management



University System of Maryland

Role of Enrollment Projections

USM Enrollment Management

- Operating Budget Development (Short-Term)
- Program Development / Student Support (Middle-Term)
- Capital Planning (Long-Term)

Informs MHEC Statewide Projection Process

Board of Regents Policy and Action Item

University System of Maryland

Enrollment Projection Overview

As of Fall 2021, USM enrollment was 164,851.

Short-term projection for Fall 2022 is 161,956 or nearly -2,900 less than Fall 2021.

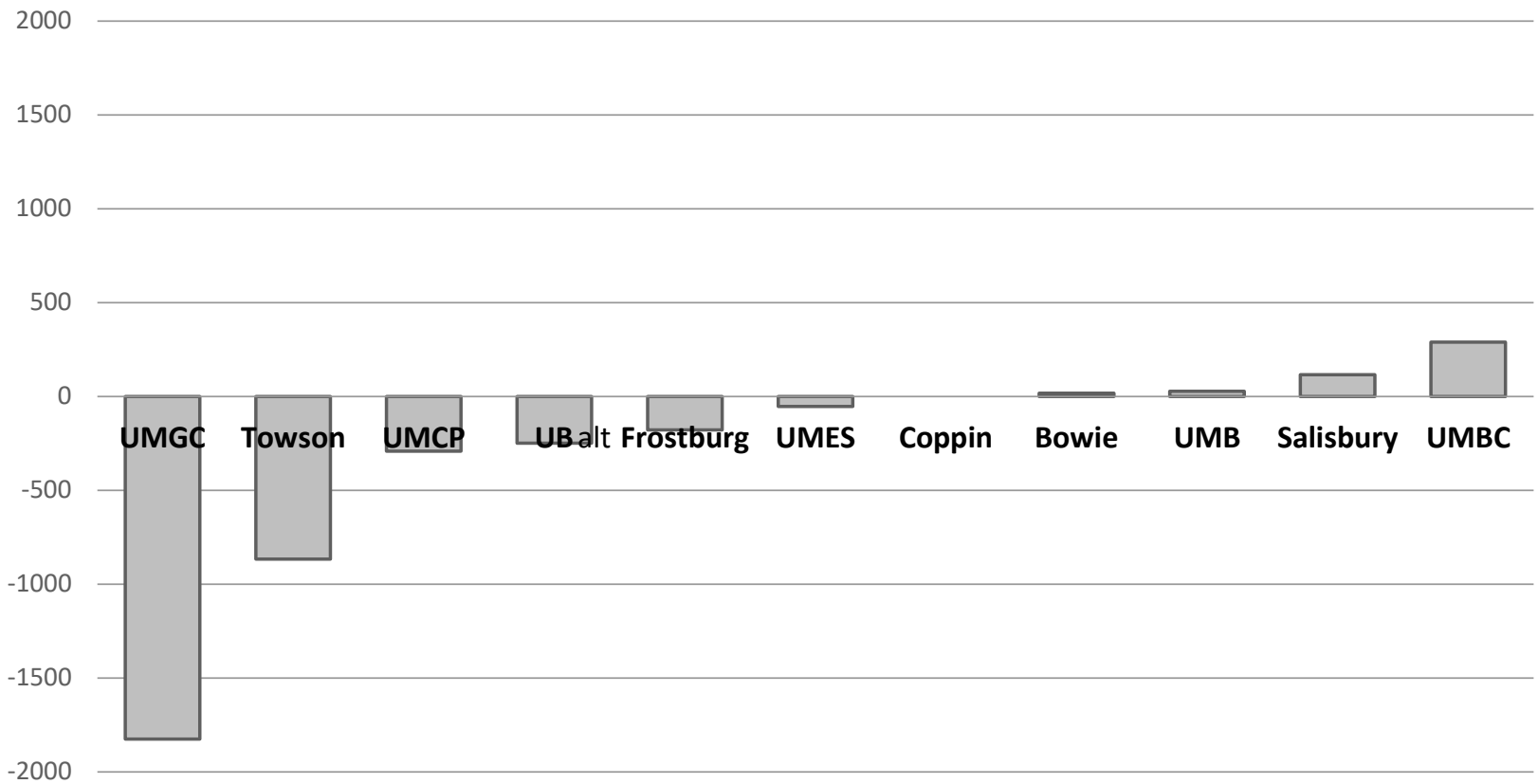
- UMGC projection is most of the loss at -1,825
- All other campuses combined loss is -1,072

USM institutions continue to plan and project for enrollment growth over the long-term rate at a similar rate of increase. The long-term projection is 174,630 (+9,777) for Fall 2031.

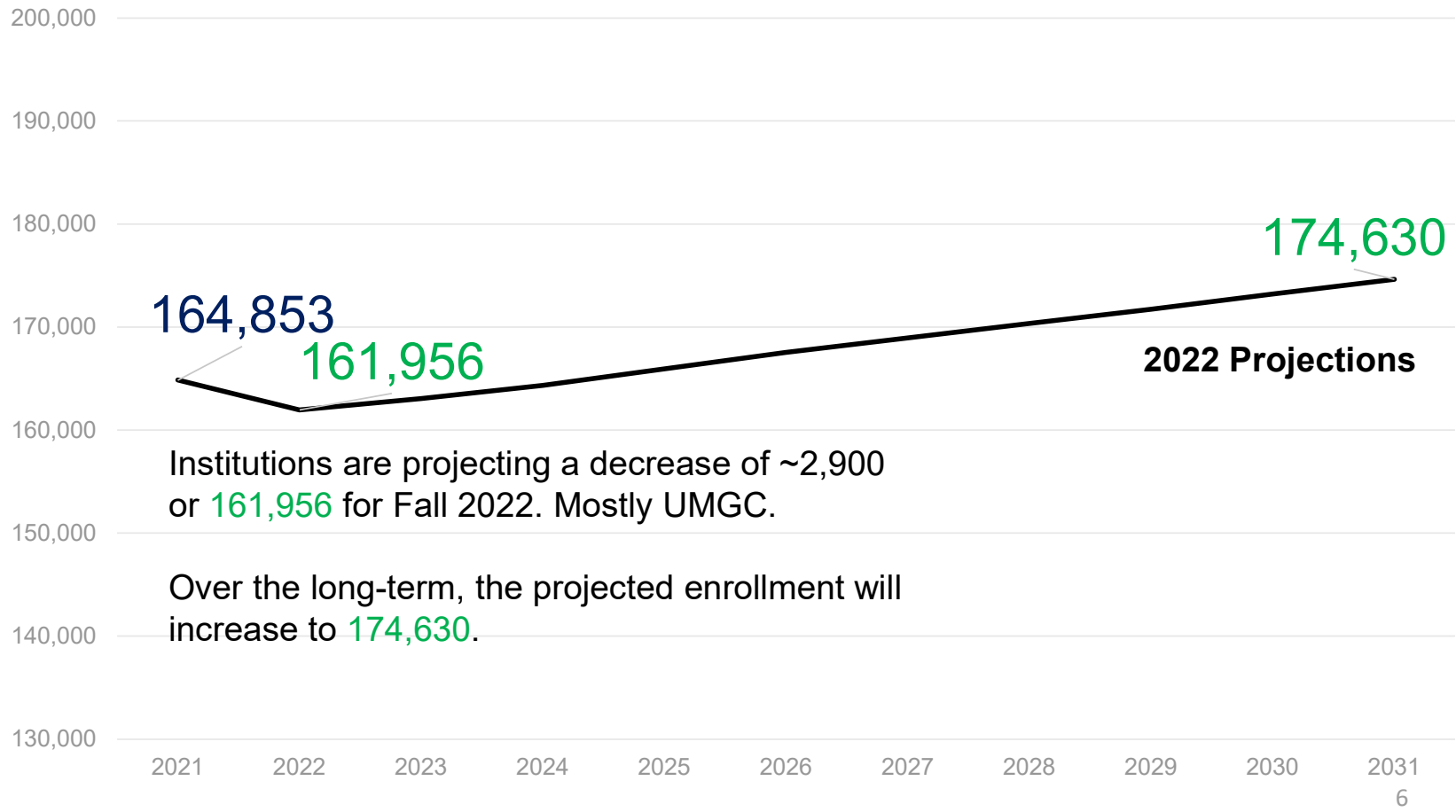
- UMGC projection is +1,788
- All other campuses combined is approximately +8,000

University System of Maryland

One-year Projections Fall 2022

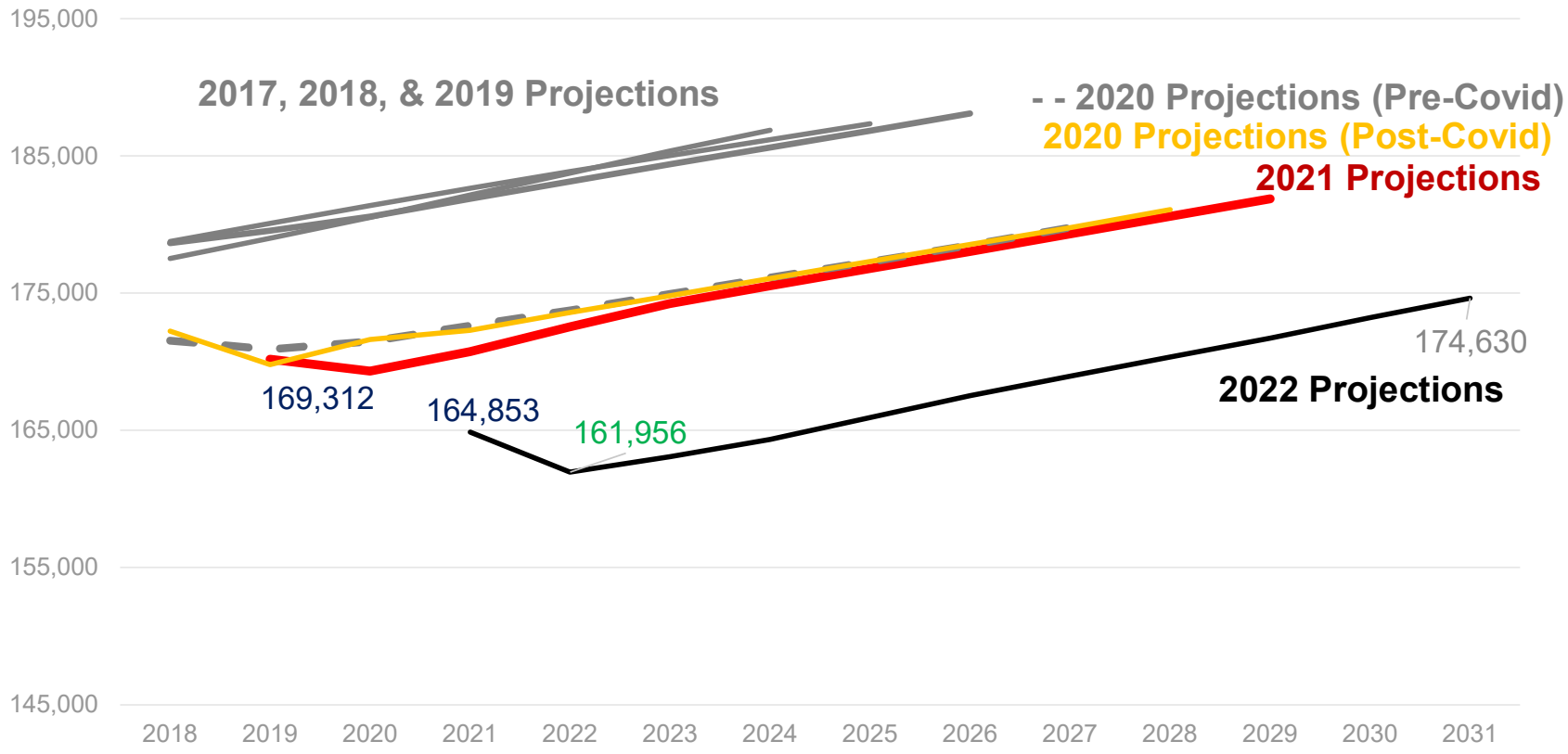


Fall 2022 to Fall 2031 USM Enrollment Projections



University System of Maryland

The Pandemic Enrollment Rebound Delayed 2022 Projections are on a New Trajectory



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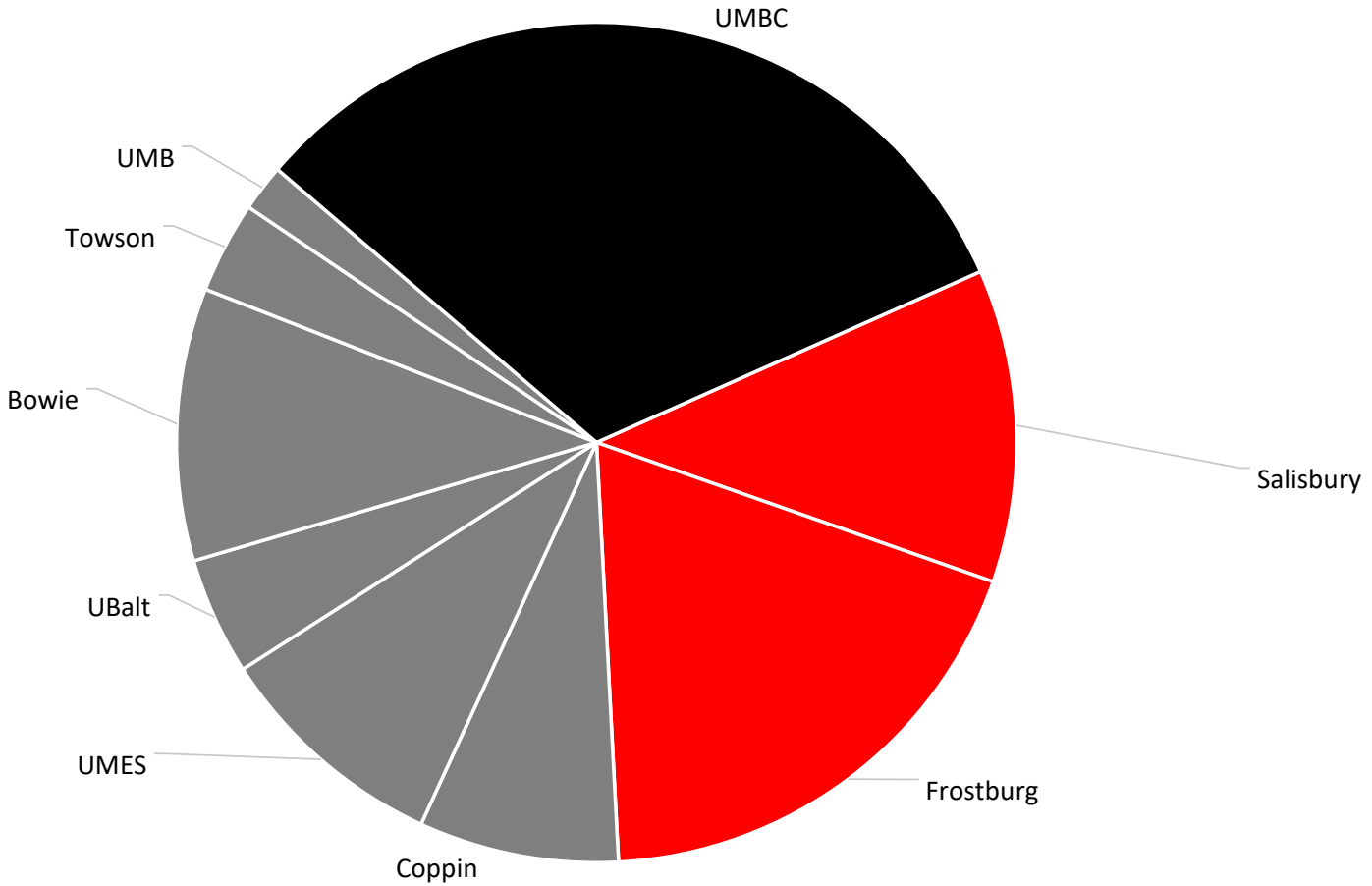
University System of Maryland

USM Growth +8,311 by Fall 2031 (Without UMGC and UMCP)



UNIVERSITY SYSTEM of MARYLAND

Summary

Campus Enrollment Projections

- Account for recent decreases in new enrollment for FY 2020 and FY 2021
- Follow a similar trajectory and long-term strategy
- Incorporate long-term changes as reflected in enrollment plans

Questions and Discussion

University System of Maryland

Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
cmuntz@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
March 14, 2022
Meeting via Video and Conference Call
DRAFT

Minutes of the Public Session

Regent Gonella welcomed those on the video and teleconference and called the meeting of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare of the University System of Maryland Board of Regents to order in public session at 10:02 a.m.

Regents participating in the session included: Mr. Gonella (Chair), Ms. Gooden, Mr. Breslin, Ms. Gourdine, Ms. Johnson, Mr. Peters, Mr. Pope, and Mr. Smarick. Also participating were Chancellor Perman, Ms. Boughman, Ms. Herbst, Ms. Wilkerson, Ms. Langrill, Mr. Page, Ms. Skolnik, Mr. McDonough, Mr. Eismeier, Mr. Muntz, Ms. West, Ms. Denson, Mr. Mosca, Ms. Lee, Mr. Lurie, Ms. Auburger, Ms. McMann, Mr. Barrio, Mr. Davidson, Mr. Franchak, Ms. Brandenburg, Mr. Rae, Mr. Evans, Ms. Sorem, Mr. Carter, Mr. DiBartolo, Mr. Doughty, Mr. Dell, Ms. Breaux, Mr. Wight and other members of the USM community and the public.

The following agenda items were discussed:

1. Committee Charge (action)

Regent Gonella welcomed all the Committee members, Chancellor and staff, athletic directors and public and explained that the ICA staff have prepared a proposed revision to the charter that is consistent with the wording in the other relevant committee charters. The change is to reflect the interest of the full Board of Regents that committees involved in academics receive information shared with this committee concerning student-athlete academic progress. Regent Gonella emphasized that this committee will work through, over time, how and what is presented in a public session, and what other processes and mechanisms can be used to share information requested from regents. Regent Gonella talked about today's meeting as an example, where the resulting report for the third item on the agenda portrays high level operating results, key balance sheet amounts for cash and investments, and debt for each program and this report will be shared with the Finance Committee, as well as the full Board of Regents annually. Similarly, the regents, through policy, expect the student-athletes are students first, meaning that academic progress needs to be consistent with that of the student body as a whole. Ms. Lee and Mr. Muntz produce a report which includes a summary of graduation rate info and the Academic Progress Rate, and NCAA-developed measures to track each sports student-athletes eligibility and progress over a running four-year span. This report will also be shared with the Regents Committee on Educational Policy and Student-life.

The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare recommended that the Board of Regents approve the amendment to the committee charter.

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

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

2. Mid-year athletic directors updates – rotating – UMBC, UMES, SU (information)

Regent Gonella informed the Committee members that there will be a rotating set of athletic directors sharing their perspectives on current issues. This meeting, we will hear from Brian Barrio from UMBC, Keith Davidson from UMES, and Gerry DiBartolo from SU. Regent Gonella explained that these sessions are intended to both help the committee understand the issues and challenges facing each program, but also gain a sense of the perspective of athletic directors on the changes that intercollegiate athletics are facing, whether the impact of the Alston case, or what might be expected in terms of changes coming from the NCAA's constitutional convention, or Title IX compliance.

3. Financial condition and results of intercollegiate athletic programs (information)

Regent Gonella introduced the third item on the agenda and explained that Ms. Herbst and Mr. Page will review for the committee their analysis of the financial condition of each of the System institutions' athletic departments.

Ms. Herbst informed the committee that we work to ensure that each institution operates, at least in normal times, athletics on a self-supporting basis, meaning that athletics spending is to only use funds raised for athletics.

Ms. Herbst also reported that each athletic department is unique, and each has different arrangements with the institution. Some institutions provide facilities for athletics on a lease model, where the program is only charged for the time and use of the facilities, while others may use an exclusive use model, where the athletic department carries all of the facilities costs. Ms. Herbst emphasized that these differences are completely appropriate and reflect the differences that each program operates within. The USM staff monitors the year-to-year reporting to ensure there is continuity and the approach to financial reporting for the program doesn't change inappropriately, and that each institution with an accumulated deficit, or amounts owed back to the campus, is thinking about or has plans in place to repay those accumulated deficits.

Mr. Page walked through each institution's key financial attributes of operating results and what each program has as assets and owes as liabilities for FY21.

Regent Gonella asked the committee members to share with him, Ms. Herbst, or Mr. Page any topics for educational or information sharing sessions that relate to intercollegiate athletics. Regent Gonella reminded the Committee that the next meeting is scheduled for June 13 from 10am-12pm and will be virtual. He also explained that we will hear from Towson and Bowie State's athletic directors and consider the health and welfare arrangements in place for each of our athletic program, Title IX compliance, and the academic progress of our student-athletes. The public meeting was adjourned at 11:32 a.m.

Respectfully submitted,

Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Committee charge (action)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 14, 2022

SUMMARY: The committee charge, formally approved April 2021, details the scope of the committee focus and inter-relationships with other committees where appropriate.

In developing the initially approved committee charge, the need for formalization of the need to share financial or student-athlete academic and health and safety information with the Committee on Finance, or the Committee on Education Policy and Student Life were not reflected or specifically addressed. The attached, revised and updated proposed charge addresses those needs.

ALTERNATIVE(S): The committee could propose alternative language that stipulates or addresses the need to share information relevant to the Committee on Finance, or the Committee of Education Policy and Student Life.

FISCAL IMPACT: This action item will not have a fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the committee recommend approval by the full Board of Regents of the proposed charge for the Board of Regents Committee on Intercollegiate Athletics and Student-athlete Health and Welfare.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: March 14, 2022

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM of MARYLAND

Board of Regents
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Charge, Role, and Responsibilities

Charge:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and the need for further or changed Board of Regents policy requirements.

Role and Responsibilities:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall consider and report or recommend to the Board of Regents on matters concerning expectations and requirements of institutions with intercollegiate athletics programs; minimum standards System-wide for institutions arrangements with student-athletes including scholarships, student support services, health insurance and Title IX practices and compliance, and new Board of Regents policy changes recommended for full Board of Regents approval. The Committee will also review presidential success in managing institutional intercollegiate athletics in accordance with policy requirements. The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare will also monitor developments in intercollegiate athletics nationally, whether with the NCAA, athletic conferences, or Federal legislation, rule-making or other forms of national accountability, and assess implications for USM institutions.

Members of the Committee on Intercollegiate Athletics and Student-athlete Health and Welfare are appointed annually by the Chairperson of the Board. The Committee shall meet as needed, but no fewer than three times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

A. Information on health and academic support protocols provided to student-athletes.
B. Information on Title IX compliance.
C. Information on institution's student-athletes academic progress and graduation success.
D. Institution submitted reports documenting athletic program status or performance relative to student-athlete health, safety, and well-being standards or expectations.
E. Institution submitted reports documenting athletic program status or performance relative to academic, financial or other standards as required by the NCAA, athletic conferences or other organized bodies that may impose sanctions or influence the ICA program's resources or operations.
F. Financial status, commitments and obligations, results of operations and financial projections for the coming five-year period.

The Committee shall prepare and provide its annual APR and financial reports to the full Board. The Committee shall also share the appropriate reports, respectively, with the committees on **Education Policy & Student Life and Finance for information purposes.**

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Mid-year athletic directors updates – rotating – UMBC, UMES, SU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 14, 2022

SUMMARY: Each committee meeting a set of institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges facing the athletic program currently, and discuss nationwide trends, developments, and future potential actions with an impact on athletics in higher education.

This meeting we have invited the following athletic directors to each spend 15-20 minutes discussing:

- a discussion of the lines of reporting within the institution and responsibility for athletics
- the institutions current challenges
- institution efforts to prepare or facilitate for student-athletes use of name, image or likeness
- potential impacts of the Alston case on the institution's athletic department, and
- concerns about the national constitutional convention changes and the expected impacts

Athletic directors asked to present at this meeting include:

1. Brian Barrio, University of Maryland Baltimore County
2. Keith Davidson, University of Maryland Eastern Shore
3. Gerard DiBartolo, Salisbury University

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: March 14, 2022

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics
Mid-year Athletics Directors Discussions for March 14, 2022

Agenda item #2 will be a mid-year update from a rotating (across meetings) set of 3 athletic directors per meeting

In order of appearance at the BOR Committee meeting:

Brian Barrio, University of Maryland Baltimore County
Keith Davidson, University of Maryland Eastern Shore
Gerard DiBartolo, Salisbury University

Each athletic director should plan on 10 minutes per with another 5 minutes for questions

Possible or suggested topics for Athletic Directors discussions (understanding the discussion will be in an open session)

1. Explanation of reporting lines for the institution and its athletic department
2. Summary of size of program; # of student-athletes and sports
3. Any significant institutional or program dynamics or challenges of the day
4. Institution's exposure or impact associated with:
    - Name, image, and likeness changes
    - Educational benefits and the Alston case
    - Changes in NCAA rules and arrangements that may be impacted by the constitutional convention

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Financial condition and financial results of intercollegiate athletic programs (information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 14, 2022

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the values and expectations of the Board of Regents of institutions that operate intercollegiate athletics programs. One of the basic principles or values articulated is:

> *Intercollegiate athletics programs are to be managed on a self-supporting basis, meaning that all spending and expenses are to be paid for by revenues and resources generated by the intercollegiate athletic program within the institution.*

A considerable volume of detailed information on the financial condition, and results of operations of the intercollegiate athletics programs is collected annually to enable staff to assess the financial condition as well as the results of operations, to ensure that athletics is being managed on a self-support basis. Institutions with athletic programs competing in Division 1 of the NCAA are expected to provide a robust range of information and details on matters that bear of the degree of borrowing, capital plans, and potential contingent liabilities. Institutions operating athletic programs competing in Division 2 or 3 are required to submit a somewhat streamlined set of financial information.

Staff has summarized the information for ease of use by the Regents and the attached report details.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION DATE: March 14, 2022

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 and Joann Boughman 301-445-1992

University System of Maryland

Board of Regents Committee on Intercollegiate Athletics and Student-athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2021

Institution	Fund balance / (Accumulated Deficit) - June 30, 2020	FY 2021 Net change in fund balances	Fund balance / (Accumulated Deficit) - June 30, 2021	Direct institution funding of athletics - COVID (other than student athletics fee) FY 2021*
Division 1:				
UMCP	(52,180,156)	(20,930,483)	(73,110,639)	-
TU	(4,006,626)	3,342,114	(664,512)	-
UMES	(4,199,736)	-	(4,199,736)	2,378,130
CSU	(14,115,656)	400,758	(13,714,898)	-
UMBC	(1,955,426)	(4,922,763)	(6,878,189)	2,629,813
Division 2:				
FSU	-	-	-	994,809
BSU	(2,084,237)	62,730	(2,021,507)	-
Division 3:				
SU	11,069,203	616,813	11,686,016	-

*On September 18, 2020, the Board of Regents adopted a resolution suspending the requirement that intercollegiate athletics be operated on only athletics resources, recognizing the impact of the pandemic on expected athletics funding streams as well as additional spending requirements, and enabling institutions to fund or subsidize athletics for fiscal year 2020 and or 2021 with other, non-state-supported fund sources.

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
June 30, 2021

Institution	University cash and endowments of athletic program – June 30, 2021	Foundation cash and endowments for athletics - June 30, 2021	Owed to institution for facilities – June 30, 2021	External debt - June 30, 2021
Division 1:				
UMCP*	4,850,101	39,978,726	(5,170,000)	(30,968,708)
TU	-	6,691,282	(2,000,000)	-
UMES	250,251	-	-	-
CSU	-	208,658	-	-
UMBC	-	1,244,513	-	(23,380,654)
Division 2:				
FSU	422,316	892,280	-	-
BSU	-	-	(1,092,942)	-
Division 3:				
SU	11,686,016	213,698	-	-

* The university held back from current spending a total of $59,141,585 of advance funding received through fiscal year 2020 as a part of a structured financial transition plan for use by the athletic department in annual allotments over the six-year period ending June 30, 2026.

Recognizing that neither project was complete as of June 30, 2021, ***Owed to institution for facilities*** does not yet include the impact of the fundraising results versus goal for Jones-Hill House (Cole Field House renovated) or the borrowed amount for Maryland Stadium video scoreboard replacement. These amounts will be added in the year the project is completed and the final amounts used are determined.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Fiscal Year 2023 Schedule of Tuition and Mandatory Fees

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: Each year, the Board of Regents reviews and takes action on the proposed rates for tuition and fees. For FY 2023, the in-state undergraduate full-time and part-time tuition rates will not increase by more than 2%. Out-of-state undergraduate, graduate, and professional rates will not increase by more than 5%.

As part of its FY 2023 submission, the University of Maryland, College Park is proposing to consolidate several of its mandatory fees with tuition for both the undergraduate and graduate populations. The University seeks to consolidate the technology, performing arts, health center, and facilities fees into the base tuition rate and concurrently eliminate these as mandatory fees. The proceeds for these fees have supported core operations that properly align with the usage of centrally managed tuition rather than a standalone, self-supported unit. In addition, the consolidation of these fees will simplify the student bills, course charging, and resource allocation. Tuition and fees for the University will continue to be ninth of 13 public institutions in the Big Ten Academic Alliance.

As a reminder, the Board of Regents previously authorized the University of Maryland, Baltimore to charge a "BSN Tuition Clinical Education Cost Coverage" to its traditional undergraduate nursing students. The additional revenue is necessary to offset the high cost of instruction to deliver an upper division traditional nursing program. Full-time traditional undergraduate nursing students will pay an additional $1,000 annually in the second year of a three-year phase-in implementation.

Additionally, University of Maryland Eastern Shore is in year two of a three-year implementation plan for increases to its Physician Assistant Program (PA). Consistent with the Board's April 16, 2021 authorization of the proposal, the PA resident tuition rates will increase by 15% and non-resident rates by 10%. Based on the market, UMES will still be well below the PA current market averages once the final rate increases are implemented in Fall 2023.

Overall, out-of-state undergraduate full-time rate increases range from 1% at Bowie State University and up to 4.9% Towson University. Out-of-state undergraduate part-time rate increases range from no increase UMGC and up to 4.8% at Towson University. Graduate full-time and part-time tuition rates will not increase above 5%, with most institutions below 5%.

Also included on the schedule are mandatory fee rates. These fees support those services and activities that are not fully funded by either tuition revenue or state general funds. In accordance with USM Policy VIII-2.50, institutions are required to meet with student groups, who have a formal role in the discussion and review of proposed fees and changes to existing fees. A brief summary of the student engagement process is attached, beginning on page 31.

ALTERNATIVE(S): The Board may elect to adjust the recommended schedules. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2023 tuition and fees revenue would increase $32.0 million or 1.8% over the FY 2022 tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Any such changes will be in consultation with and reported to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/13/22
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE				
SCHOOL OF DENTISTRY				
DDS Program				
In-State Tuition	**44,164.00**	**46,354.00**	**2,190.00**	**5.0%**
Out-of-State Tuition	**82,129.00**	**86,235.00**	**4,106.00**	**5.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State DDS Program	**46,082.00**	**48,376.00**	**2,294.00**	**5.0%**
Total Out-of-State DDS Program	**84,047.00**	**88,257.00**	**4,210.00**	**5.0%**
Post Graduate Program				
In-State Tuition	**40,793.00**	**42,814.00**	**2,021.00**	**5.0%**
Out-of-State Tuition	**64,183.00**	**67,373.00**	**3,190.00**	**5.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	60.00	60.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State Post Graduate Program	**42,696.00**	**44,821.00**	**2,125.00**	**5.0%**
Total Out-of-State Post Graduate Program	**66,086.00**	**69,380.00**	**3,294.00**	**5.0%**
Graduate - Masters per Credit Hour				
In-State Tuition	**749.00**	**764.00**	**15.00**	**2.0%**
Out-of-State Tuition	**1,319.00**	**1,320.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Graduate - Ph D per Credit Hour				
In-State Tuition	**596.00**	**608.00**	**12.00**	**2.0%**
Out-of-State Tuition	**1,074.00**	**1,075.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Dental Hygiene - Undergraduate				
In-State Tuition	**5,731.00**	**5,740.00**	**9.00**	**0.2%**
Out-of-State Tuition	**31,432.00**	**31,441.00**	**9.00**	**0.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	68.00	68.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State Dental Hygiene	**7,642.00**	**7,755.00**	**113.00**	**1.5%**
Total Out-of-State Dental Hygiene	**33,343.00**	**33,456.00**	**113.00**	**0.3%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Dental Hygiene - Undergraduate per Credit Hour				
In-State Tuition	**401.00**	**402.00**	**1.00**	**0.2%**
Out-of-State Tuition	**999.00**	**1,000.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	46.00	46.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
School of Dentistry Shady Grove Programs				
Clinical Dental Hygiene Leadership Dual Degree				
In-State Tuition	**16,050.00**	**16,059.00**	**9.00**	**0.1%**
Out-of-State Tuition	**22,472.00**	**22,481.00**	**9.00**	**0.0%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	696.00	696.00	0.00	0.0%
USG Facilities fee	42.00	42.00	0.00	0.0%
Student Activities	68.00	68.00	0.00	0.0%
Student Services fee	300.00	320.00	20.00	6.7%
Total In-State Clinical Dental Hygiene Leadership	**17,298.00**	**17,327.00**	**29.00**	**0.2%**
Total Out-of-State Clinical Dental Hygiene Leadership	**23,720.00**	**23,749.00**	**29.00**	**0.1%**
SCHOOL OF LAW				
JD Full Time Program				
In-State Tuition (base tuition 12 credits or more)	**33,628.00**	**34,301.00**	**673.00**	**2.0%**
Out-of-State Tuition (base tuition 12 credits or more)	**49,637.00**	**50,630.00**	**993.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State JD Full Time - 12 credits or more	**35,536.00**	**36,313.00**	**777.00**	**2.2%**
Total Out-of-State JD Full Time - 12 credits or more	**51,545.00**	**52,642.00**	**1,097.00**	**2.1%**
JD Part Time Program Flat Rate				
In-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	**22,076.00**	**22,518.00**	**442.00**	**2.0%**
Out-of-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	**32,497.00**	**33,147.00**	**650.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State JD Part Time 20 credits	**23,968.00**	**24,514.00**	**546.00**	**2.3%**
Total Out-of-State JD Part Time 20 credits	**34,389.00**	**35,143.00**	**754.00**	**2.2%**
JD Program per Credit Hour				
In-State Tuition (per credit hour)	**1,273.00**	**1,298.00**	**25.00**	**2.0%**
Out-of-State Tuition (per credit hour)	**1,877.00**	**1,915.00**	**38.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee	67.00	72.00	5.00	7.5%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
LLM Full Time Program Flat Rate				
In-State Tuition (base tuition 12 - 14 credits (>14 NA))	**28,972.00**	**29,551.00**	**579.00**	**2.0%**
Out-of-State Tuition (base tuition 12 - 14 credits (>14 NA))	**28,972.00**	**29,551.00**	**579.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State LLM Full Time - 12 credits or more	**30,880.00**	**31,563.00**	**683.00**	**2.2%**
Total Out-of-State LLM Full Time - 12 credits or more	**30,880.00**	**31,563.00**	**683.00**	**2.2%**
LLM Program per Credit Hour				
In-State Tuition <12 credits	**1,137.00**	**1,160.00**	**23.00**	**2.0%**
Out-of-State Tuition <12 credits	**1,137.00**	**1,160.00**	**23.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Master of Science in Law per Credit Hour (at College Park)				
In-State Tuition	**887.00**	**905.00**	**18.00**	**2.0%**
Out-of-State Tuition	**887.00**	**905.00**	**18.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22.00	22.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%
ONLINE - Master of Science in Law (Cybersecurity) per Credit Hour				
In-State Tuition	**887.00**	**905.00**	**18.00**	**2.0%**
Out-of-State Tuition	**887.00**	**905.00**	**18.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%
ONLINE - Master of Science in Law (Homeland Sec & Crisis Mgmt) Per Credit Hour				
In-State Tuition	**887.00**	**905.00**	**18.00**	**2.0%**
Out-of-State Tuition	**887.00**	**905.00**	**18.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
SCHOOL OF MEDICINE				
MD Program				
In-State Tuition	**37,817.00**	**38,573.00**	**756.00**	**2.0%**
Out-of-State Tuition	**66,912.00**	**68,249.00**	**1,337.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	83.00	83.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State MD Program	**39,743.00**	**40,603.00**	**860.00**	**2.2%**
Total Out-of-State MD Program	**68,838.00**	**70,279.00**	**1,441.00**	**2.1%**
Medicine Graduate - Masters per Credit Hour				
In-State Tuition	**749.00**	**764.00**	**15.00**	**2.0%**
Out-of-State Tuition	**1,319.00**	**1,320.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Medicine Graduate - Ph D per Credit Hour				
In-State Tuition	**596.00**	**608.00**	**12.00**	**2.0%**
Out-of-State Tuition	**1,074.00**	**1,075.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Masters in Genetic Counseling				
In-State Tuition	**19,938.00**	**20,141.00**	**203.00**	**1.0%**
Out-of-State Tuition	**32,919.00**	**33,251.00**	**332.00**	**1.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State Genetic Counseling	**21,856.00**	**22,163.00**	**307.00**	**1.4%**
Total Out-of-State Genetic Counseling	**34,837.00**	**35,273.00**	**436.00**	**1.3%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Masters in Public Health per Credit Hour				
In-State Tuition	**854.00**	**879.00**	**25.00**	**2.9%**
Out-of-State Tuition	**1,508.00**	**1,553.00**	**45.00**	**3.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	47.00	47.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Medical & Research Technology - Undergraduate				
In-State Tuition	**8,197.00**	**8,205.00**	**8.00**	**0.1%**
Out-of-State Tuition	**24,881.00**	**24,889.00**	**8.00**	**0.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State Med. & Research Technology	**10,091.00**	**10,203.00**	**112.00**	**1.1%**
Total Out-of-State Med. & Research Tech.	**26,775.00**	**26,887.00**	**112.00**	**0.4%**
Medical & Research Technology - Post-Baccalaureate Certificate				
In-State Tuition	**14,767.00**	**14,775.00**	**8.00**	**0.1%**
Out-of-State Tuition	**28,665.00**	**28,673.00**	**8.00**	**0.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State Medical & Research Tech Certificate	**16,661.00**	**16,773.00**	**112.00**	**0.7%**
Total Out-of-State Medical & Research Tech Certificate	**30,559.00**	**30,671.00**	**112.00**	**0.4%**
Medical Research Technology - Undergraduate per Credit Hour				
In-State Tuition	**393.00**	**393.50**	**0.50**	**0.1%**
Out-of-State Tuition	**899.00**	**900.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Medical & Research Technology - Graduate per Credit Hour				
In-State Tuition	**760.00**	**761.00**	**1.00**	**0.1%**
Out-of-State Tuition	**1,291.00**	**1,292.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee- per credit hour	67.00	72.00	5.00	7.5%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Doctorate in Physical Therapy (All PT Students) per Credit Hour				
In-State Tuition	**667.00**	**668.00**	**1.00**	**0.1%**
Out-of-State Tuition	**1,139.00**	**1,140.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Masters of Public Health Dual Degree				
In-State Tuition	**25,646.00**	**26,409.00**	**763.00**	**3.0%**
Out-of-State Tuition	**45,062.00**	**46,407.00**	**1,345.00**	**3.0%**
Technology Fee	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State MPH Dual Degree	**27,556.00**	**28,423.00**	**867.00**	**3.1%**
Total Out-of-State MPH Dual Degree	**46,972.00**	**48,421.00**	**1,449.00**	**3.1%**
SCHOOL OF NURSING				
Nursing Undergraduate Traditional				
In-State Tuition	**9,446.00**	**9,635.00**	**189.00**	**2.0%**
Out-of-State Tuition	**38,822.00**	**39,597.00**	**775.00**	**2.0%**
BSN Tuition Clinical Education Cost Coverage	**500.00**	**1,000.00**	**500.00**	**100.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State School of Nursing - Undergraduate	**11,899.00**	**12,692.00**	**793.00**	**6.7%**
Total Out-of-State School of Nursing - Undergraduate	**41,275.00**	**42,654.00**	**1,379.00**	**3.3%**
Nursing Undergraduate per Credit Hour Traditional				
In-State Tuition	**409.00**	**417.00**	**8.00**	**2.0%**
Out-of-State Tuition	**1,389.00**	**1,416.00**	**27.00**	**1.9%**
BSN Tuition Clinical Education Cost Coverage (Maximum amount of $1000)	**50.00**	**100.00**	**50.00**	**100.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee	67.00	72.00	5.00	7.5%
Nursing Undergraduate (BS) RN-BSN				
In-State Tuition	**9,196.00**	**9,379.00**	**183.00**	**2.0%**
Out-of-State Tuition	**37,738.00**	**38,488.00**	**750.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State School of Nursing - Undergraduate	**11,149.00**	**11,436.00**	**287.00**	**2.6%**
Total Out-of-State School of Nursing - Undergraduate	**39,691.00**	**40,545.00**	**854.00**	**2.2%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Nursing Undergraduate per Credit Hour (BS) RN-BSN				
In-State Tuition	**401.00**	**409.00**	**8.00**	**2.0%**
Out-of-State Tuition	**1,352.00**	**1,379.00**	**27.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee	67.00	72.00	5.00	7.5%
Online Undergraduate (BS) RN-BSN				
In-State Tuition	**9,196.00**	**9,379.00**	**183.00**	**2.0%**
Out-of-State Tuition	**37,738.00**	**38,488.00**	**750.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Total In-State School of Nursing - Online Undergraduate (BS) RN-BSN	**9,748.00**	**9,951.00**	**203.00**	**2.1%**
Total Out-of-State School of Nursing - Online Undergraduate (BS) RN-BSN	**38,290.00**	**39,060.00**	**770.00**	**2.0%**
Online Undergraduate per Credit Hour (BS) RN-BSN				
In-State Tuition	**401.00**	**409.00**	**8.00**	**2.0%**
Out-of-State Tuition	**1,352.00**	**1,379.00**	**27.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Nursing Masters CNL per Credit Hour				
In-State Tuition	**816.00**	**844.00**	**28.00**	**3.4%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	90.00	100.00	10.00	11.1%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Nursing Masters Other per Credit Hour				
In-State Tuition	**840.00**	**856.00**	**16.00**	**1.9%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	90.00	100.00	10.00	11.1%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Nursing Ph D per Credit Hour				
In-State Tuition	**840.00**	**856.00**	**16.00**	**1.9%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	90.00	100.00	10.00	11.1%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Nursing DNP per Credit Hour				
In-State Tuition	**840.00**	**856.00**	**16.00**	**1.9%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	90.00	100.00	10.00	11.1%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Nursing - Masters ONLINE - INFORMATICS (per Credit Hour)				
In-State Tuition	**840.00**	**856.00**	**16.00**	**1.9%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	90.00	100.00	10.00	11.1%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Nursing - Masters ONLINE - HEALTH SERVICES LEADERSHIP & MANAGEMENT (per Credit Hour)				
In-State Tuition	**840.00**	**856.00**	**16.00**	**1.9%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	90.00	100.00	10.00	11.1%
Student Serves Fee - per credit hour	17.00	18.00	1.00	5.9%
School of Nursing Shady Grove Campus				
Traditional BSN Program				
In-State Tuition	**9,446.00**	**9,635.00**	**189.00**	**2.0%**
Out-of-State Tuition	**38,822.00**	**39,597.00**	**775.00**	**2.0%**
BSN Tuition Clinical Education Cost Coverage	**500.00**	**1,000.00**	**500.00**	**100.0%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	696.00	696.00	0.00	0.0%
USG Facilities	42.00	42.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services fee	300.00	320.00	20.00	6.7%
Total In-State School of Nursing	**11,236.00**	**11,945.00**	**709.00**	**6.3%**
Total Out-of-State School of Nursing	**40,612.00**	**41,907.00**	**1,295.00**	**3.2%**
Undergraduate Per Credit Hour Traditional				
In-State Tuition	**409.00**	**417.00**	**8.00**	**2.0%**
Out-of-State Tuition	**1,389.00**	**1,416.00**	**27.00**	**1.9%**
BSN Tuition Clinical Education Cost Coverage (Maximum amount of $1000)	**50.00**	**100.00**	**50.00**	**100.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	29.13	29.13	0.00	0.0%
USG Facilities	21.00	21.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services fee - per credit hour	17.00	18.00	1.00	5.9%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Undergraduate (BS) RN-BSN				
In-State Tuition	**9,196.00**	**9,379.00**	**183.00**	**2.0%**
Out-of-State Tuition	**37,738.00**	**38,488.00**	**750.00**	**2.0%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	696.00	696.00	0.00	0.0%
USG Facilities	42.00	42.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services fee	300.00	320.00	20.00	6.7%
Total In-State School of Nursing	**10,486.00**	**10,689.00**	**203.00**	**1.9%**
Total Out-of-State School of Nursing	**39,028.00**	**39,798.00**	**770.00**	**2.0%**
Undergraduate Per Credit Hour RN-BSN				
In-State Tuition	**401.00**	**409.00**	**8.00**	**2.0%**
Out-of-State Tuition	**1,352.00**	**1,379.00**	**27.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	29.13	29.13	0.00	0.0%
USG Facilities	21.00	21.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services fee - per credit hour	17.00	18.00	1.00	5.9%
Nursing DNP Per Credit Hour				
In-State Tuition	**840.00**	**856.00**	**16.00**	**1.9%**
Out-of-State Tuition	**1,490.00**	**1,519.00**	**29.00**	**1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	21.84	21.84	0.00	0.0%
USG Facilities	21.00	21.00	0.00	0.0%
Student Activities	90.00	100.00	10.00	11.1%
Student Services fee - per credit hour	17.00	18.00	1.00	5.9%
Online Undergraduate (BS) RN-BSN				
In-State Tuition	**9,196.00**	**9,379.00**	183.00	2.0%
Out-of-State Tuition	**37,738.00**	**38,488.00**	750.00	2.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Total In-State School of Nursing - Online Undergraduate (BS) RN-BSN	**9,748.00**	**9,951.00**	203.00	2.1%
Total Out-of-State School of Nursing - Online Undergraduate (BS) RN-BSN	**38,290.00**	**39,060.00**	770.00	2.0%
Online Undergraduate per Credit Hour (BS) RN-BSN				
In-State Tuition	**401.00**	**409.00**	8.00	2.0%
Out-of-State Tuition	**1,352.00**	**1,379.00**	27.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	110.00	110.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**27,531.90**	**28,352.00**	**820.10**	**3.0%**
Out-of-State Tuition	**45,157.00**	**45,836.00**	**679.00**	**1.5%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State School of Pharm D Program	**29,441.90**	**30,366.00**	**924.10**	**3.1%**
Total Out-of-State School of Pharm D Program	**47,067.00**	**47,850.00**	**783.00**	**1.7%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Pharmacy Graduate - Masters per Credit Hour				
In-State Tuition	**749.00**	**764.00**	**15.00**	**2.0%**
Out-of-State Tuition	**1,319.00**	**1,320.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Pharmacy Graduate - Masters Pharmaceutical Sciences per Credit Hour				
In-State Tuition	**641.00**	**654.00**	13.00	2.0%
Out-of-State Tuition	**804.00**	**805.00**	1.00	0.1%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Pharmacy Graduate - ONLINE Masters Regulatory Sciences per Credit Hour				
In-State Tuition	**650.00**	**663.00**	**13.00**	**2.0%**
Out-of-State Tuition	**816.00**	**817.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Pharmacy Graduate - ONLINE Masters PALLIATIVE CARE per Credit Hour				
In-State Tuition	**650.00**	**663.00**	**13.00**	**2.0%**
Out-of-State Tuition	**816.00**	**817.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee -per credit hour	17.00	18.00	1.00	5.9%
Pharmacy Graduate - ONLINE PHD in PALLIATIVE CARE per Credit Hour				
In-State Tuition	**650.00**	**663.00**	**13.00**	**2.0%**
Out-of-State Tuition	**816.00**	**817.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Pharmacy Graduate - ONLINE Masters PHARMACOMETRICS (per Cr Hr)				
In-State Tuition	**750.00**	**764.00**	**14.00**	**1.9%**
Out-of-State Tuition	**1,345.00**	**1,320.00**	**-25.00**	**-1.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Pharmacy Graduate - Ph D per Credit Hour				
In-State Tuition	**596.00**	**608.00**	**12.00**	**2.0%**
Out-of-State Tuition	**1,074.00**	**1,075.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Pharm D per Credit Hour				
In-State Tuition	**1,061.00**	**1,093.00**	**32.00**	**3.0%**
Out-of-State Tuition	**1,558.00**	**1,581.00**	**23.00**	**1.5%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
School of Pharmacy Shady Grove Campus				
MS IN CANNABIS PROGRAM				
In-State Tuition	**650.00**	**663.00**	**13.00**	**2.0%**
Out-of-State Tuition	**816.00**	**817.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	21.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
USG Auxiliary Fee -per credit hour	21.84	21.84	0.00	0.0%
PharmD*				
In-State Tuition	**27,531.90**	**0.00**	**N/A**	**N/A**
Out-of-State Tuition	**45,157.00**	**0.00**	**N/A**	**N/A**
Technology Fee - flat rate	120.00	0.00	N/A	N/A
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	0.00	N/A	N/A
USG Facilities Fee	42.00	0.00	N/A	N/A
Student Services Fee	300.00	0.00	N/A	N/A
USG Auxiliary Fee	392.00	0.00	N/A	N/A
PharmD Per Credit Hour*				
In-State Tuition	**1,061.00**	**0.00**	**N/A**	**N/A**
Out-of-State Tuition	**1,558.00**	**0.00**	**N/A**	**N/A**
Technology Fee - per credit hour	10.00	0.00	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	0.00	N/A	N/A
USG Facilities Fee	21.00	0.00	N/A	N/A
Student Services Fee - per credit hour	17.00	0.00	N/A	N/A
USG Auxiliary Fee -per credit hour	21.84	0.00	N/A	N/A
Per Credit Hour				
Graduate Master's Pharmaceutical Sciences				
In-State Tuition	**641.00**	**654.00**	**13.00**	**2.0%**
Out-of-State Tuition	**804.00**	**805.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	21.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
USG Auxiliary Fee - per credit hour	21.84	21.84	0.00	0.0%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
SCHOOL OF SOCIAL WORK				
Masters of Social Work Program - Full time				
In-State Tuition	**15,140.00**	**15,442.80**	**302.80**	**2.0%**
Out-of-State Tuition	**32,979.00**	**33,638.58**	**659.58**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee	300.00	320.00	20.00	6.7%
Campus Center Infrastructure Fee	1,212.00	1,296.00	84.00	6.9%
Total In-State Master of Social Work Program	**17,046.00**	**17,452.80**	**406.80**	**2.4%**
Total Out-of-State Masters of Social Work Program	**34,885.00**	**35,648.58**	**763.58**	**2.2%**
Masters of Social Work - Per Credit Hour				
In-State Tuition	**729.00**	**729.00**	**0.00**	**0.0%**
Out-of-State Tuition	**1,307.00**	**1,307.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Social Work - Ph D per Credit Hour				
In-State Tuition	**596.00**	**608.00**	**12.00**	**2.0%**
Out-of-State Tuition	**1,074.00**	**1,075.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
School of Social Work Shady Grove Campus				
Masters of Social Work Program-Full Time				
In-State Tuition	**15,140.00**	**15,442.80**	**302.80**	**2.0%**
Out-of-State Tuition	**32,979.00**	**33,638.58**	**659.58**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	392.00	392.00	0.00	0.0%
USG Facilities fee	42.00	42.00	0.00	0.0%
Student Activities**	0.00	63.00	63.00	100.0%
Student Services fee	300.00	320.00	20.00	6.7%
Total In-State School of Social Work	**16,016.00**	**16,401.80**	**385.80**	**2.4%**
Total Out-of-State School of Social Work	**33,855.00**	**34,597.58**	**742.58**	**2.2%**
Masters of Social Work - per Credit Hour				
In-State Tuition	**728.70**	**729.00**	**0.30**	**0.0%**
Out-of-State Tuition	**1,306.70**	**1,307.00**	**0.30**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	21.84	21.84	0.00	0.0%
USG Facilities fee	21.00	21.00	0.00	0.0%
Student Activities**	0.00	51.00	51.00	100.0%
Student Services fee per credit hour	17.00	18.00	1.00	5.9%
GRADUATE SCHOOL				
GRADUATE - MASTERS				
In-State Tuition Per Credit Hour	**749.00**	**764.00**	**15.00**	2.0%
Out-of-State Tuition Per Credit Hour	**1,319.00**	**1,320.00**	**1.00**	0.1%
Technology Fee - per credit hour	10.00	10.00	**0.00**	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
GRADUATE - PH D				
In-State Tuition Per Credit Hour	**596.00**	**608.00**	**12.00**	**2.0%**
Out-of-State Tuition Per Credit Hour	**1,074.00**	**1,075.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Graduate - PhD Health Professions Education				
In-State Tuition Per Credit Hour	**746.00**	**761.00**	**15.00**	2.0%
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	0.1%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour	67.00	72.00	5.00	7.5%
Graduate - Masters, Health Science Online				
In-State Tuition Per Credit Hour	**731.00**	**746.00**	**15.00**	**2.1%**
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	17.00	18.00	1.00	5.9%
Graduate - Masters, Health & Social Innovation				
In-State Tuition Per Credit Hour	**731.00**	**746.00**	**15.00**	**2.1%**
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Serves Fee - per credit hour	17.00	18.00	1.00	5.9%
Master Health Science Physician Assistant* **				
In-State Tuition Per Credit Hour	**731.00**	**746.00**	**15.00**	**2.1%**
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%
Campus Center Infrastructure Fee - per credit hour***	0.00	72.00	72.00	100.0%
Graduate - MS, Global Health				
In-State Tuition Per Credit Hour	**731.00**	**746.00**	**15.00**	**2.1%**
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	**0.1%**
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
Graduate - MS in Vulnerability and Violence Reduction				
In-State Tuition Per Credit Hour	**731.00**	**746.00**	**15.00**	**2.1%**
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	**0.1%**
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted)				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%
Masters of Science Health Professions Education				
In-State Tuition Per Credit Hour	**731.00**	**746.00**	**15.00**	**2.1%**
Out-of-State Tuition Per Credit Hour	**971.00**	**972.00**	**1.00**	**0.1%**
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee per credit hour	17.00	18.00	1.00	5.9%
Masters, Diversity, Equity and Inclusion Leadership****				
In-State Tuition Per Credit Hour	**0.00**	**746.00**	**746.00**	**100.0%**
Out-of-State Tuition Per Credit Hour	**0.00**	**972.00**	**972.00**	**100.0%**
Technology Fee per credit hour (max $60/semester)	0.00	10.00	10.00	100.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	0.00	22.00	22.00	100.0%
Student Activities	0.00	51.00	51.00	100.0%
Student Services Fee per credit hour(max $160/semester)	0.00	18.00	18.00	100.0%
Masters, Gerontology*****				
In-State Tuition Per Credit Hour	**0.00**	**746.00**	**746.00**	**100.0%**
Out-of-State Tuition Per Credit Hour	**0.00**	**972.00**	**972.00**	**100.0%**
Technology Fee per credit hour (max $60/semester)	0.00	10.00	10.00	100.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	0.00	22.00	22.00	100.0%
Student Activities	0.00	51.00	51.00	100.0%
Student Services Fee per credit hour(max $160/semester)	0.00	18.00	18.00	100.0%
MS, Clinical Informatics******				
In-State Tuition Per Credit Hour	**0.00**	**746.00**	**746.00**	**100.0%**
Out-of-State Tuition Per Credit Hour	**0.00**	**972.00**	**972.00**	**100.0%**
Technology Fee per credit hour (max $60/semester)	0.00	10.00	10.00	100.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	0.00	22.00	22.00	100.0%
Student Activities	0.00	51.00	51.00	100.0%
Student Services Fee per credit hour(max $160/semester)	0.00	18.00	18.00	100.0%

* PharmD will not be offered at Shady Grove Campus
** Student Activities Fee added to Masters of Social Work Program - Full time & Part Time at Shady Grove Campus
*** Master Health Science Physician Assistant Program has moved to the UMB Campus from Anne Arundel Community College and is fully sponsored by UMB
**** New Program - Masters, Diversity, Equity and Inclusion Leadership
***** New Program - Masters, Gerontology
****** New Program - MS, Clinical Informatics

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
UNIVERSITY OF MARYLAND, COLLEGE PARK				
FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)				
In-State Tuition	**9,000.48**	**9,695.00**	**694.52**	**7.7%**
Out-of-State Tuition	**36,682.80**	**37,931.00**	**1,248.20**	**3.4%**
Technology Fee - flat rate	306.00	0.00	-306.00	-100.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	399.00	399.00	0.00	0.0%
Shuttle Bus	223.00	254.00	31.00	13.9%
Student Union	343.00	359.00	16.00	4.7%
Student Activities	80.00	82.00	2.00	2.5%
Recreation Services	398.00	411.00	13.00	3.3%
Performing Arts & Cultural Center	90.00	0.00	-90.00	-100.0%
Student Sustainability Fee	12.00	18.00	6.00	50.0%
Health Center Fee	86.00	0.00	-86.00	-100.0%
Student Facilities Fee	18.00	0.00	-18.00	-100.0%
Student Counseling Center Fee	0.00	15.00	15.00	100.0%
Total Fees:	**1,955.00**	**1,538.00**	**-417.00**	**-21.3%**
Total In-State Cost	**10,955.48**	**11,233.00**	**277.52**	**2.5%**
Total Out-of-State Cost	**38,637.80**	**39,469.00**	**831.20**	**2.2%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	**374.34**	**411.00**	**36.66**	**9.8%**
Out-of-State Tuition - per credit hour	**1,528.80**	**1,588.00**	**59.20**	**3.9%**
Technology Fee - flat rate	153.00	0.00	-153.00	-100.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	111.00	127.00	16.00	14.4%
Student Union	171.00	180.00	9.00	5.3%
Student Activities	40.00	41.00	1.00	2.5%
Recreation Services	199.00	206.00	7.00	3.5%
Performing Arts & Cultural Center	45.00	0.00	-45.00	-100.0%
Student Sustainability Fee	6.00	9.00	3.00	50.0%
Health Center Fee	43.00	0.00	-43.00	-100.0%
Student Facilities Fee	9.00	0.00	-9.00	-100.0%
Student Counseling Center Fee	0.00	8.00	8.00	100.0%
Total Fees:	**910.00**	**704.00**	**-206.00**	**-22.6%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	**2,913.00**	**2,971.00**	**58.00**	**2.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**120.00**	**122.00**	**2.00**	**1.7%**
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition	9,000.00	9,695.00	695.00	7.7%
Out-of-State Tuition	36,683.00	37,931.00	1,248.00	3.4%
Differential Pricing Rate Jr./Sr.	2,913.00	2,971.00	58.00	2.0%
Fees (Per Student)	1,955.00	1,538.00	-417.00	-21.3%
Total In-State Full-time	**13,868.00**	**14,204.00**	**336.00**	**2.4%**
Total Out-of-State Full-time	**41,551.00**	**42,440.00**	**889.00**	**2.1%**
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	374.34	411.00	36.66	9.8%
Out-of-State Tuition (Per Credit Hour)	1,528.80	1,588.00	59.20	3.9%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	120.00	122.00	2.00	1.7%
Total In-State Part-time	**494.34**	**533.00**	**38.66**	**7.8%**
Total Out-of-State Part-time	**1,648.80**	**1,710.00**	**61.20**	**3.7%**
Part-time mandatory fee (flat rate per student)	910.00	704.00	-206.00	-22.6%
FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**767.55**	**841.00**	**73.45**	**9.6%**
Out-of-State Tuition - per credit hour	**1,706.25**	**1,798.00**	**91.75**	**5.4%**
PhD Candidacy In-State Tuition - per semester	**1,269.45**	**1,353.00**	**83.55**	**6.6%**
PhD Candidacy Out-of-State Tuition - per semester	**2,495.85**	**2,604.00**	**108.15**	**4.3%**
Technology Fee - flat rate	306.00	0.00	-306.00	-100.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	223.00	254.00	31.00	13.9%
Student Union	343.00	359.00	16.00	4.7%
Student Activities	38.00	41.00	3.00	7.9%
Recreation Services	398.00	411.00	13.00	3.3%
Performing Arts & Cultural Center	90.00	0.00	-90.00	-100.0%
Health Center Fee	86.00	0.00	-86.00	-100.0%
Student Facilities Fee	18.00	0.00	-18.00	-100.0%
Student Counseling Center Fee	0.00	15.00	15.00	100.0%
Total Fees:	**1,635.00**	**1,213.00**	**-422.00**	**-25.8%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**768.00**	**811.90**	**43.90**	**5.7%**
Out-of-State Tuition - per credit hour	**1,706.00**	**1,769.38**	**63.38**	**3.7%**
PhD Candidacy In-State Tuition - per semester	**1,269.00**	**1,323.84**	**54.84**	**4.3%**
PhD Candidacy Out-of-State Tuition - per semester	**2,496.00**	**2,574.77**	**78.77**	**3.2%**
Technology Fee - flat rate	153.00	0.00	-153.00	-100.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	66.00	66.00	0.00	0.0%
Shuttle Bus	111.00	127.00	16.00	14.4%
Student Union	171.00	180.00	9.00	5.3%
Student Activities	38.00	41.00	3.00	7.9%
Recreation Services	199.00	206.00	7.00	3.5%
Performing Arts & Cultural Center	45.00	0.00	-45.00	-100.0%
Health Center Fee	43.00	0.00	-43.00	-100.0%
Student Facilities Fee	9.00	0.00	-9.00	-100.0%
Student Counseling Center Fee	0.00	8.00	8.00	100.0%
Total Fees:	**835.00**	**628.00**	**-207.00**	**-24.8%**
SPECIAL GRADUATE TUITION RATES:				
PROFESSIONAL GRADUATE PROGRAMS:				
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park. Additional fees above the standard fees or exceptions to the standard fees are noted below.)				
SCHOOL OF ARCHITECTURE				
PART-TIME GRADUATE STUDENTS - per credit hour				
Master (and Certificate) of Real Estate Development				
In-State Tuition - per credit hour	**871.00**	**905.42**	**34.42**	**4.0%**
Out-of-State Tuition - per credit hour	**1,163.00**	**1,203.26**	**40.26**	**3.5%**
School of Architecture Technology Fee (per semester) - Full-Time	100.00	100.00	0.00	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50.00	50.00	0.00	0.0%
SCHOOL OF ENGINEERING				
PART-TIME GRADUATE STUDENTS - per credit hour				
Professional Masters in Engineering[1]	**1,049.00**	**1,086.53**	**37.53**	**3.6%**
Distance Learning Engineering	**1,297.00**	**1,340.39**	**43.39**	**3.3%**
Masters in Telecommunications	**1,166.00**	**1,183.00**	**17.00**	**1.5%**
COLLEGE OF EDUCATION				
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour				
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs[2]	**768.06**	**800.42**	**32.36**	**4.2%**
COLLEGE OF BUSINESS AND MANAGEMENT				
MBA PROGRAMS				
PART-TIME and FULL-TIME MBA (Program in College Park)				
In-State Tuition - per credit hour	**1,708.00**	**1,759.16**	**51.16**	**3.0%**
Out-of-State Tuition - per credit hour	**2,098.00**	**2,156.96**	**58.96**	**2.8%**
MBA Association Fee (Fall only)	725.00	725.00	0.00	0.0%
PART-TIME MBA PROGRAM (Offsite programs)[3]				
Tuition - per credit hour	**1,682.00**	**1,732.64**	**50.64**	**3.0%**
PT MBA Association Fee (Fall and Spring - each semester)	100.00	100.00	0.00	0.0%

[1]For remote sites, students pay a Distance Education Technology Services fee of $150 per class and do not pay the standard auxiliary fees.

[2]Students do not pay the standard auxiliary fees.

[3]Students do not pay the standard auxiliary fees.

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)				
In-State Tuition - per credit hour	**1,582.00**	**1,630.64**	**48.64**	**3.1%**
Out-of-State Tuition - per credit hour	**2,098.00**	**2,115.00**	**17.00**	**0.8%**
MS Association Fee (Fall and Spring semester - each semester)	80.00	80.00	0.00	0.0%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)				
In-State Tuition - per credit hour	**1,582.00**	**1,630.64**	**48.64**	**3.1%**
Out-of-State Tuition - per credit hour	**2,015.00**	**2,072.30**	**57.30**	**2.8%**
MS Association Fee (Fall and Spring - each semester)	80.00	80.00	0.00	0.0%
ONLINE MASTER OF SCIENCE IN BUSINESS ANALYTICS				
Tuition - per credit hour	**1,644.00**	**1,661.00**	**17.00**	**1.0%**
ONLINE MBA PROGRAM				
Tuition - per credit hour	**1,681.81**	**1,732.64**	**50.83**	**3.0%**
EXECUTIVE MBA PROGRAM - College Park Weekends	**129,900.00**	**136,806.00**	**6,906.00**	**5.3%**
SCHOOL OF PUBLIC POLICY				
FULL-TIME & PART-TIME GRADUATE STUDENTS (including PhD)				
In-State Tuition - per credit hour	**939.42**	**975.21**	**35.79**	**3.8%**
Out-of-State Tuition - per credit hour	**1,947.18**	**2,003.12**	**55.94**	**2.9%**
EXEC MASTERS PUBLIC POLICY Weekends - total program cost	**49,158.90**	**49,464.90**	**306.00**	**0.6%**
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	**894.54**	**975.00**	**80.46**	**9.0%**
Out-of-State Tuition - per credit hour	**1,947.18**	**2,003.12**	**55.94**	**2.9%**
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA) (flat rate per credit hour regardless of residency status)	**1,437.18**	**1,454.18**	**17.00**	**1.2%**
SCHOOL OF PUBLIC HEALTH				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	**922.00**	**957.34**	**35.34**	**3.8%**
Out-of-State Tuition - per credit hour	**1,706.00**	**1,773.71**	**67.71**	**4.0%**
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES				
Joint Program in Survey Methodology (JPSM) - per credit hour[4]	**1,125.00**	**1,142.00**	**17.00**	**1.5%**

[4]Students do not pay the standard auxiliary fees.

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
BOWIE STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,760.00**	**5,875.00**	**115.00**	**2.0%**
Out-of-State Tuition	**16,501.00**	**16,666.00**	**165.00**	**1.0%**
Technology Fee - flat rate	260.00	265.00	5.00	1.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic	810.00	851.00	41.00	5.1%
Intramural and Recreation	40.00	42.00	2.00	5.0%
Health Service Fee	150.00	160.00	10.00	6.7%
University Construction	172.00	172.00	0.00	0.0%
Student Union Operating	1,170.00	1,175.00	5.00	0.4%
Student Activity	180.00	191.00	11.00	6.1%
Sustainability Fee	4.00	4.00	0.00	0.0%
Bowie Card Fee	17.20	18.20	1.00	5.8%
Total Fees:	**2,803.20**	**2,878.20**	**75.00**	**2.7%**
Total In-State Cost	**8,563.20**	**8,753.20**	**190.00**	**2.2%**
Total Out-of-State Cost	**19,304.20**	**19,544.20**	**240.00**	**1.2%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**253.00**	**258.00**	**5.00**	**2.0%**
Out-of-State Tuition	**694.00**	**701.00**	**7.00**	**1.0%**
Technology Fee - per credit hour	10.81	11.04	0.23	2.1%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	33.70	35.45	1.75	5.2%
Intramural and Recreation Fee	1.70	1.75	0.05	2.9%
Health Service Fee	6.20	6.65	0.45	7.3%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	48.75	48.95	0.20	0.4%
Student Activity	7.50	7.95	0.45	6.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	17.20	18.20	1.00	5.8%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**431.00**	**439.00**	**8.00**	**1.9%**
Out-of-State Tuition	**716.00**	**723.00**	**7.00**	**1.0%**
Technology Fee - per credit hour	10.81	11.04	0.23	2.1%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	33.70	35.45	1.75	5.2%
Intramural and Recreation Fee*	1.70	1.75	0.05	2.9%
Health Service Fee	6.20	6.65	0.45	7.3%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	48.75	48.95	0.20	0.4%
Student Activity	11.65	12.35	0.70	6.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	17.20	18.20	1.00	5.8%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**7,100.00**	**7,238.00**	**138.00**	**1.9%**
Out-of-State Tuition	**22,152.00**	**23,240.00**	**1,088.00**	**4.9%**
Out-of-State Regional Tuition On-Site Hagerstown	**10,652.00**	**11,173.60**	**521.60**	**4.9%**
Technology Fee - flat rate	220.00	232.00	12.00	5.5%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	1,028.00	1,088.00	60.00	5.8%
Auxiliary Services	672.00	752.00	80.00	11.9%
Auxiliary Services - Construction	1,346.00	1,406.00	60.00	4.5%
Student Services - SGA	98.00	102.00	4.00	4.1%
Total Fees	**3,364.00**	**3,580.00**	**216.00**	**6.4%**
Total In-State Cost	**10,464.00**	**10,818.00**	**354.00**	**3.4%**
Total Out-of-State Cost	**25,516.00**	**26,820.00**	**1,304.00**	**5.1%**
Total Out-of-State Regional Cost On-Site Hagerstown	**12,218.00**	**12,811.60**	**593.60**	**4.9%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**304.00**	**310.00**	**6.00**	**2.0%**
Out-of-State Tuition	**932.00**	**978.00**	**46.00**	**4.9%**
Out-of-State Regional Tuition On-Site Hagerstown	**461.00**	**484.00**	**23.00**	**5.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	47.00	48.00	1.00	2.1%
Auxiliary Services	31.00	34.00	3.00	9.7%
Auxiliary Services - Construction	61.00	64.00	3.00	4.9%
Student Services - SGA	5.00	7.00	2.00	40.0%
Total Fees:	**154.00**	**163.00**	**9.00**	**5.8%**
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	**1,500.00**	**1,500.00**	**0.00**	**0.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**63.00**	**63.00**	**0.00**	**0.0%**
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition	**7,100.00**	**7,238.00**	**138.00**	**1.9%**
Out-of-State Tuition	**22,152.00**	**23,240.00**	**1,088.00**	**4.9%**
Out-of-State Regional Tuition On-Site Hagerstown	**10,652.00**	**11,173.60**	**521.60**	**4.9%**
Differential Pricing Rate Jr./Sr.	**1,500.00**	**1,500.00**	**0.00**	**0.0%**
Fees (Per Student)	**3,364.00**	**3,580.00**	**216.00**	**6.4%**
Total In-State Full-time	**11,964.00**	**12,318.00**	**354.00**	**3.0%**
Total Out-of-State Full-time	**27,016.00**	**28,320.00**	**1,304.00**	**4.8%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**15,516.00**	**16,253.60**	**1,091.60**	**4.8%**
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	**304.00**	**310.00**	**6.00**	**2.0%**
Out-of-State Tuition (Per Credit Hour)	**932.00**	**978.00**	**46.00**	**4.9%**
Out-of-State Regional Tuition On-Site Hagerstown	**461.00**	**484.00**	**23.00**	**5.0%**
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	**63.00**	**63.00**	**0.00**	**0.0%**
Total In-State Part-time	**367.00**	**373.00**	**6.00**	**1.6%**
Total Out-of-State Part-time	**995.00**	**1,041.00**	**46.00**	**4.6%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**524.00**	**547.00**	**23.00**	**4.4%**
Part-time mandatory fee (per credit hour)	154.00	163.00	9.00	5.8%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**460.00**	**482.00**	**22.00**	**4.8%**
Out-of-State Tuition	**952.00**	**998.00**	**46.00**	**4.8%**
Out-of-State Regional Tuition On-Site Hagerstown	**690.00**	**724.00**	**34.00**	**4.9%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	47.00	48.00	1.00	2.1%
Auxiliary Services	31.00	34.00	3.00	9.7%
Auxiliary Services - Construction	61.00	64.00	3.00	4.9%
Graduate SGA	4.00	4.00	0.00	0.0%
Total Fees:	**153.00**	**160.00**	**7.00**	**4.6%**

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (in person and Web instruction)	**825.00**	**841.00**	**16.00**	**1.9%**
Regional Tuition (in person and Web instruction)#	**825.00**	**841.00**	**16.00**	**1.9%**
Out-of-State Tuition (in person and Web instruction)	**1,139.00**	**1,162.00**	**23.00**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee (combined constr, ops + student center)	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate***	50.00	50.00	0.00	0.0%
PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	**1,734.00**	**1,820.00**	**86.00**	**5.0%**
Tuition - AIT 500 - per course	**2,168.00**	**2,274.00**	**106.00**	**4.9%**
Tuition - AIT 501 - per course	**1,880.00**	**1,972.00**	**92.00**	**4.9%**
Tuition - AIT 885 - per course	**578.00**	**606.00**	**28.00**	**4.8%**
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM	**718.00**	**752.00**	**34.00**	**4.7%**

**Joint MS in Accounting and Business Advisory Services
#Regional: VA - Arlington, Fairfax, Prince William counties, PA - Adam, York, Lancaster counties, DE - all counties, DC
***Full year rate is shown. Half of the amount will be charged per semester.

UNIVERSITY OF MARYLAND EASTERN SHORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,526.00**	**5,636.52**	**110.52**	**2.0%**
Out-of-State Tuition	**16,144.56**	**16,467.45**	**322.89**	**2.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**8,073.30**	**8,234.77**	**161.47**	**2.0%**
Technology Fee - flat rate	169.00	172.38	3.38	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,063.00	1,084.26	21.26	2.0%
Student Union	769.00	784.38	15.38	2.0%
Recreational Facilities	945.00	963.90	18.90	2.0%
Student Health Services	105.00	107.10	2.10	2.0%
Student Activities	147.00	149.94	2.94	2.0%
Total Fees:	**3,198.00**	**3,261.96**	**63.96**	**2.0%**
Total In-State Cost	**8,724.00**	**8,898.48**	**174.48**	**2.0%**
Total Out-of-State Cost	**19,342.56**	**19,729.41**	**386.85**	**2.0%**
Total Out-of-State Cost - Eastern Shore Regional Rate	**11,271.30**	**11,496.73**	**225.43**	**2.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**228.48**	**233.05**	**4.57**	**2.0%**
Out-of-State Tuition	**594.66**	**606.55**	**11.89**	**2.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**297.84**	**303.80**	**5.96**	**2.0%**
Technology Fee per credit hour	9.00	10.00	1.00	11.1%
Auxiliary Fees:				
Student Union Fee per credit hour	32.00	32.64	0.64	2.0%
Student Health Services per credit hour	6.00	6.00	0.00	0.0%
Athletic fee per credit hour	45.00	45.90	0.90	2.0%
OFF-SITE/SATELLITE SITES*				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,526.00**	**5,636.52**	**110.52**	**2.0%**
Out-of-State Tuition	**16,145.00**	**16,467.90**	**322.90**	**2.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**8,073.00**	**8,234.46**	**161.46**	**2.0%**
Technology Fee	172.00	175.44	3.44	2.0%
Auxiliary Operations & Facility Fee	593.00	604.86	11.86	2.0%
Total In-State Cost	**6,291.00**	**6,416.82**	**125.82**	**2.0%**
Total Out-of-State Cost	**16,317.00**	**16,643.34**	**326.34**	**2.0%**
Total Eastern Shore Regional Cost	**8,245.00**	**8,409.90**	**164.90**	**2.0%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
PART-TIME UNDERGRADUATE STUDENT PER CREDIT HOUR				
In-State Tuition	**228.00**	**232.56**	**4.56**	**2.0%**
Out-of-State Tuition	**595.00**	**606.90**	**11.90**	**2.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**298.00**	**303.96**	**5.96**	**2.0%**
Technology Fee	9.00	10.00	1.00	11.1%
Auxiliary Operations & Facility Fee per credit hour	56.00	57.12	1.12	2.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**339.00**	**345.78**	**6.78**	**2.0%**
Out-of-State Tuition	**628.00**	**640.56**	**12.56**	**2.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**467.00**	**476.34**	**9.34**	**2.0%**
Technology Fee per credit hour	9.00	10.00	1.00	11.1%
Auxiliary Operations & Facility Fee	78.00	79.56	1.56	2.0%
DOCTORATE				
In-State Tuition	**348.00**	**354.96**	**6.96**	**2.0%**
Out-of-State Tuition	**647.00**	**659.94**	**12.94**	**2.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**480.00**	**489.60**	**9.60**	**2.0%**
Technology Fee per credit hour	9.00	10.00	1.00	11.1%
Auxiliary Operations & Facility Fee	78.00	79.56	1.56	2.0%
Physician Assistant (PRIOR to Fall 2021)**				
In-State Tuition (per credit hour)	**348.00**	**354.96**	**6.96**	**2.0%**
Out-of-State Tuition (per credit hour)	**647.00**	**659.94**	**12.94**	**2.0%**
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	480.00	489.60	9.60	2.0%
Technology Fee per credit hour	9.00	10.00	1.00	11.1%
Auxiliary Operations & Facility Fee	78.00	79.56	1.56	2.0%
Physician Assistant (NEW Students Entering Fall 2021)**				
In-State Tuition (per credit hour)	**392.00**	**451.00**	**59.00**	**15.1%**
Out-of-State Tuition (per credit hour)	**697.00**	**766.70**	**69.70**	**10.0%**
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	518.00	569.80	51.80	10.0%
Technology Fee per credit hour	9.00	10.00	1.00	11.1%
Auxiliary Operations & Facility Fee	78.00	79.56	1.56	2.0%
Physician Assistant (NEW Students Entering Fall 2022)**				
In-State Tuition (per credit hour)	**0.00**	**451.00**	**451.00**	**100.0%**
Out-of-State Tuition (per credit hour)	**0.00**	**767.00**	**767.00**	**100.0%**
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	**0.00**	**570.00**	**570.00**	**100.0%**
Technology Fee per credit hour	0.00	10.00	10.00	100.0%
Auxiliary Operations & Facility Fee	0.00	80.00	80.00	100.0%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**29,882.00**	**30,479.64**	**597.64**	**2.0%**
Out-of-State Tuition	**59,207.00**	**59,207.00**	**0.00**	**0.0%**
Out-of-State Pharm D program Regional Rate	**47,889.00**	**47,889.00**	**0.00**	**0.0%**
Technology Fee - flat rate	169.00	172.38	3.38	2.0%
Auxiliary Operations & Facility Fee	2,069.00	2,110.38	41.38	2.0%
Total Fees:	**2,238.00**	**2,282.76**	**44.76**	**2.0%**
Total In-State Pharm D program	**32,120.00**	**32,762.40**	**642.40**	**2.0%**
Total Out-of-State Pharm D program	**61,445.00**	**61,489.76**	**44.76**	**0.1%**
Total Out-of-State Pharm D program Regional Rate	**50,127.00**	**50,171.76**	**44.76**	**0.1%**
PHARMACY D PROGRAM PER CREDIT HOUR				
In-State Tuition	**879.00**	**896.58**	**17.58**	**2.0%**
Out -of-State Tuition	**1,741.00**	**1,741.00**	**0.00**	**0.0%**
Out -of-State Tuition Eastern Shore Regional Rate	**1,340.00**	**1,340.00**	**0.00**	**0.0%**
Technology Fee - flat rate	169.00	172.38	3.38	2.0%
Auxiliary Operations & Facility Fee	355.00	362.10	7.10	2.0%

*Includes the Baltimore Museum of Institute and Hagerstown students. Previously no mandatory fees were charged to these students
**New Physician Assistant Program

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
FROSTBURG STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**6,834.00**	**6,974.00**	**140.00**	**2.0%**
Out-of-State Undergraduate Tuition	**21,320.00**	**21,854.00**	**534.00**	**2.5%**
Out-of-State Undergraduate Tuition - Regional Rate	**15,730.00**	**16,124.00**	**394.00**	**2.5%**
Technology Fee - flat rate	200.00	204.00	4.00	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,082.00	1,104.00	22.00	2.0%
Student Union Operating	400.00	408.00	8.00	2.0%
Auxiliary Facilities	656.00	668.00	12.00	1.8%
Student Activity	354.00	360.00	6.00	1.7%
Sustainability Fee	30.00	30.00	0.00	0.0%
Transportation Fee	38.00	56.00	18.00	47.4%
Total Fees:	**2,760.00**	**2,830.00**	**70.00**	**2.5%**
Total In-State Cost	**9,594.00**	**9,804.00**	**210.00**	**2.2%**
Total Out-of-State Cost	**24,080.00**	**24,684.00**	**604.00**	**2.5%**
Total Out-of-State Regional Cost	**18,490.00**	**18,954.00**	**464.00**	**2.5%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**281.00**	**286.00**	**5.00**	**1.8%**
Out-of-State Tuition	**598.00**	**612.00**	**14.00**	**2.3%**
Out-of-State Tuition - Regional Rate	**452.00**	**462.00**	**10.00**	**2.2%**
Technology Fee - per credit hour	16.00	16.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	62.00	62.00	0.00	0.0%
Student Union Operating	25.00	25.00	0.00	0.0%
Auxiliary Facilities	33.00	35.00	2.00	6.1%
Student Activity - flat rate	26.00	26.00	0.00	0.0%
Sustainability Fee	2.00	2.00	0.00	0.0%
Transportation Fee	3.00	3.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**446.00**	**456.00**	**10.00**	**2.2%**
Out-of-State Tuition	**574.00**	**588.00**	**14.00**	**2.4%**
Nurse Practitioner In-State Tuition	**500.00**	**512.00**	**12.00**	**2.4%**
Nurse Practitioner Out-of-State Tuition	**685.00**	**700.00**	**15.00**	**2.2%**
Nurse Practitioner Out-of-State Tuition - Regional Rate	**564.00**	**576.00**	**12.00**	**2.1%**
Physician's Assistant In-State Tuition	**528.00**	**541.00**	**13.00**	**2.5%**
Physician's Assistant Out-of-State Tuition	**770.00**	**788.00**	**18.00**	**2.3%**
Physician's Assistant Out-of-State Tuition - Regional Rate	**631.00**	**646.00**	**15.00**	**2.4%**
Technology Fee - per credit hour	16.00	16.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	62.00	62.00	0.00	0.0%
Student Union Operating	25.00	25.00	0.00	0.0%
Auxiliary Facilities	33.00	35.00	2.00	6.1%
Student Activity - flat rate	26.00	26.00	0.00	0.0%
Sustainability Fee	2.00	2.00	0.00	0.0%
Transportation Fee	3.00	3.00	0.00	0.0%
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	**624.00**	**638.00**	**14.00**	**2.2%**
Out-of-State Tuition	**784.00**	**802.00**	**18.00**	**2.3%**
Technology Fee - per credit hour	16.00	16.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	62.00	62.00	0.00	0.0%
Student Union Operating	25.00	25.00	0.00	0.0%
Auxiliary Facilities	33.00	35.00	2.00	6.1%
Student Activity - flat rate	26.00	26.00	0.00	0.0%
Sustainability Fee	2.00	2.00	0.00	0.0%
Transportation Fee	3.00	3.00	0.00	0.0%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
COPPIN STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**4,741.00**	**4,835.82**	**94.82**	**2.0%**
Out-of-State Undergraduate Tuition	**11,266.00**	**11,491.32**	**225.32**	**2.0%**
Technology Fee - flat rate	200.00	200.00	**0.00**	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletic	830.00	830.00	0.00	0.0%
College Center	472.00	472.00	0.00	0.0%
Auxiliary Construction	376.00	376.00	0.00	0.0%
Student Activity	190.00	190.00	0.00	0.0%
Total Fees:	**2,068.00**	**2,068.00**	**0.00**	**0.0%**
Total In-State Cost	**6,809.00**	**6,903.82**	**94.82**	**1.4%**
Total Out-of-State Cost	**13,334.00**	**13,559.32**	**225.32**	**1.7%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**201.00**	**205.02**	**4.02**	**2.0%**
Out-of-State Tuition	**627.00**	**639.54**	**12.54**	**2.0%**
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61.00	61.00	0.00	0.0%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	**8,859.00**	**9,036.18**	**177.18**	**2.0%**
Out-of-State Tuition - Part-Time (per credit hour)	**469.00**	**478.38**	**9.38**	**2.0%**
Off Campus Initiative Activity Fee - flat rate	100.00	100.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**351.00**	**358.02**	**7.02**	**2.0%**
Out-of-State Tuition	**646.00**	**658.57**	**12.57**	**1.9%**
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61.00	61.00	0.00	0.0%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	**534.00**	**545.17**	**11.17**	**2.1%**
Off Campus Initiative Activity Fee - flat rate	100.00	100.00	0.00	0.0%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	**699.00**	**712.98**	**13.98**	**2.0%**
Out-of-State Tuition	**1,074.00**	**1,095.48**	**21.48**	**2.0%**
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61.00	61.00	0.00	0.0%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
UNIVERSITY OF BALTIMORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**7,154.00**	**7,296.00**	**142.00**	**2.0%**
Out-of-State Undergraduate Tuition	**20,340.00**	**20,746.00**	**406.00**	**2.0%**
Technology Fee - flat rate	216.00	216.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	1,440.00	1,440.00	0.00	0.0%
Student Services Fee	504.00	504.00	0.00	0.0%
Student Government Association*	50.00	50.00	0.00	0.0%
Total Fees:	**2,210.00**	**2,210.00**	**0.00**	**0.0%**
Total In-State Cost	**9,364.00**	**9,506.00**	**142.00**	**1.5%**
Total Out-of-State Cost	**22,550.00**	**22,956.00**	**406.00**	**1.8%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**326.00**	**332.00**	**6.00**	**1.8%**
In-State Tuition - Web Instruction	**367.00**	**373.00**	**6.00**	**1.6%**
Out-of-State Tuition	**1,032.00**	**1,053.00**	**21.00**	**2.0%**
Out-of-State Tuition - Web Instruction	**1,096.00**	**1,117.00**	**21.00**	**1.9%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%
High School Dual Enrollment	**163.00**	**166.00**	**3.00**	**1.8%**
Technology Fee - per credit hour	4.50	4.50	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	30.00	30.00	0.00	0.0%
Student Services Fee	12.50	12.50	0.00	0.0%
Student Government Association - flat rate*	25.00	25.00	0.00	0.0%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	**31,358.00**	**31,986.00**	**628.00**	**2.0%**
Regional FT Law Tuition - J.D.**	**31,358.00**	**31,986.00**	**628.00**	**2.0%**
Out-of-State FT Law Tuition - J.D.	**46,770.00**	**47,706.00**	**936.00**	**2.0%**
Technology Fee - flat rate	216.00	216.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	1,440.00	1,440.00	0.00	0.0%
Student Services Fee	504.00	504.00	0.00	0.0%
Student Bar Association*	74.00	74.00	0.00	0.0%
Total Fees:	**2,234.00**	**2,234.00**	**0.00**	**0.0%**
Total In-State FT Law - J.D.	**33,592.00**	**34,220.00**	**628.00**	**1.9%**
Regional FT Law Tuition - J.D.**	**33,592.00**	**34,220.00**	**628.00**	**1.9%**
Total Out-of-State FT Law - J.D.	**49,004.00**	**49,940.00**	**936.00**	**1.9%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	**20,798.00**	**21,214.00**	**416.00**	**2.0%**
Out-of-State FT Law Tuition - LL.M. - US	**20,798.00**	**21,214.00**	**416.00**	**2.0%**
Technology Fee - flat rate	216.00	216.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	1,440.00	1,440.00	0.00	0.0%
Student Services Fee	504.00	504.00	0.00	0.0%
Student Bar Association*	74.00	74.00	0.00	0.0%
Total Fees:	**2,234.00**	**2,234.00**	**0.00**	**0.0%**
Total In-State FT Law - LL.M. - US	**23,032.00**	**23,448.00**	**416.00**	**1.8%**
Total Out-of-State FT Law - LL.M. - US	**23,032.00**	**23,448.00**	**416.00**	**1.8%**
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	**1,298.00**	**1,324.00**	**26.00**	**2.0%**
J.D. Regional Tuition**	**1,298.00**	**1,324.00**	**26.00**	**2.0%**
J.D. Out-of-State Tuition	**1,829.00**	**1,866.00**	**37.00**	**2.0%**
LL.M. US In-State Tuition	**700.00**	**714.00**	**14.00**	**2.0%**
LL.M. US Out-of-State Tuition	**700.00**	**714.00**	**14.00**	**2.0%**
LL.M. Tax In-State/Masters Tax In-State Tuition	**1,019.00**	**1,039.00**	**20.00**	**2.0%**
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	**1,019.00**	**1,039.00**	**20.00**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Bar Association - flat rate (LL.M. students only)*	74.00	74.00	0.00	0.0%
Student Government Association - flat rate (Masters Tax only)*	50.00	50.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (MBA - in person and on-line instruction)	**865.00**	**882.00**	**17.00**	**2.0%**
Regional Tuition (MBA - in person and on-line instruction)	**865.00**	**882.00**	**17.00**	**2.0%**
Out-of-State Tuition (MBA - on-line instruction)	**865.00**	**882.00**	**17.00**	**2.0%**
Out-of-State Tuition (MBA - in person instruction	**1,208.00**	**1,232.00**	**24.00**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition (in person and Web instruction)	**825.00**	**841.00**	**16.00**	**1.9%**
Regional Tuition (in person and Web instruction)**	**825.00**	**841.00**	**16.00**	**1.9%**
Out-of-State Tuition - Online MS Accounting#	**825.00**	**841.00**	**16.00**	**1.9%**
Out-of-State Tuition (in person and Web instruction except on-line MS Acctg.)	**1,139.00**	**1,162.00**	**23.00**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition (in person and Web instruction)	**773.00**	**788.00**	**15.00**	**1.9%**
Out-of-State Tuition: MS Interaction Design & Information Architecture - on-line	**773.00**	**788.00**	**15.00**	**1.9%**
Regional Tuition (in person and Web instruction)**	**773.00**	**788.00**	**15.00**	**1.9%**
Out-of-State Tuition (Other than IDIA on-line) (in person and Web instruction)	**1,133.00**	**1,156.00**	**23.00**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	**783.00**	**799.00**	**16.00**	**2.0%**
In-State Tuition - Web Instruction	**893.00**	**909.00**	**16.00**	**1.8%**
Out-of-State Tuition: Masters Public Administration - on-line	**893.00**	**909.00**	**16.00**	**1.8%**
Regional Tuition**	**783.00**	**799.00**	**16.00**	**2.0%**
Regional Tuition - Web Instruction**	**893.00**	**909.00**	**16.00**	**1.8%**
Out-of-State Tuition (Other than MPA on-line)	**1,135.00**	**1,158.00**	**23.00**	**2.0%**
Out-of-State Tuition - Web Instruction (Other than MPA on-line)	**1,238.00**	**1,261.00**	**23.00**	**1.9%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	**980.22**	**1,000.00**	**19.78**	**2.0%**
Regional Tuition (Arts & Sciences) **	**1,662.60**	**1,000.00**	**-662.60**	**-39.9%**
Out-of-State Tuition (Arts & Sciences)	**1,662.60**	**1,696.00**	**33.40**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	**1,008.78**	**1,029.00**	**20.22**	**2.0%**
Regional Tuition (Public Affairs) **	**1,662.60**	**1,029.00**	**-633.60**	**-38.1%**
Out-of-State Tuition (Public Affairs)	**1,662.60**	**1,696.00**	**33.40**	**2.0%**
Technology Fee - per credit hour	9.00	9.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60.00	60.00	0.00	0.0%
Student Services Fee	21.00	21.00	0.00	0.0%
Student Government Association - flat rate*	50.00	50.00	0.00	0.0%

*Full year rate is shown. Half of the amount will be charged per semester.
**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
SALISBURY UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**7,408.00**	**7,556.00**	**148.00**	**2.0%**
Out-of-State Undergraduate Tuition	**17,678.00**	**18,032.00**	**354.00**	**2.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**11,678.00**	**12,032.00**	**354.00**	**3.0%**
Technology Fee - flat rate	358.00	418.00	60.00	16.8%
Auxiliary Fees - flat rate (unless noted):				
Athletic	680.00	680.00	0.00	0.0%
Facilities Fee	1,060.00	1,060.00	0.00	0.0%
Student Life Fee	528.00	528.00	0.00	0.0%
Student Activity Fee	130.00	130.00	0.00	0.0%
Sustainability Fee	24.00	24.00	0.00	0.0%
Total Fees:	**2,780.00**	**2,840.00**	**60.00**	**2.2%**
Total In-State Cost	**10,188.00**	**10,396.00**	**208.00**	**2.0%**
Total Out-of-State Cost	**20,458.00**	**20,872.00**	**414.00**	**2.0%**
Total Out-of-State Regional Cost On-Site Hagerstown	**14,458.00**	**14,872.00**	**414.00**	**2.9%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**303.00**	**309.00**	**6.00**	**2.0%**
Out-of-State Tuition	**730.00**	**745.00**	**15.00**	**2.1%**
Out-of-State Regional Tuition On-Site Hagerstown	**480.00**	**495.00**	**15.00**	**3.1%**
Technology Fee - per credit hour	15.00	18.00	3.00	20.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	25.00	25.00	0.00	0.0%
Facilities Fee	39.00	39.00	0.00	0.0%
Student Life Fee	22.00	22.00	0.00	0.0%
Student Activity Fee	6.00	6.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
PART-TIME GRADUATE (excluding DNP, EdD, GIS, Online MBA, Online MSW, MSN) PER CREDIT HOUR				
In-State Tuition	**420.00**	**420.00**	**0.00**	**0.0%**
Out-of-State Tuition	**760.00**	**760.00**	**0.00**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**505.00**	**505.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	15.00	18.00	3.00	20.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	23.00	23.00	0.00	0.0%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	19.00	19.00	0.00	0.0%
Student Activity Fee	10.00	10.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
DNP NURSING PER CREDIT HOUR				
In-State Tuition	**665.00**	**0.00**	**-665.00**	**-100.0%**
Out-of-State Tuition	**840.00**	**0.00**	**-840.00**	**-100.0%**
Technology Fee - per credit hour	15.00	N/A	N/A	N/A
Auxiliary Fees - per credit hour (unless noted):				
Athletic	23.00	N/A	N/A	N/A
Facilities Fee	40.00	N/A	N/A	N/A
Student Life Fee	19.00	N/A	N/A	N/A
Student Activity Fee	10.00	N/A	N/A	N/A
Sustainability Fee	1.00	N/A	N/A	N/A
ATHLETIC TRAINING GRADUATE PER CREDIT HOUR				
In-State Tuition	**625.00**	**0.00**	**-625.00**	**-100.0%**
Out-of-State Tuition	**780.00**	**0.00**	**-780.00**	**-100.0%**
Technology Fee - per credit hour	15.00	N/A	N/A	N/A
Auxiliary Fees - per credit hour (unless noted):				
Athletic	23.00	N/A	N/A	N/A
Facilities Fee	40.00	N/A	N/A	N/A
Student Life Fee	19.00	N/A	N/A	N/A
Student Activity Fee	10.00	N/A	N/A	N/A
Sustainability Fee	1.00	N/A	N/A	N/A
EdD PER CREDIT HOUR				
In-State Tuition	**560.00**	**560.00**	**0.00**	**0.0%**
Out-of-State Tuition	**975.00**	**975.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	15.00	18.00	3.00	20.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	23.00	23.00	0.00	0.0%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	19.00	19.00	0.00	0.0%
Student Activity Fee	10.00	10.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	**675.00**	**675.00**	**0.00**	**0.0%**
MBA	**775.00**	**775.00**	**0.00**	**0.0%**
MSW	**775.00**	**775.00**	**0.00**	**0.0%**
DNP [1]	**0.00**	**788.00**	**New Rate**	**New Rate**
MSN [2]	**0.00**	**539.00**	**New Rate**	**New Rate**

[1] *Newly approved fully on-line program-re-structured rates to combined tuition/fee rate for marketing purposes.*
[2] *Newly approved fully on-line program-re-structured rates to combined tuition/fee rate for marketing purposes.*

UNIVERSITY OF MARYLAND GLOBAL CAMPUS				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**306.00**	**312.00**	**6.00**	**2.0%**
Out-of-State Tuition	**499.00**	**499.00**	**0.00**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**418.00**	**418.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	15.00	15.00	0.00	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR	**250.00**	**250.00**	**0.00**	**0.0%**
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**504.00**	**514.00**	**10.00**	**2.0%**
Out-of-State Tuition	**659.00**	**659.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	15.00	15.00	0.00	0.0%
MBA	**694.00**	**694.00**	**0.00**	**0.0%**
M.S. CYBERSECURITY	**694.00**	**694.00**	**0.00**	**0.0%**
M.S. CYBERSECURITY POLICY	**694.00**	**694.00**	**0.00**	**0.0%**
M.S. DATA ANALYTICS	**694.00**	**694.00**	**0.00**	**0.0%**
DOCTOR OF MANAGEMENT (DM)	**1,087.00**	**1,087.00**	**0.00**	**0.0%**

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2023

		Recommended Change		
	FY 2022	FY 2023	Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**8,878.00**	**9,056.00**	**178.00**	**2.0%**
Out-of-State Undergraduate Tuition	**25,068.00**	**25,820.00**	**752.00**	**3.0%**
Technology Fee - flat rate	336.00	344.00	8.00	2.4%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,214.00	1,282.00	68.00	5.6%
Transportation	482.00	492.00	10.00	2.1%
Auxiliary Facilities	584.00	602.00	18.00	3.1%
Campus Engagement *	682.00	726.00	44.00	6.5%
Student Activities	104.00	104.00	0.00	0.0%
Total Fees:	**3,402.00**	**3,550.00**	**148.00**	**4.4%**
Total In-State Cost	**12,280.00**	**12,606.00**	**326.00**	**2.7%**
Total Out-of-State Cost	**28,470.00**	**29,370.00**	**900.00**	**3.2%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**368.00**	**375.00**	**7.00**	**1.9%**
Out-of-State Tuition	**1,040.00**	**1,071.00**	**31.00**	**3.0%**
Technology Fee - per credit hour	18.00	18.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	43.00	49.00	6.00	14.0%
Transportation	25.00	26.00	1.00	4.0%
Auxiliary Facilities	25.00	26.00	1.00	4.0%
Campus Engagement*	30.00	33.00	3.00	10.0%
Student Activity	7.00	7.00	0.00	0.0%
Total Fees:	**148.00**	**159.00**	**11.00**	**7.4%**
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**679.00**	**699.00**	**20.00**	**2.9%**
Out-of-State Tuition	**1,166.00**	**1,201.00**	**35.00**	**3.0%**
Technology Fee - per credit hour	17.00	17.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	31.00	33.00	2.00	6.5%
Graduate Program	17.00	17.00	0.00	0.0%
Transportation	25.00	26.00	1.00	4.0%
Auxiliary Facilities	25.00	26.00	1.00	4.0%
Campus Engagement*	29.00	32.00	3.00	10.3%
Total Fees:	**144.00**	**151.00**	**7.00**	**4.9%**
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT	**907.00**	**934.00**	**27.00**	**3.0%**
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	**679.00**	**699.00**	**20.00**	**2.9%**
Out-of-State Tuition	**1,166.00**	**1,201.00**	**35.00**	**3.0%**

**Formerly the University Commons Fee*

USM THE UNIVERSITIES AT SHADY GROVE				
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	696.00	696.00	0.00	0.0%
Part-Time Student - per credit hour	29.13	29.13	0.00	0.0%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	392.00	392.00	0.00	0.0%
Part-Time Student - per credit hour	21.84	21.84	0.00	0.0%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	42.00	42.00	0.00	0.0%
Part-Time Student - flat rate	21.00	21.00	0.00	0.0%

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

University of Maryland, Baltimore

FY 2023 School Tuition and Student Fees

In accordance with University System of Maryland Board of Regents policy on tuition, fees and charges, the University of Maryland, Baltimore Professional Schools and Graduate School, sought input from students for all proposed FY23 tuition and student fee increases. Each School established a committee of students, who met to review and discuss the schedule of tuition and fees and to confer on any proposed School tuition and/or student fee changes (including Student Activity Fees by school and program).

The school student committees expressed support or did not object to the proposed increases for the FY23 tuition and fee increases through the submission of memorandums to the Office of Academic Affairs.

FY 2023 Central Administrative Student Fees

In addition to School tuition and fee increases, Central Administrative units met with the campus wide Student Fee Advisory Board (SFAB) which is responsible for advising the President and Board of Regents on increases in mandatory auxiliary student fees which include the following:

- Campus Center Infrastructure Fees (CCI)
- Student Services Fees
- Student Government Fee (USGA)
- Shuttle Fees
- Technology Fees

The Division of Student Affairs Leadership met with the SFAB to present increases for the Campus Center Infrastructure Fees and the Student Services Fees to cover the costs of State mandated COLA/Merit and unanticipated increases. The SFAB supported the proposed increases through the submission of a memorandum.

No increases were requested for the Student Government Fee, Shuttle Fees, or Technology Fee.

FY 2023 Self-Supporting Fees and Charges

Parking and Commuter Services Leadership met with the SFAB to present student parking fee increases. The SFAB supported the proposed increases through the submission of a memorandum.

Central Administrative units met with the campus wide Student Fee Advisory Board (SFAB) which is responsible for advising the President and Board of Regents on increases in the Technology Fee, mandatory auxiliary student fees, and self-supporting auxiliary fees including: Campus Center Infrastructure Fees (CCI), Student Services Fees, Student Government Fee (USGA), Shuttle Fees, Student Parking, and Pascault Row Housing Fees (Room). The student committee generally expressed support or did not object to the proposed increases for the FY 23 fee increases through the submission of a memorandum. Students genuinely appreciate the opportunity to engage with central administration leaders on this important matter. The UMB Office of Academic Affairs retains a record of student involvement should the Board of Regents or others wish to examine the documentation.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

University of Maryland, College Park

Technology Fee

The Information Technology Advisory Committee (ITAC) provides recommendations to the Vice President of Information Technology and Chief Information Officer (VP/CIO) about student access to information technology. Topics may include but are not limited to: (1) student mandatory technology fee rates, (2) budget allocations, and (3) projects that will provide enhancements to the campus-wide student technology environment. The committee may also deal with appropriate academic matters as they are related to student technology fees. Expenditures from the STF relate to goals identified in the University's annual Strategic Plan for Information Technology. The ITAC membership consist of three members of the Student Government Association (SGA) appointed by the president of the SGA; two members of the Residence Hall Association (RHA) appointed by the president of RHA; two members of the Graduate Student Government (GSG) appointed by the President of GSG; five at-large students appointed by the Chairperson (none shall be faculty, associative staff, or classified staff), representative of the diverse student population (at least one of whom shall be of graduate status); at least one Assistant (or Associate) Vice President of Information Technology Chief Information Officer (VP/CIO) or designee (ex-officio). Unless explicitly stated otherwise, all participants in the meeting are voting members. The SGA Director of Information Technology serves as the chairperson of ITAC. ITAC is responsible for ensuring the appropriate annual review of the campus student technology fee. In addition, each year, a portion of Student Technology Fee funds is allocated to award projects proposed by university community members. Successful proposals should aim at providing strategic enhancements to the campus-wide IT services. The ITAC reviews all proposals and makes recommendations to the VP/CIO on how to distribute the allocated funds to projects deemed to have the greatest impact. Detailed information about the ITAC membership and bylaws can be found at: https://it.umd.edu/governance/ITAC. The technology fee includes a component for Library technology. As part of the mandatory fee review process, the libraries present its proposed technology fee budget to the Libraries Student Advisory Group (SAG) for discussion and approval. Students engage in discussion with the libraries leadership team about the proposed budget and fee increase during spring semester, culminating in a final discussion typically at the Student Advisory Group's March or April meeting. The Student Advisory Group meets two to three times a semester. Meeting dates are established at the beginning of the semester and distributed via email after the first meeting.

Athletics

The University of Maryland Athletic Department's Student Advisory Council (ADSAC) will serve to represent the University of Maryland Student Body in advising the Athletic Department. In FY 2023, the Athletics fee was discussed at the committee for the review of student fees, but not at the advisory level as Athletics did not increase the fee.

ADSAC is composed in a representative manner to the University of Maryland Student Body and Athletic Department. ADSAC members are designated to facilitate representation between both parties (Student Body and Athletic Department) involved. It is the responsibility of the chair of each party to ensure the proper composition of the group for each meeting. Each party should bring necessary guests to enable a successful discussion.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

In fulfilling its charge ADSAC is responsible for the following functions:

- Student Fee Allocation Review and Approval
- A Robust and Responsive Council
- Cooperation on Joint Initiatives

The Student Government Association Athletic Liaison will serve as Student Chair. The Athletic Department representatives are ex-officio non-voting members.

Shuttle Bus

It is the goal of the Department of Transportation Services (DOTS) to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, DOTS employs an approach to ensure all members of the campus community have input through their elected representatives. Through this process, DOTS provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

The budget vetting process includes the presentation of a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Administration and Finance. Review meetings were held twice in October.

As the budget process continues, it is not unusual for DOTS to go back to these groups to ensure that proper input is provided as the budget process comes to a close and is presented to the Committee that reviews student fees.

Student Union

It is the goal of the Stamp Student Union to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to ensure all members of the campus community have input through their elected representatives. Through this process, the Stamp provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. The final step of their budget vetting process is a meeting with the Stamp Advisory Board (SAB). The SAB reviews the information in the fall. The Stamp Director presents a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group. The SAB votes on the content of the proposal in the fall.

Undergraduate Student Activities

The Student Government Association makes a determination in spring to request additional fee monies within two fiscal years. Enhancements received during the budget review process within two fiscal years will be integrated into the general operations of SGA. Fee increases are placed in referendum during the election of new officers for SGA each year if determined to be necessary by the SGA Legislature.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

Graduate Student Activities

This fee proposal is in accordance with the legislative and executive actions of the Graduate Student Government. The Graduate Student Assembly approves the budgets for both Graduate Student Government and Graduate Legal Aid Office at their summer meeting and makes a determination to request any additional fee enhancement monies for the upcoming fiscal year. An assembly of representatives of graduate programs from across the campus, the Graduate Student Assembly and the Executives of the Graduate Student Government meet monthly and include in their annual business the allocation and distribution of the Graduate Student Activities Fee.

Recreation Services

The goal of University Recreation & Wellness (RecWell) is to produce their annual fee proposals in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to ensure all members of the campus community have input through their representatives on the Campus Recreation Advisory Board (CRAB), as well as consulting with their Student Employee Advisory Board (SEAB). Through this process, RecWell provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. Their fee proposal vetting process is accomplished through an in-person review with CRAB and SEAB. The Director and Associate Director of RecWell present a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group to reach a consensus for endorsement.

A second meeting of CRAB, to consider the fee submittal, is held in the fall. The proposal is discussed again at this meeting. After outlining the proposal for those who could not make the first meeting, there is a half hour discussion and question/answer session. The board members present then vote to endorse the proposal.

Performing Arts/Cultural Center

As part of the mandatory fee review process, The Clarice Smith Performing Arts Center presents its proposed year over year adjustments in mandatory fee to the Maryland Students for the Arts Council Mandatory Fee Committee (MSAMFC) for vetting and approval. MSAMFC includes representatives from Student Government Association, Graduate Student Government and Resident Hall Association as well as others as outlined in the committee's bylaws. Each spring, the Executive Director convenes MSAMFC to review how fees are used for the performing arts and solicits feedback on and/or suggestions for enhancements. Then in the fall, the Executive Director and Director of Finance and Administration present the Mandatory Fee proposal to the Maryland Students for the Arts Mandatory Fee Committee for review, discussion and approval. All students in attendance at the fall MSAMFC meeting endorse The Clarice's request for any increase in the mandatory fee. Contained in this presentation are a student participation roster for MSAMFC, and the meeting agendas, minutes and sign in sheets for the meeting. For the second component, The Nyumburu Cultural Center Fee Advisory Committee normally reviews the current proposal twice in the fall. The Nyumburu Director presents a complete review of the forecasted headcount and expenses, for the fee year and the computations that were used to determine the fee amounts for mandatory fees and enhancement programming. The advisory group normally endorses the proposal multiple times in the fall. The Nyumburu Cultural Center Fee Advisory Committee also meets during the Spring Semester to discuss student programming and also plan for the subsequent academic year with new and returning members.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

Student Sustainability Fee

Student Sustainability Fee revenue provides grant funding for projects that 1) improve the environmental performance of campus operations by decreasing greenhouse gas emissions, reducing energy and/or water use, enhancing stormwater management, increasing biodiversity, minimizing waste, etc.; 2) improve or create opportunities for UMD students to learn about and develop skills for sustainability; and/or 3) involve research that would create substantial opportunities for student involvement and the outcomes of the research have practical implications for improving the environmental performance of campus operations. A student-majority committee of the University Sustainability Council makes grant recommendations, and the Sustainability Council has granting authority. The committee and Council receive administrative support from the Office of Sustainability. The committee is also responsible for annually reviewing the Student Sustainability Fee rate and making recommendations to the Sustainability Council for adjustments to the fee rate. As part of the Sustainability Council, a Sustainability Fund Review Committee shall review project proposals, recommend allocation of funds to the Sustainability Council, and review and propose changes to the Student Sustainability Fee rate. The committee shall consist of at least 3 students and 2 non-students. Additional members may be added by the Sustainability Council, but the committee shall remain student-majority. The chair of the committee is the Undergraduate Student Representative on the Sustainability Council, who is appointed by the Council chair from nominations provided by the Student Government Association President and Vice President for Student Affairs. A minimum of two other undergraduate students shall be appointed by the Council chair in consultation with the current chair of the committee. Non-student members include the Director of the Office of Sustainability or designee (voting) and designee of the Director of the Office of Sustainability who serves as the Fund Coordinator (non-voting). In the event that graduate students pay a Student Sustainability Fee in the future, the committee will include 2 additional individuals: the Graduate Student Representative on the Council and another graduate student appointed by the Council chair in consultation with the Graduate Student Representative.

Health Center

It is the goal of the University Health Center to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, the Health Center ensures that all members of the campus community have input through their elected representatives. The Health Center provides each group with all relevant materials necessary to provide timely and thoughtful recommendations.

Their Student Health Advisory Committee (SHAC) members, as well as other student groups including the Student Government Association, Resident Hall Association and the Graduate Student Government, are involved in a thorough dialog of concerns and issues related to the Health Center budget before presenting for fee review. Of note, based on feedback about the membership of our SHAC consisting entirely of undergraduate students, they have added spots for graduate student members and are awaiting participation from at least one GSG member.

The University student review process involves meeting with members of the Student Health Advisory Committee (SHAC), the GSG President and its Executive Committee, correspondence with the President of SGA and with the RHA President and Executive Committee. The proposal among these student advisory groups to endorse support of any fee increase takes place twice in the fall.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

Student Facilities Fee

The Student Facilities Committee (SFC), established in FY 2018, is a student-majority advisory subcommittee to the Provost and Senior Vice President for Academic Affairs and reports to the Facilities Council.

The Subcommittee decides which projects to recommend to the University Facilities Council for funding by a simple majority vote of the full Subcommittee membership. The Subcommittee may elect to recommend funding for a portion of a proposal. The Student Advisory Subcommittee may submit recommendations to the Facilities Council at any time.

Authority for Setting Fees

Mandatory fees and room, board and parking charges are set by the Board of Regents of the University System of Maryland (USM) as stipulated in the Policy on Student Tuition, Fees and Charges (262.0, VIII-2.50) approved by the Board of Regents, June 21, 1990.

The management of student fees, including the review and recommendation of proposed fees and the authorization of expenditures from the resulting fee revenues, is the responsibility of the President, who is advised by the President's Cabinet. The Cabinet is advised by the Committee for the Review of Student Fees (CRSF) on recommendations for proposed fees.

Process for Student Participation

Mandatory fees and room, board and parking charges will undergo a five-step process:

1. The unit proposing the fee provides an opportunity to the affected student constituency for discussion on the merits and impact of the fee.
2. The Committee for the Review of Student Fees reviews the proposed fee and makes a recommendation to the Cabinet.
3. The Cabinet reviews the fee proposal and the recommendation made by the Committee to Review Student Fees and make a recommendation to the President.
4. The President recommends the fee schedule to the USM Board of Regents.
5. Board of Regents approves the fees.

Bowie State University

The University Budget Office requested the proposed FY 2023 Tuition, Mandatory and Self-Supporting fees and justifications from the various departments. After compiling the information, the proposed fees were shared with the President and Cabinet members on February 16, 2022.

On March 1, 2022, the Vice President for Administration & Finance, Assistant Vice President for Administration & Finance, Vice President for Enrollment Management & Student Affairs, Assistant Budget Director and representatives from various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2023 Tuition, Mandatory and Self-Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the proposed fees prior to the upcoming University Council meeting.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

On March 8, 2022, the FY 2023 proposed Tuition, Mandatory and Self-Supporting fees were shared and discussed in detail with University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA, GSA and/or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Room & Board

On March 1, 2022, the proposed FY 2023 Room and Board Rates were discussed with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA). During this meeting, students were able to review comparable rates from other institutions, pose questions and comment on the proposed rate increases prior to the University Council meeting. On March 8, 2022, the proposed rates and supporting documentation were shared and discussed in detail with University Council, a shared-governance advisory board to the President which is comprised of membership from students, faculty, and staff. The University Council considered the input from the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Towson University

Towson University (TU) administrators held a campus-wide Fee Forum prior to presenting the proposed FY 2023 tuition & mandatory fees and self-support fees (Room, Board, Parking). Held on March 2, the forum was conducted in partnership with the Student Government Association (SGA), open to the entire campus community and publicized in TU's daily newsletter, as well as TU's student newspaper. During the forum, administrators presented budget information, training, and the proposed FY 2023 tuition and fee rates. Presenters included TU's:

- Vice President for Administration and Finance
- Vice President for Student Affairs
- Vice President for Operations and Human Resources
- Athletic Director
- Associate Vice President for Administration and Finance
- Assistant Vice President for Housing and Residence Life
- SGA President and Treasurer
- Director of Information Technology Support Centers for the Office of Technology Services

Presenters conveyed the purpose of each fee category as well as the justification for the proposed FY 2023 tuition and fee rates. They also answered students' questions about the rates and about what the various fees cover. To allow for additional input from the campus community, the SGA agreed to provide feedback to TU leadership before the proposed rates were submitted to the USM.

In response to a concern raised by a graduate student, beginning in FY23, TU will set a ceiling on fees for graduate students being charged by credit hour such that they will not exceed the rate of a full-time undergraduate student. This will primarily impact our clinical grad students who previously may have been charged a higher amount.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

TU's FY 2023 rate increase is more than 4% in order to cover the state-mandated FY 2022 and FY 2023 merit and COLA. Together, the aggregate merit and COLA is 9%, which compounded is over 9%. Since the state does not fund these increases for auxiliary or self-support units, those units are required to fund their own increases—thus raising costs. Additionally, minimum wage was raised to $15.00 per hour, which auxiliary and self-support units are required to fund while remaining within a balanced budget. The rate increases are also required to cover increased auxiliary debt payments, as well as vendor contract increases tied to the consumer price index (CPI). Despite these constraints, TU has kept the three-year auxiliary rate increase average under 4%. The average increase from FY 2021 to FY 2023 is 3.54%.

University of Maryland, Eastern Shore

Mr. Lester Primus, Vice President for Administration and Finance met with the Executive Members of the Student Government Association and other members of the student body to discuss Tuition and Fees for FY 2023 on Thursday, February 24, 2022.

The students were provided with background information on campus facilities and the aging of several buildings. A presentation was given from Information Technology on the upgrades to the internet for the Residence Halls and audio-visual upgrades for the campus.

The proposed tuition, mandatory and self-support fee (room, board, parking) increases were presented to the students. The students were not involved in determining the self-support fees. They had several concerns regarding the increases in fees. Such as would they see a difference in food service, access to facilities, and renovations to the residence halls? The students were assured the funds would be invested back into the residence hall with renovations starting in the summer and the food service committee would be engaging with Thompson Hospitality regarding dining services. It was communicated by the students that if renovations are not in place in the fall in the residence halls, there would be some concerns from students and parents with the increase in housing cost.

Attendees: Lester Primus, Latoya Jenkins, Beatrice Wright, Emanuel Maldonado, Ayotomiwa Fashola, Briana Gaskins, Princess Sarah Bentil, Dante Turner, James Webb, Raven Cooper, Zamira Kornegay, Jocelyn Simmons

Frostburg State University

Frostburg State University is committed to the communication and transparency of student mandatory tuition, fees, room and board. In the summer of 2021, the Vice President of Student Affairs prepared updated procedures on sharing the upcoming mandatory tuition, fees, room and board with students. The original committee was made up of the Student Government Association elected officers, VP of Student Affairs, VP and AVP of Administration of Finance. Additionally, the following positions have been added to create the Bobcat Student Fee Advisory Committee and give wider representation of stakeholders:

- Diversity, Equity, and Inclusion Student Representative on SGA
- Student Affairs Chair on SGA
- President of the Residence Hall Council
- President of the Student Athletic Advisory Council
- Graduate Student Representative on the University Council

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

This group meets at least twice a year for review of proposed increases to the mandatory fees schedule. The committee is given the opportunity to discuss, ask questions and provide feedback on the proposed changes for the upcoming fiscal year per the BOR policy. The committee met on September 15, 2021, to discuss Tuition & Fees and on February 23, 2022 to discuss Room & Board for FY 2023.

Coppin State University

A meeting was held with student leadership on March 7, 2022. The meeting was attended by SGA officers, the Financial Aid Director, and the Admissions Director (representing the VP for Enrollment Management and Student Affairs), the AVP for Business Services and Procurement, the VP for Administration and Finance, and 2 additional students. The CSU administration held a meeting with the SGA officers regarding the proposed increase in Room, Board and parking rates. The SGA officers agreed to the proposed increases based upon the justifications outlined by the administration for these increases. Meeting minutes are generated from the meeting which reflect the discussion and outcomes from the meeting. Documents are retained and a copy is sent with the self-support fees schedule as evidence of this meeting.

University of Baltimore

Overview of Tuition and Fee Rate Changes

The University of Baltimore requests tuition rate changes of 2% for undergraduate, graduate, and professional programs and degrees. Additionally, proposed is an expansion of the programs entitled to regional tuition rates. U.Balt. is currently approved to grant regional tuition to students residing in DC, Northern Virginia, Southern Pennsylvania and Delaware, who are enrolled in a graduate, graduate certificate or JD program or students enrolled in one of U.Balt's four fully online programs. The proposal is to extend regional tuition to the doctoral programs in Arts & Sciences and Public Affairs and to include the UX certificate as a fully online program as these are being requested to increase enrollment.

Lastly, new course fees are proposed for students taking several courses in the Applied Information Technology curriculum and a single course in the Simulation and Game Design undergraduate curriculum. The per student course fee is $45. Also proposed, are course fee increases for courses in the MS in Interactive Design & Info Architecture and MS/MFA in Creative Writing and Integrated Design curriculum. The per student course fee is $85 and all of these fees cover the cost of consumable goods and specialty technology provided to the students.

All proposed changes were presented and voted on by the Student Advisory Committee before presentation to the President and his Executive Team.

Student Advisory Committee

Since FY 2016, Financial Planning and Operations, within the division of Administration and Finance hosted three meetings in the fall and spring semesters with the Student Government and Student Bar Associations leadership to discuss tuition and fee proposals, the institutional operating budget, and associated questions. These meetings occurred prior to any tuition or fee submission to the President and his Executive Team.

In FY 2019, Financial Planning and Operations (FPO) revised this engagement by creating a formal student advisory group with the goals of broader discussion and transparency related to tuition and fee changes. Both

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

student government associations identified three representatives to serve on the committee along with academic leadership from each College and representatives from the Provost's Office, RLB Library, Student Success and Support Services, Office of Technology Services and Auxiliary Enterprises. To restate, the U.Balt. committee is comprised of 18 persons, of which six are student representatives.

In May 2021, the FPO team met with the business units to determine which planned to pursue rate changes for FY 2023. In September, a separate meeting occurred with the representatives from the two student government associations and their advisors to outline the committee's role and responsibilities and to determine if either would pursue fee increases for FY2023. Initial tuition and fee proposals were outlined during the October 13th meeting, with detailed discussion occurring on November 17th. Formal, detailed presentations occurred on January 6, 2022 and at the February 3rd meeting, all tuition and fee proposed rates were reviewed and consensus was achieved. On February 8th, a final recommendation was submitted to President Schmoke and a presentation was made at the February 10th meeting of the President's Executive Team. On February 14, the President formally endorsed the FY2023 tuition and course fee proposals for submission to the Board of Regents, via the USM Budget Office. The President's endorsement was communicated to the Student Advisory Committee on February 25th.

Salisbury University

The following employees attended the Student Government Executive Staff meeting on February 3, 2022, and the Student Forum meeting (all student leadership) on February 6, 2022, to discuss the proposed FY23 tuition, mandatory fee, room and dining rates:

- Lynn Adkins, Associate Vice President of Administration & Finance
- Allen Kohler, Associate Vice President of Enrollment Management
- Owen Rosten, Director of Dining Services
- Dr. Janet Wormack, Vice President of Administration & Finance
- Barri Zimmerman, Budget Officer

The students were presented with a detailed overview of the entire proposed schedule, which included a 2% increase in undergraduate in-state and out-of-state tuition and a 2% increase in mandatory fees. The overview also covered other self-support fees, such as parking, room and board rates.

There was discussion regarding the need to increase meal plan rates by 6% due to inflation and supply chain challenges. There was an opportunity for questions and comments on the overall budget and rate proposals for next year. No specific concerns were expressed by the members in attendance regarding the proposed rates for tuition, mandatory fees and self-support fees.

With the escalation of the Russia-Ukraine war in recent weeks, we are closely monitoring the food supply chain and the overall financial impact of geopolitical changes in the market. Increasing gas prices and transportation and staffing delays could further erode our ability to sustain the quality of service at these rates. Some of our vendors have already passed on their price increases upwards of 15%. SU may have to propose a mid-year increase in meal plan rates should the crisis continue throughout this calendar year.

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FY 2023 STUDENT ENGAGEMENT PROCESS

UMBC

Mandatory Fees

Student input was an important component of the FY 2023 mandatory fee review process. The administration invited the Student Government Association, the Graduate Student Association, the Residential Student Association, and other student groups to identify students to serve on a Student Fee Advisory Committee. The primary function of this committee was to represent student interests during the annual mandatory fee review process. The committee was comprised of six members, five undergraduate students and one graduate student, and represented various student groups across campus.

A training session was held for the committee in October. The training session included an overview of the University's budget, and a summary of the activities and services supported by the mandatory fee revenue. In a subsequent meeting, campus leaders presented the proposed FY 2023 fee schedule, including justifications for any proposed fee increases, and responded to questions from the student committee.

A virtual campus-wide fee forum was held on March 4, 2022. Campus leadership presented the FY 2023 mandatory fee proposals and summarized the justifications for any proposed fee increases. Students were invited to ask questions and provide feedback regarding the mandatory fees. The administration considered the feedback received from students and made changes to the proposed fee schedule based on that feedback. The larger than typical increase in the Athletics and Recreation Fee and the Campus Engagement Fee is driven by the projected increases in salary and fringe expenses resulting from the State Approved salary adjustments in FY 2022 and FY 2023 for COLA and merit.

Self-Support Fees

On February 16, 2022, leadership from Residential Life met with the Resident Student Association (RSA) to present the proposed increases in room and board rates. Students were advised that the proposed room rates were based on the recently announced COLA and merit adjustments, fringe increases, anticipated utility rate increases, and inflationary increases in a number of contracts. The proposed board rates are tied to an increase in the Consumer Price Index for "food away from home." The students offered comments, asked questions and provided feedback. Feedback was shared with stakeholders. Overall, students sought to understand the rationale for the proposed increases but did not express objections.

Universities at Shady Grove

USG administrative staff met with nine members of the USG Undergraduate Student Council and 1 member of the Graduate Student Council to discuss USG's Mandatory Fees. The staff discussed how the fees were used in the areas of student auxiliary support, student facilities support and technology services support. The students had few questions and were overly supportive and appreciative of the services provided.
USG convenes a Parking Advisory Committee to discuss and review the non-mandatory parking fees. The committee consists of seven USG staff and two USG students. The committee met in mid-February 2022 and decided not to increase fees for FY 2023.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Self-Support Charges and Fees for FY 2023

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: April 13, 2022

SUMMARY: The procedure for approving student-related tuition, fees, and charges is a two-part process. This item involves the approval of room, board, and parking rates.

Proposed increases in the typical annual dormitory charge are listed below:

$8,072 to $8,860	9.8%	University of Maryland, College Park
$5,931 to $6,109	3.0%	Bowie State University
$7,632 to $7,822	2.5%	Towson University
$5,514 to $5,928	7.5%	University of Maryland Eastern Shore
$5,382 to $5,492	2.0%	Frostburg State University
$6,284 to $6,598	5.0%	Coppin State University
$7,200 to $7,340	1.9%	Salisbury University
$7,310 to $7,750	6.0%	UMBC

To accommodate the variation in the beginning dates of its academic programs, University of Maryland, Baltimore charges a daily rate. Their FY 2023 rate for a one-bedroom apartment will remain at $38.52.

The percent increases for board range from an increase of 4% at Bowie State University to an increase of 9.0% at the University of Maryland, College Park.

The proposed rate changes in housing and board can be attributed to the continued impact from the COVID-19 pandemic, merit and cost-of-living adjustments in FY 2022 and FY 2023 for employees, fringe benefit rate increases, and the increased cost of goods.

ALTERNATIVE(S): The expenditures planned for each self-supported activity are based on the revenue produced from the schedule of charges. A decrease in the charge structure would require a corresponding decrease in planned expenditures

FISCAL IMPACT: The proposed charges and fees are determined to be the amount required to produce the revenue for the individual activities to operate on a viable fiscal basis without accumulating a deficit or postponing required expenditures to a future year.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommend that the Board of Regents approve the proposed self-support charges and fees for FY 2023 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 4/13/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2023

	FY 2022	FY 2023	Change $	Change %
UMB				
ROOM AND BOARD				
HOUSING PER APARTMENT*				
PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	32.22	32.22	0.00	0.0%
1 BEDROOM	38.52	38.52	0.00	0.0%
2 BEDROOM-TOTAL	54.69	54.69	0.00	0.0%
2 BEDROOM-per person	27.34	27.34	0.00	0.0%
NEW RENOVATED PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	33.80	33.80	0.00	0.0%
1 BEDROOM	40.10	40.10	0.00	0.0%
2 BEDROOM-TOTAL	56.27	56.27	0.00	0.0%
2 BEDROOM-per person	28.92	28.92	0.00	0.0%
SPOUSE/DOMESTIC PARTNER (Flat Monthly Rate - includes utilities & fully furnished)				
EFFICIENCY	200.00	200.00	0.00	0.0%
1 BEDROOM	200.00	200.00	0.00	0.0%
2 BEDROOM-TOTAL	200.00	200.00	0.00	0.0%
2 BEDROOM-per person	200.00	200.00	0.00	0.0%
DAILY STORAGE RATE	9.20	9.20	0.00	0.0%
PARKING				
STUDENTS				
DAILY LEXINGTON GARAGE	6.00	7.00	1.00	16.7%
LEXINGTON MARKET ROOF-MONTHLY	45.00	47.50	2.50	5.6%
MARKET CENTER PER SEMESTER**	180.00	0.00	N/A	N/A
MARKET CENTER - YEARLY**	360.00	0.00	N/A	N/A
PASCAULT ROW AT THE LEXINGTON GARAGE -SEMESTER***	330.00	350.00	20.00	6.1%
PASCAULT ROW AT THE LEXINGTON GARAGE - YEARLY***	550.00	585.00	35.00	6.4%
FAYETTE SQUARE HOUSING AT LEXINGTON GARAGE - MONTHLY ***	66.00	70.00	4.00	6.1%
FAYETTE SQUARE HOUSING AT BALTIMORE GRAND - MONTHLY ***	88.00	94.00	6.00	6.8%

*A daily-only rate is to accommodate the variation in the beginning dates of the academic programs.
Resident contracts are still for the semester or the year.
** Market Center Parking contract expired
***Small population of students park in these garages

UMCP				
ROOM AND BOARD				
ROOM*	8,072.00	8,860.00	788.00	9.8%
BOARD (POINT PLAN)	4,916.00	5,356.00	440.00	9.0%
PARKING FEE				
STUDENT - RESIDENT	650.00	701.00	51.00	7.8%
STUDENT - COMMUTER	336.00	362.00	26.00	7.7%

*The rate for a standard double room is $8,860. A surcharge may be applied for such items as a single room, a room with air conditioning, room with a private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail.

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2023

	FY 2022	FY 2023	Change $	Change %
Bowie				
ROOM AND BOARD				
ROOM				
TOWERS				
DOUBLE	5,931.00	6,109.00	178.00	3.0%
SINGLE	6,381.00	6,572.00	191.00	3.0%
ALEX HALEY				
DOUBLE	6,978.00	7,187.00	209.00	3.0%
SINGLE	7,846.00	8,081.00	235.00	3.0%
QUAD	6,215.00	6,401.00	186.00	3.0%
TUBMAN & HOLMES				
DOUBLE	5,675.00	5,845.00	170.00	3.0%
SINGLE	6,160.00	6,345.00	185.00	3.0%
TRIPLE	5,093.00	5,246.00	153.00	3.0%
KENNARD				
DOUBLE	5,763.00	5,936.00	173.00	3.0%
SINGLE	6,247.00	6,434.00	187.00	3.0%
TRIPLE	5,166.00	5,321.00	155.00	3.0%
GOODLOE				
DOUBLE	6,731.00	6,933.00	202.00	3.0%
SINGLE	7,260.00	7,478.00	218.00	3.0%
BOARD				
GOLD 19 MEAL PLAN W/$225 FLEX	4,841.00	5,035.00	194.00	4.0%
GOLD 14 MEAL PLAN W/$250 FLEX	4,841.00	5,035.00	194.00	4.0%
GOLD 10 MEAL PLAN W/$300 FLEX	3,966.00	4,124.00	158.00	4.0%
CMRC 5 MEAL PLAN W/NO FLEX (CMRC Only)	1,730.00	1,799.00	69.00	4.0%
CMRC 5 MEAL PLAN W/$100 FLEX (CMRC Only)	1,931.00	1,999.00	68.00	3.5%
CMRC 7 MEAL PLAN W/NO FLEX (CMRC Only)	2,399.00	2,496.00	97.00	4.0%
CMRC 7 MEAL PLAN W/$150 FLEX (CMRC Only)	2,699.00	2,796.00	97.00	3.6%
COMMUTER 100 PLAN W/$220 FLEX	2,451.00	2,549.00	98.00	4.0%
COMMUTER 50 PLAN W/$195 FLEX	1,401.00	1,457.00	56.00	4.0%
COMMUTER 25 PLAN W/$150 FLEX	814.00	847.00	33.00	4.1%
SUMMER BLOCK 60 W/NO FLEX	551.00	573.00	22.00	4.0%
SUMMER BLOCK 30 W/NO FLEX	291.00	303.00	12.00	4.1%
PARKING FEE				
RESIDENT STUDENT	80.00	100.00	20.00	25.0%
COMMUTER	73.00	93.00	20.00	27.4%
COMMUTER SEMESTER ONLY	50.00	60.00	10.00	20.0%
MONTHLY	35.00	50.00	15.00	42.9%

Note: CMRC stands for the Christa McAuliffe Residential Community

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2023

	FY 2022	FY 2023	Change $	Change %
Towson				
ROOM AND BOARD				
ROOM				
DOUBLE	7,632.00	7,822.00	190.00	2.5%
SINGLE	8,974.00	9,198.00	224.00	2.5%
TOWER C 3 person room	6,106.00	6,258.00	152.00	2.5%
9 month HOUSING MULTIPLE	8,108.00	8,310.00	202.00	2.5%
9 month HOUSING SINGLE	9,534.00	9,772.00	238.00	2.5%
PREMIUM HOUSING - BARTON & DOUGLASS	8,868.00	9,090.00	222.00	2.5%
TOWSON RUN				
EFFICIENCIES - 1 BEDROOM	9,442.00	9,678.00	236.00	2.5%
EFFICIENCIES - 2 BEDROOM	8,926.00	9,150.00	224.00	2.5%
EFFICIENCIES - 4 BEDROOM	7,520.00	7,708.00	188.00	2.5%
APARTMENT - CARROLL & MARSHALL				
2 BEDROOM	10,876.00	11,148.00	272.00	2.5%
4 BEDROOM	10,662.00	10,928.00	266.00	2.5%
APARTMENT - MARRIOTT CONVERSION to 10 WEST				
Tier One, Floors 2 - 5, convenience kitchen, meal plan required	8,926.00	9,150.00	224.00	2.5%
Tier Two, Floors 6 - 15 with full kitchen	9,948.00	10,196.00	248.00	2.5%
Tier Three (apartments 1409 & 1509)	10,134.00	10,386.00	252.00	2.5%
BOARD				
FLEXIBLE 5 MEAL PLAN WITH $400 ANNUAL FOOD POINTS	2,700.00	2,700.00	0.00	0.0%
FLEXIBLE 10 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	4,900.00	4,970.00	70.00	1.4%
FLEXIBLE 14 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	5,600.00	5,820.00	220.00	3.9%
FLEXIBLE 19 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	6,240.00	6,490.00	250.00	4.0%
FLEXIBLE 21 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	6,650.00	6,910.00	260.00	3.9%
FLEXIBLE UNLIMITED MEAL PLAN WITH $100 ANNUAL FOOD POINTS	6,650.00	6,910.00	260.00	3.9%
BOARD				
BLOCK 25 MEAL PACKAGE WITH $75 IN FOOD POINTS	395.00	410.00	15.00	3.8%
BLOCK 50 MEAL PACKAGE WITH $75 IN FOOD POINTS	660.00	685.00	25.00	3.8%
BLOCK 75 MEAL PACKAGE WITH $75 IN FOOD POINTS	915.00	950.00	35.00	3.8%
BLOCK 100 MEAL PACKAGE WITH $75 IN FOOD POINTS	1,140.00	1,185.00	45.00	3.9%
PARKING FEE				
RESIDENT STUDENTS - **CORRECTION**	384.00	**480.00**	**96.00**	**25.0%**
COMMUTER CORE CAMPUS ANNUAL	384.00	384.00	0.00	0.0%
COMMUTER REMOTE (WV & STADIUM) ANNUAL	384.00	192.00	-192.00	-50.0%
COMMUTER CORE CAMPUS SEMESTER	220.00	211.00	-9.00	-4.1%
COMMUTER REMOTE (WV & STADIUM) SEMESTER	220.00	106.00	-114.00	-51.8%
EVENING CORE ANNUAL	174.00	173.00	-1.00	-0.1%
EVENING SEMESTER	104.00	95.00	-9.00	-8.7%
UMES				
ROOM AND BOARD				
ROOM				
TRADITIONAL DOUBLE	5,514.00	5,927.55	413.55	7.5%
TRADITIONAL SINGLE	6,422.00	6,903.65	481.65	7.5%
APARTMENT SINGLE (Student Apartments - Non-Efficiency)	6,482.00	6,968.15	486.15	7.5%
TRADITIONAL DOUBLE (Student Apartments - Semi-Private Bath)	5,670.00	6,095.25	425.25	7.5%
APARTMENT SINGLE (Clusters - Efficiency)	6,695.00	7,197.13	502.13	7.5%
APARTMENT SINGLE PRIVATE BATH (Clusters - Efficiency)	6,883.00	7,399.23	516.23	7.5%
APARTMENT EFFICIENCY SINGLE LEASE (Hawks Landing)	7,071.00	7,601.33	530.33	7.5%
APARTMENT EFFICIENCY SINGLE (Hawks Plaza)	7,260.00	7,804.50	544.50	7.5%
APARTMENT EFFICIENCY SINGLE (Hawks Run)*	6,695.00	7,197.13	502.13	7.5%

**Previously included in Apartment Single (Clusters - Efficiency)*

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2023

	FY 2022	FY 2023	Change $	Change %
UMES (cont.)				
BOARD				
19 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,571.00	4,708.13	137.13	3.0%
14 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,341.00	4,471.23	130.23	3.0%
10 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	3,542.00	3,648.26	106.26	3.0%
5 MEAL PLAN (COMMUTERS ONLY)	1,805.00	1,859.15	54.15	3.0%
PARKING FEE				
STUDENTS	62.00	62.00	0.00	0.0%
Frostburg				
ROOM AND BOARD				
ROOM				
DOUBLE				
PLAN 1 (Allen, Diehl, Gray, Simpson, Sowers)	5,382.00	5,492.00	110.00	2.0%
PLAN 2 (Frederick, Westminster, Annapolis)	5,514.00	5,626.00	112.00	2.0%
PLAN 2b Converted Triples to Doubles*	6,530.00	6,662.00	132.00	2.0%
SINGLE				
PLAN 3 (Cumberland, Frost)	7,728.00	7,886.00	158.00	2.0%
PLAN 3a Non-Brownsville Singles Uphill	0.00	7,274.00	N/A	N/A
NEW RESIDENCE HALL				
Suite with 2 single occupancy rooms	9,540.00	9,540.00	0.00	0.0%
Suite with 4 single occupancy rooms	8,824.00	9,048.00	224.00	2.5%
Suite with 1 single occupancy room + 1 double occupancy room - Single room rate	8,520.00	8,736.00	216.00	2.5%
Suite with 1 single occupancy room + 1 double occupancy room - Double room rate	6,530.00	6,696.00	166.00	2.5%
BOARD				
15 MEALS WITH $50 FLEX	5,598.00	5,878.00	280.00	5.0%
GOLD PLAN UNLIMITED WITH $200 BONUS BUCKS	5,218.00	5,478.00	260.00	5.0%
SILVER 19 PLAN WITH $100 BONUS BUCKS	4,862.00	5,104.00	242.00	5.0%
14 MEALS WITH $125 FLEX	5,598.00	5,878.00	280.00	5.0%
14 MEALS PER WEEK, $100 BONUS BUCKS	4,660.00	4,892.00	232.00	5.0%
12 MEALS PER WEEK, $250 BONUS BUCKS	4,838.00	5,080.00	242.00	5.0%
PARKING FEE				
STUDENTS - COMMUTER	40.00	40.00	0.00	0.0%
**Existing Residence Hall*				
Coppin				
ROOM AND BOARD				
ROOM				
TRIPLE	4,826.00	5,067.30	241.30	5.0%
DOUBLE	6,284.00	6,598.20	314.20	5.0%
SINGLE	6,588.00	6,917.40	329.40	5.0%
BOARD				
BRONZE ANYTIME DINING PLAN ($75 DINING $s)	4,539.00	4,811.34	272.34	6.0%
SILVER ANYTIME DINING PLAN ($150 DINING $s)	4,728.00	5,011.68	283.68	6.0%
GOLD ANYTIME DINING PLAN ($200 DINING $s)	4,857.00	5,148.42	291.42	6.0%
PARKING FEE				
ANNUAL COMMUTER AND RESIDENTIAL STUDENTS	71.40	74.97	3.57	5.0%
COMMUTER STUDENT - SPRING AND FALL SEMESTER	38.00	40.00	1.90	5.0%
STUDENT SUMMER RATE	30.00	32.00	1.50	5.0%
University of Baltimore				
PARKING FEE				
STUDENTS - semester - unlimited parking	299.00	299.00	0.00	0.0%

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2023

	FY 2022	FY 2023	Change $	Change %
Salisbury				
ROOM AND BOARD				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (CP)	8,000.00	8,150.00	150.00	1.9%
APARTMENT STYLE (DV)	7,420.00	7,420.00	0.00	0.0%
APARTMENT STYLE (SG 4x2)	8,340.00	8,500.00	160.00	1.9%
SUITE (NA, MK, PO, WI, Cr, CK, SV)	8,200.00	8,400.00	200.00	2.4%
SUITE (St. Martin)	7,500.00	7,645.00	145.00	1.9%
APARTMENT STYLE (SGV) 3 bedroom x bath [1]	7,500.00	7,900.00	400.00	5.3%
DOUBLE				
APARTMENT STYLE (CP)	7,200.00	7,340.00	140.00	1.9%
SUITE (NA, MK, PO, WI, CR, CK. SV)	7,300.00	7,480.00	180.00	2.5%
SUITE (St. Martin)	6,600.00	6,700.00	100.00	1.5%
ROOM (9 month)				
TRIPLE				
SUITE (CR, CK, SV) [2]	6,200.00	6,490.00	290.00	4.7%
ROOM (12 month)				
1 BEDROOMS & 1 BATHROOMS	9,200.00	9,500.00	300.00	3.3%
2 BEDROOMS & 2 BATHROOMS	9,200.00	9,470.00	270.00	2.9%
4 BEDROOMS & 4 BATHROOMS	9,200.00	9,425.00	225.00	2.4%
4 BEDROOMS & 2 BATHROOMS	8,700.00	8,850.00	150.00	1.7%
2 BEDROOMS & 1 BATHROOMS	8,750.00	8,900.00	150.00	1.7%
BOARD				
ALL ACCESS (Unlimited meals in the Commons, $250 dining dollars, 4 guest passes per ser	5,200.00	5,510.00	310.00	6.0%
200 MEALS PLUS (200 meals+$400 dining dollars, 4 guest passes per semester)	5,000.00	5,300.00	300.00	6.0%
125 MEALS Block (125 meals+$300 dining dollars, 2 guest passes per semester)	3,500.00	3,710.00	210.00	6.0%
75 MEALS Block (75 meals+$250 dining dollars, 2 guest passes per semester)	2,300.00	2,440.00	140.00	6.1%
45 MEALS Block (45 meals+$100 dining dollars, 2 guest passes per semester)	1,300.00	1,380.00	80.00	6.2%
PARKING FEE				
STUDENTS	75-110	75-110	0.00	0.0%

[1] *Sea Gull Village (formerly Global Village) is a recently acquired off-campus housing option for students. Previously, SU contracted with the owner of this facility to provide housing and billed the fee on student accounts, but did not have any ownership interest. SU is increasing the fee that has been charged in the past for this facility to fund property upgrades. Note: SU did not formally contract with this property for FY22, but the $7,500 rate listed for FY22 is what SU projected charging if SU had contracted for*

[2] *The triple room is significantly larger than the double room and has a private bathroom. The rate for these rooms is increasing to recognize the added benefits this living arrangement provides relative to the price of a double occupancy room.*

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2023

	FY 2022	FY 2023	Change $	Change %
UMBC				
ROOM AND BOARD				
ROOM				
RESIDENCE HALLS (8 & 9 MONTH)	7,310.00	7,750.00	440.00	6.0%
RESIDENCE HALLS TRIPLE/QUAD	5,146.00	5,455.00	309.00	6.0%
RESIDENCE HALLS/SUITES CONVERTED SINGLE RATE	7,650.00	8,185.00	535.00	7.0%
RESIDENCE SUITES (8 MONTH)	7,310.00	7,750.00	440.00	6.0%
RESIDENCE SUITES (9 MONTH)	7,650.00	8,185.00	535.00	7.0%
RESIDENCE APARTMENTS (9 MONTH)	7,650.00	8,265.00	615.00	8.0%
BOARD				
UNLIMITED MEAL PLAN	4,940.00	5,252.00	312.00	6.3%
SAVVY 16	4,940.00	5,252.00	312.00	6.3%
TERRIFIC 12	4,262.00	4,536.00	274.00	6.4%
SUPER 225	4,470.00	4,744.00	274.00	6.1%
FLEXIBLE 14 MEAL PLAN	5,396.00	5,740.00	344.00	6.4%
FLEXIBLE 10 MEAL PLAN	4,506.00	4,798.00	292.00	6.5%
OTHER AUXILIARY FEES				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	350.00	375.00	25.00	7.1%
USM THE UNIVERSITIES AT SHADY GROVE				
PARKING FEE				
STUDENTS:				
Annual student rate	252.00	252.00	0.00	0.0%
Winter only	63.52	63.52	0.00	0.0%
Spring/Summer	126.00	126.00	0.00	0.0%
Summer only	63.52	63.52	0.00	0.0%

Appendix A

UMCP

Room Fee Structure Detail

(in $ unless noted)

	Traditional w/out AC		Traditional with AC		New Traditional		Semi-Suite		Suite		Apartment	
	FY 22	FY 23	FY 22	FY 23	FY 22	FY 23	FY 22	FY 23	FY 22	FY 23	FY 22	FY 23
Single w/Bath			10,466	11,487	10,830	11,887			10,950	12,019	11,515	12,639
Double As Single	9,138	10,030										
Single	9,007	9,886	9,269	10,174	9,632	10,572			9,753	10,705	10,318	11,325
Double w/Bath		9,886	9,269	10,174	9,632	10,572	8,678	9,525	9,753	10,705	10,318	11,325
Double	7,810	8,572	8,072	8,860	8,435	9,258			8,556	9,391	9,121	10,011
Double requires Bunked Beds	6,834	7,501	7,064	7,753					7,487	8,218	7,982	8,761
Structural Triple/Quad w/Bath	8,226	9,029	8,463	9,289								
Structural Triple/Quad	7,029	7,715	7,265	7,974					7,701	8,453	8,210	9,011
Flex Triple/Quad	6,639	7,287	6,862	7,532	7,170	7,870			7,273	7,983	7,754	8,511

Notes:

Standard Room Rate =	$ 8,860
New Room Rate for FY 23	

Red print indicates the proposed FY 23 room fee is less than the FY 22 standard room fee ($8,072 traditional double with air conditioning)

AC = air conditioning

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UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

University of Maryland, Baltimore

FY 2023 School Tuition and Student Fees

In accordance with University System of Maryland Board of Regents policy on tuition, fees and charges, the University of Maryland, Baltimore Professional Schools and Graduate School, sought input from students for all proposed FY23 tuition and student fee increases. Each School established a committee of students, who met to review and discuss the schedule of tuition and fees and to confer on any proposed School tuition and/or student fee changes (including Student Activity Fees by school and program).

The school student committees expressed support or did not object to the proposed increases for the FY23 tuition and fee increases through the submission of memorandums to the Office of Academic Affairs.

FY 2023 Central Administrative Student Fees

In addition to School tuition and fee increases, Central Administrative units met with the campus wide Student Fee Advisory Board (SFAB) which is responsible for advising the President and Board of Regents on increases in mandatory auxiliary student fees which include the following:

- Campus Center Infrastructure Fees (CCI)
- Student Services Fees
- Student Government Fee (USGA)
- Shuttle Fees
- Technology Fees

The Division of Student Affairs Leadership met with the SFAB to present increases for the Campus Center Infrastructure Fees and the Student Services Fees to cover the costs of State mandated COLA/Merit and unanticipated increases. The SFAB supported the proposed increases through the submission of a memorandum.

No increases were requested for the Student Government Fee, Shuttle Fees, or Technology Fee.

FY 2023 Self-Supporting Fees and Charges

Parking and Commuter Services Leadership met with the SFAB to present student parking fee increases. The SFAB supported the proposed increases through the submission of a memorandum.

Central Administrative units met with the campus wide Student Fee Advisory Board (SFAB) which is responsible for advising the President and Board of Regents on increases in the Technology Fee, mandatory auxiliary student fees, and self-supporting auxiliary fees including: Campus Center Infrastructure Fees (CCI), Student Services Fees, Student Government Fee (USGA), Shuttle Fees, Student Parking, and Pascault Row Housing Fees (Room). The student committee generally expressed support or did not object to the proposed increases for the FY 23 fee increases through the submission of a memorandum. Students genuinely appreciate the opportunity to engage with central administration leaders on this important matter. The UMB Office of Academic Affairs retains a record of student involvement should the Board of Regents or others wish to examine the documentation.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

University of Maryland, College Park

Technology Fee

The Information Technology Advisory Committee (ITAC) provides recommendations to the Vice President of Information Technology and Chief Information Officer (VP/CIO) about student access to information technology. Topics may include but are not limited to: (1) student mandatory technology fee rates, (2) budget allocations, and (3) projects that will provide enhancements to the campus-wide student technology environment. The committee may also deal with appropriate academic matters as they are related to student technology fees. Expenditures from the STF relate to goals identified in the University's annual Strategic Plan for Information Technology. The ITAC membership consist of three members of the Student Government Association (SGA) appointed by the president of the SGA; two members of the Residence Hall Association (RHA) appointed by the president of RHA; two members of the Graduate Student Government (GSG) appointed by the President of GSG; five at-large students appointed by the Chairperson (none shall be faculty, associative staff, or classified staff), representative of the diverse student population (at least one of whom shall be of graduate status); at least one Assistant (or Associate) Vice President of Information Technology Chief Information Officer (VP/CIO) or designee (ex-officio). Unless explicitly stated otherwise, all participants in the meeting are voting members. The SGA Director of Information Technology serves as the chairperson of ITAC. ITAC is responsible for ensuring the appropriate annual review of the campus student technology fee. In addition, each year, a portion of Student Technology Fee funds is allocated to award projects proposed by university community members. Successful proposals should aim at providing strategic enhancements to the campus-wide IT services. The ITAC reviews all proposals and makes recommendations to the VP/CIO on how to distribute the allocated funds to projects deemed to have the greatest impact. Detailed information about the ITAC membership and bylaws can be found at: https://it.umd.edu/governance/ITAC. The technology fee includes a component for Library technology. As part of the mandatory fee review process, the libraries present its proposed technology fee budget to the Libraries Student Advisory Group (SAG) for discussion and approval. Students engage in discussion with the libraries leadership team about the proposed budget and fee increase during spring semester, culminating in a final discussion typically at the Student Advisory Group's March or April meeting. The Student Advisory Group meets two to three times a semester. Meeting dates are established at the beginning of the semester and distributed via email after the first meeting.

Athletics

The University of Maryland Athletic Department's Student Advisory Council (ADSAC) will serve to represent the University of Maryland Student Body in advising the Athletic Department. In FY 2023, the Athletics fee was discussed at the committee for the review of student fees, but not at the advisory level as Athletics did not increase the fee.

ADSAC is composed in a representative manner to the University of Maryland Student Body and Athletic Department. ADSAC members are designated to facilitate representation between both parties (Student Body and Athletic Department) involved. It is the responsibility of the chair of each party to ensure the proper composition of the group for each meeting. Each party should bring necessary guests to enable a successful discussion.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

In fulfilling its charge ADSAC is responsible for the following functions:

- Student Fee Allocation Review and Approval
- A Robust and Responsive Council
- Cooperation on Joint Initiatives

The Student Government Association Athletic Liaison will serve as Student Chair. The Athletic Department representatives are ex-officio non-voting members.

Shuttle Bus

It is the goal of the Department of Transportation Services (DOTS) to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, DOTS employs an approach to ensure all members of the campus community have input through their elected representatives. Through this process, DOTS provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

The budget vetting process includes the presentation of a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Administration and Finance. Review meetings were held twice in October.

As the budget process continues, it is not unusual for DOTS to go back to these groups to ensure that proper input is provided as the budget process comes to a close and is presented to the Committee that reviews student fees.

Student Union

It is the goal of the Stamp Student Union to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to ensure all members of the campus community have input through their elected representatives. Through this process, the Stamp provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. The final step of their budget vetting process is a meeting with the Stamp Advisory Board (SAB). The SAB reviews the information in the fall. The Stamp Director presents a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group. The SAB votes on the content of the proposal in the fall.

Undergraduate Student Activities

The Student Government Association makes a determination in spring to request additional fee monies within two fiscal years. Enhancements received during the budget review process within two fiscal years will be integrated into the general operations of SGA. Fee increases are placed in referendum during the election of new officers for SGA each year if determined to be necessary by the SGA Legislature.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

Graduate Student Activities

This fee proposal is in accordance with the legislative and executive actions of the Graduate Student Government. The Graduate Student Assembly approves the budgets for both Graduate Student Government and Graduate Legal Aid Office at their summer meeting and makes a determination to request any additional fee enhancement monies for the upcoming fiscal year. An assembly of representatives of graduate programs from across the campus, the Graduate Student Assembly and the Executives of the Graduate Student Government meet monthly and include in their annual business the allocation and distribution of the Graduate Student Activities Fee.

Recreation Services

The goal of University Recreation & Wellness (RecWell) is to produce their annual fee proposals in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to ensure all members of the campus community have input through their representatives on the Campus Recreation Advisory Board (CRAB), as well as consulting with their Student Employee Advisory Board (SEAB). Through this process, RecWell provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. Their fee proposal vetting process is accomplished through an in-person review with CRAB and SEAB. The Director and Associate Director of RecWell present a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group to reach a consensus for endorsement.

A second meeting of CRAB, to consider the fee submittal, is held in the fall. The proposal is discussed again at this meeting. After outlining the proposal for those who could not make the first meeting, there is a half hour discussion and question/answer session. The board members present then vote to endorse the proposal.

Performing Arts/Cultural Center

As part of the mandatory fee review process, The Clarice Smith Performing Arts Center presents its proposed year over year adjustments in mandatory fee to the Maryland Students for the Arts Council Mandatory Fee Committee (MSAMFC) for vetting and approval. MSAMFC includes representatives from Student Government Association, Graduate Student Government and Resident Hall Association as well as others as outlined in the committee's bylaws. Each spring, the Executive Director convenes MSAMFC to review how fees are used for the performing arts and solicits feedback on and/or suggestions for enhancements. Then in the fall, the Executive Director and Director of Finance and Administration present the Mandatory Fee proposal to the Maryland Students for the Arts Mandatory Fee Committee for review, discussion and approval. All students in attendance at the fall MSAMFC meeting endorse The Clarice's request for any increase in the mandatory fee. Contained in this presentation are a student participation roster for MSAMFC, and the meeting agendas, minutes and sign in sheets for the meeting. For the second component, The Nyumburu Cultural Center Fee Advisory Committee normally reviews the current proposal twice in the fall. The Nyumburu Director presents a complete review of the forecasted headcount and expenses, for the fee year and the computations that were used to determine the fee amounts for mandatory fees and enhancement programming. The advisory group normally endorses the proposal multiple times in the fall. The Nyumburu Cultural Center Fee Advisory Committee also meets during the Spring Semester to discuss student programming and also plan for the subsequent academic year with new and returning members.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

Student Sustainability Fee

Student Sustainability Fee revenue provides grant funding for projects that 1) improve the environmental performance of campus operations by decreasing greenhouse gas emissions, reducing energy and/or water use, enhancing stormwater management, increasing biodiversity, minimizing waste, etc.; 2) improve or create opportunities for UMD students to learn about and develop skills for sustainability; and/or 3) involve research that would create substantial opportunities for student involvement and the outcomes of the research have practical implications for improving the environmental performance of campus operations. A student-majority committee of the University Sustainability Council makes grant recommendations, and the Sustainability Council has granting authority. The committee and Council receive administrative support from the Office of Sustainability. The committee is also responsible for annually reviewing the Student Sustainability Fee rate and making recommendations to the Sustainability Council for adjustments to the fee rate. As part of the Sustainability Council, a Sustainability Fund Review Committee shall review project proposals, recommend allocation of funds to the Sustainability Council, and review and propose changes to the Student Sustainability Fee rate. The committee shall consist of at least 3 students and 2 non-students. Additional members may be added by the Sustainability Council, but the committee shall remain student-majority. The chair of the committee is the Undergraduate Student Representative on the Sustainability Council, who is appointed by the Council chair from nominations provided by the Student Government Association President and Vice President for Student Affairs. A minimum of two other undergraduate students shall be appointed by the Council chair in consultation with the current chair of the committee. Non-student members include the Director of the Office of Sustainability or designee (voting) and designee of the Director of the Office of Sustainability who serves as the Fund Coordinator (non-voting). In the event that graduate students pay a Student Sustainability Fee in the future, the committee will include 2 additional individuals: the Graduate Student Representative on the Council and another graduate student appointed by the Council chair in consultation with the Graduate Student Representative.

Health Center

It is the goal of the University Health Center to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, the Health Center ensures that all members of the campus community have input through their elected representatives. The Health Center provides each group with all relevant materials necessary to provide timely and thoughtful recommendations.

Their Student Health Advisory Committee (SHAC) members, as well as other student groups including the Student Government Association, Resident Hall Association and the Graduate Student Government, are involved in a thorough dialog of concerns and issues related to the Health Center budget before presenting for fee review. Of note, based on feedback about the membership of our SHAC consisting entirely of undergraduate students, they have added spots for graduate student members and are awaiting participation from at least one GSG member.

The University student review process involves meeting with members of the Student Health Advisory Committee (SHAC), the GSG President and its Executive Committee, correspondence with the President of SGA and with the RHA President and Executive Committee. The proposal among these student advisory groups to endorse support of any fee increase takes place twice in the fall.

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FY 2023 STUDENT ENGAGEMENT PROCESS

Student Facilities Fee

The Student Facilities Committee (SFC), established in FY 2018, is a student-majority advisory subcommittee to the Provost and Senior Vice President for Academic Affairs and reports to the Facilities Council.

The Subcommittee decides which projects to recommend to the University Facilities Council for funding by a simple majority vote of the full Subcommittee membership. The Subcommittee may elect to recommend funding for a portion of a proposal. The Student Advisory Subcommittee may submit recommendations to the Facilities Council at any time.

Authority for Setting Fees

Mandatory fees and room, board and parking charges are set by the Board of Regents of the University System of Maryland (USM) as stipulated in the Policy on Student Tuition, Fees and Charges (262.0, VIII-2.50) approved by the Board of Regents, June 21, 1990.

The management of student fees, including the review and recommendation of proposed fees and the authorization of expenditures from the resulting fee revenues, is the responsibility of the President, who is advised by the President's Cabinet. The Cabinet is advised by the Committee for the Review of Student Fees (CRSF) on recommendations for proposed fees.

Process for Student Participation

Mandatory fees and room, board and parking charges will undergo a five-step process:

1. The unit proposing the fee provides an opportunity to the affected student constituency for discussion on the merits and impact of the fee.
2. The Committee for the Review of Student Fees reviews the proposed fee and makes a recommendation to the Cabinet.
3. The Cabinet reviews the fee proposal and the recommendation made by the Committee to Review Student Fees and make a recommendation to the President.
4. The President recommends the fee schedule to the USM Board of Regents.
5. Board of Regents approves the fees.

Bowie State University

The University Budget Office requested the proposed FY 2023 Tuition, Mandatory and Self-Supporting fees and justifications from the various departments. After compiling the information, the proposed fees were shared with the President and Cabinet members on February 16, 2022.

On March 1, 2022, the Vice President for Administration & Finance, Assistant Vice President for Administration & Finance, Vice President for Enrollment Management & Student Affairs, Assistant Budget Director and representatives from various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2023 Tuition, Mandatory and Self-Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the proposed fees prior to the upcoming University Council meeting.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

On March 8, 2022, the FY 2023 proposed Tuition, Mandatory and Self-Supporting fees were shared and discussed in detail with University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA, GSA and/or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Room & Board

On March 1, 2022, the proposed FY 2023 Room and Board Rates were discussed with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA). During this meeting, students were able to review comparable rates from other institutions, pose questions and comment on the proposed rate increases prior to the University Council meeting. On March 8, 2022, the proposed rates and supporting documentation were shared and discussed in detail with University Council, a shared-governance advisory board to the President which is comprised of membership from students, faculty, and staff. The University Council considered the input from the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Towson University

Towson University (TU) administrators held a campus-wide Fee Forum prior to presenting the proposed FY 2023 tuition & mandatory fees and self-support fees (Room, Board, Parking). Held on March 2, the forum was conducted in partnership with the Student Government Association (SGA), open to the entire campus community and publicized in TU's daily newsletter, as well as TU's student newspaper. During the forum, administrators presented budget information, training, and the proposed FY 2023 tuition and fee rates. Presenters included TU's:

- Vice President for Administration and Finance
- Vice President for Student Affairs
- Vice President for Operations and Human Resources
- Athletic Director
- Associate Vice President for Administration and Finance
- Assistant Vice President for Housing and Residence Life
- SGA President and Treasurer
- Director of Information Technology Support Centers for the Office of Technology Services

Presenters conveyed the purpose of each fee category as well as the justification for the proposed FY 2023 tuition and fee rates. They also answered students' questions about the rates and about what the various fees cover. To allow for additional input from the campus community, the SGA agreed to provide feedback to TU leadership before the proposed rates were submitted to the USM.

In response to a concern raised by a graduate student, beginning in FY23, TU will set a ceiling on fees for graduate students being charged by credit hour such that they will not exceed the rate of a full-time undergraduate student. This will primarily impact our clinical grad students who previously may have been charged a higher amount.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

TU's FY 2023 rate increase is more than 4% in order to cover the state-mandated FY 2022 and FY 2023 merit and COLA. Together, the aggregate merit and COLA is 9%, which compounded is over 9%. Since the state does not fund these increases for auxiliary or self-support units, those units are required to fund their own increases—thus raising costs. Additionally, minimum wage was raised to $15.00 per hour, which auxiliary and self-support units are required to fund while remaining within a balanced budget. The rate increases are also required to cover increased auxiliary debt payments, as well as vendor contract increases tied to the consumer price index (CPI). Despite these constraints, TU has kept the three-year auxiliary rate increase average under 4%. The average increase from FY 2021 to FY 2023 is 3.54%.

University of Maryland, Eastern Shore

Mr. Lester Primus, Vice President for Administration and Finance met with the Executive Members of the Student Government Association and other members of the student body to discuss Tuition and Fees for FY 2023 on Thursday, February 24, 2022.

The students were provided with background information on campus facilities and the aging of several buildings. A presentation was given from Information Technology on the upgrades to the internet for the Residence Halls and audio-visual upgrades for the campus.

The proposed tuition, mandatory and self-support fee (room, board, parking) increases were presented to the students. The students were not involved in determining the self-support fees. They had several concerns regarding the increases in fees. Such as would they see a difference in food service, access to facilities, and renovations to the residence halls? The students were assured the funds would be invested back into the residence hall with renovations starting in the summer and the food service committee would be engaging with Thompson Hospitality regarding dining services. It was communicated by the students that if renovations are not in place in the fall in the residence halls, there would be some concerns from students and parents with the increase in housing cost.

Attendees: Lester Primus, Latoya Jenkins, Beatrice Wright, Emanuel Maldonado, Ayotomiwa Fashola, Briana Gaskins, Princess Sarah Bentil, Dante Turner, James Webb, Raven Cooper, Zamira Kornegay, Jocelyn Simmons

Frostburg State University

Frostburg State University is committed to the communication and transparency of student mandatory tuition, fees, room and board. In the summer of 2021, the Vice President of Student Affairs prepared updated procedures on sharing the upcoming mandatory tuition, fees, room and board with students. The original committee was made up of the Student Government Association elected officers, VP of Student Affairs, VP and AVP of Administration of Finance. Additionally, the following positions have been added to create the Bobcat Student Fee Advisory Committee and give wider representation of stakeholders:

- Diversity, Equity, and Inclusion Student Representative on SGA
- Student Affairs Chair on SGA
- President of the Residence Hall Council
- President of the Student Athletic Advisory Council
- Graduate Student Representative on the University Council

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

This group meets at least twice a year for review of proposed increases to the mandatory fees schedule. The committee is given the opportunity to discuss, ask questions and provide feedback on the proposed changes for the upcoming fiscal year per the BOR policy. The committee met on September 15, 2021, to discuss Tuition & Fees and on February 23, 2022 to discuss Room & Board for FY 2023.

Coppin State University

A meeting was held with student leadership on March 7, 2022. The meeting was attended by SGA officers, the Financial Aid Director, and the Admissions Director (representing the VP for Enrollment Management and Student Affairs), the AVP for Business Services and Procurement, the VP for Administration and Finance, and 2 additional students. The CSU administration held a meeting with the SGA officers regarding the proposed increase in Room, Board and parking rates. The SGA officers agreed to the proposed increases based upon the justifications outlined by the administration for these increases. Meeting minutes are generated from the meeting which reflect the discussion and outcomes from the meeting. Documents are retained and a copy is sent with the self-support fees schedule as evidence of this meeting.

University of Baltimore

Overview of Tuition and Fee Rate Changes

The University of Baltimore requests tuition rate changes of 2% for undergraduate, graduate, and professional programs and degrees. Additionally, proposed is an expansion of the programs entitled to regional tuition rates. U.Balt. is currently approved to grant regional tuition to students residing in DC, Northern Virginia, Southern Pennsylvania and Delaware, who are enrolled in a graduate, graduate certificate or JD program or students enrolled in one of U.Balt's four fully online programs. The proposal is to extend regional tuition to the doctoral programs in Arts & Sciences and Public Affairs and to include the UX certificate as a fully online program as these are being requested to increase enrollment.

Lastly, new course fees are proposed for students taking several courses in the Applied Information Technology curriculum and a single course in the Simulation and Game Design undergraduate curriculum. The per student course fee is $45. Also proposed, are course fee increases for courses in the MS in Interactive Design & Info Architecture and MS/MFA in Creative Writing and Integrated Design curriculum. The per student course fee is $85 and all of these fees cover the cost of consumable goods and specialty technology provided to the students.

All proposed changes were presented and voted on by the Student Advisory Committee before presentation to the President and his Executive Team.

Student Advisory Committee

Since FY 2016, Financial Planning and Operations, within the division of Administration and Finance hosted three meetings in the fall and spring semesters with the Student Government and Student Bar Associations leadership to discuss tuition and fee proposals, the institutional operating budget, and associated questions. These meetings occurred prior to any tuition or fee submission to the President and his Executive Team.

In FY 2019, Financial Planning and Operations (FPO) revised this engagement by creating a formal student advisory group with the goals of broader discussion and transparency related to tuition and fee changes. Both

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

student government associations identified three representatives to serve on the committee along with academic leadership from each College and representatives from the Provost's Office, RLB Library, Student Success and Support Services, Office of Technology Services and Auxiliary Enterprises. To restate, the U.Balt. committee is comprised of 18 persons, of which six are student representatives.

In May 2021, the FPO team met with the business units to determine which planned to pursue rate changes for FY 2023. In September, a separate meeting occurred with the representatives from the two student government associations and their advisors to outline the committee's role and responsibilities and to determine if either would pursue fee increases for FY2023. Initial tuition and fee proposals were outlined during the October 13th meeting, with detailed discussion occurring on November 17th. Formal, detailed presentations occurred on January 6, 2022 and at the February 3rd meeting, all tuition and fee proposed rates were reviewed and consensus was achieved. On February 8th, a final recommendation was submitted to President Schmoke and a presentation was made at the February 10th meeting of the President's Executive Team. On February 14, the President formally endorsed the FY2023 tuition and course fee proposals for submission to the Board of Regents, via the USM Budget Office. The President's endorsement was communicated to the Student Advisory Committee on February 25th.

Salisbury University

The following employees attended the Student Government Executive Staff meeting on February 3, 2022, and the Student Forum meeting (all student leadership) on February 6, 2022, to discuss the proposed FY23 tuition, mandatory fee, room and dining rates:

- Lynn Adkins, Associate Vice President of Administration & Finance
- Allen Kohler, Associate Vice President of Enrollment Management
- Owen Rosten, Director of Dining Services
- Dr. Janet Wormack, Vice President of Administration & Finance
- Barri Zimmerman, Budget Officer

The students were presented with a detailed overview of the entire proposed schedule, which included a 2% increase in undergraduate in-state and out-of-state tuition and a 2% increase in mandatory fees. The overview also covered other self-support fees, such as parking, room and board rates.

There was discussion regarding the need to increase meal plan rates by 6% due to inflation and supply chain challenges. There was an opportunity for questions and comments on the overall budget and rate proposals for next year. No specific concerns were expressed by the members in attendance regarding the proposed rates for tuition, mandatory fees and self-support fees.

With the escalation of the Russia-Ukraine war in recent weeks, we are closely monitoring the food supply chain and the overall financial impact of geopolitical changes in the market. Increasing gas prices and transportation and staffing delays could further erode our ability to sustain the quality of service at these rates. Some of our vendors have already passed on their price increases upwards of 15%. SU may have to propose a mid-year increase in meal plan rates should the crisis continue throughout this calendar year.

UNIVERSITY SYSTEM of MARYLAND

FY 2023 STUDENT ENGAGEMENT PROCESS

UMBC

Mandatory Fees

Student input was an important component of the FY 2023 mandatory fee review process. The administration invited the Student Government Association, the Graduate Student Association, the Residential Student Association, and other student groups to identify students to serve on a Student Fee Advisory Committee. The primary function of this committee was to represent student interests during the annual mandatory fee review process. The committee was comprised of six members, five undergraduate students and one graduate student, and represented various student groups across campus.

A training session was held for the committee in October. The training session included an overview of the University's budget, and a summary of the activities and services supported by the mandatory fee revenue. In a subsequent meeting, campus leaders presented the proposed FY 2023 fee schedule, including justifications for any proposed fee increases, and responded to questions from the student committee.

A virtual campus-wide fee forum was held on March 4, 2022. Campus leadership presented the FY 2023 mandatory fee proposals and summarized the justifications for any proposed fee increases. Students were invited to ask questions and provide feedback regarding the mandatory fees. The administration considered the feedback received from students and made changes to the proposed fee schedule based on that feedback. The larger than typical increase in the Athletics and Recreation Fee and the Campus Engagement Fee is driven by the projected increases in salary and fringe expenses resulting from the State Approved salary adjustments in FY 2022 and FY 2023 for COLA and merit.

Self-Support Fees

On February 16, 2022, leadership from Residential Life met with the Resident Student Association (RSA) to present the proposed increases in room and board rates. Students were advised that the proposed room rates were based on the recently announced COLA and merit adjustments, fringe increases, anticipated utility rate increases, and inflationary increases in a number of contracts. The proposed board rates are tied to an increase in the Consumer Price Index for "food away from home." The students offered comments, asked questions and provided feedback. Feedback was shared with stakeholders. Overall, students sought to understand the rationale for the proposed increases but did not express objections.

Universities at Shady Grove

USG administrative staff met with nine members of the USG Undergraduate Student Council and 1 member of the Graduate Student Council to discuss USG's Mandatory Fees. The staff discussed how the fees were used in the areas of student auxiliary support, student facilities support and technology services support. The students had few questions and were overly supportive and appreciative of the services provided.
USG convenes a Parking Advisory Committee to discuss and review the non-mandatory parking fees. The committee consists of seven USG staff and two USG students. The committee met in mid-February 2022 and decided not to increase fees for FY 2023.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR DISCUSSION

TOPIC: Early-Stage Support Feasibility Study Recommendations

COMMITTEE: Economic Development and Technology Commercialization

DATE OF COMMITTEE MEETING: Wednesday, April 13, 2022

SUMMARY:

USM provides a portfolio of resources to promote and support entrepreneurship among its student, faculty, and community. However, gaps remain, and some potential is untapped. On September 2, the Economic Development and Technology Commercialization Committee encouraged USM to study the feasibility of developing a multi-institution resource(s) that: 1) promotes and supports entrepreneurial success, generally at an earlier stage than the Momentum Fund; and 2) equitably supports a diversity of entrepreneurs and ventures, with broad engagement across USM as a primary goal.

Lindsay Ryan, USM Interim Executive Director of Economic Development, will present recommendations resulting from a multi-stakeholder analysis and process addressing the topic. The recommendations include to establish: 1) More efficient and effective coordination, interoperability, and communication of existing entrepreneurial resources within and outside of USM; 2) Collaborative efforts to enhance several specific existing entrepreneurial resources within and outside of USM; and 3) In the context of the other recommendations, flexible, non-prescriptive non-dilutive capital to be deployed alongside resources and accountability. Additional information about a pilot for the early capital resource is also provided.

FISCAL IMPACT: This item is for information purposes.

CHANCELLOR'S RECOMMENDATION: n/a

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Lindsay Ryan 410-409-2236
lryan@usmd.edu

USM Support for Early-Stage Entrepreneurship

Briefing for the Regents Committee on Economic Development and Technology Commercialization

April 13, 2022

University System of Maryland

University System of Maryland

New Early-stage Resource(s) Feasibility

- On September 2, the Economic Development and Technology Commercialization Committee encouraged USM to study how to:
  - Support entrepreneurial success, earlier than the Momentum Fund; and
  - Equitably support a diversity of entrepreneurs and ventures broadly across USM

- The study spurred ***action***!
  - **Internal** - Discussion and gap analysis as a USM community
    - 34 individuals from 14 institutions/programs; >8 Zoom hours
  - **External** - Outreach to partners, entrepreneurs, industry members
    - 73 individuals; feedback from 38; over 200 views
  - Beginning to activate some recommendations

Overarching recommendations:
Work collaboratively with non-USM partners.
Leverage existing resources, when possible, instead of creating new ones.

University System of Maryland

USM's Existing Venture Support

USM adds >100 ventures annually to the broader USM portfolio, 30% student-led

- **Physical location, programs, and mentorship** – Almost all universities do or will
- **Licenses for university-owned technology** – UMCP, UMB, UMBC, more to come

USM deploys ~$4M (capital, in-kind) annually in almost 100 ventures, 40% student-led

- **Maryland Momentum Fund** (Open, USM provides)
- **Maryland Industrial Partnerships - MIPS** (Open, UMCP provides; funds university)
- **TEDCO MD Innovation Initiative/MII** (UMCP, UMB, UMBC; soon FSU, BSU)
- **Competitions/Grants/Awards** (~$500k)
  - Shore Hatchery (Open, SU provides; $200k)
  - StarTUp Accelerator (Open, TU provides)
  - Baltimore Fund (Open within Baltimore, UMB provides)
  - Various Institution Competitions/Grants/Awards (Most institutions)

USM already significantly invests in many student, faculty, and community ventures!

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University System of Maryland

Common Challenges Remain for Entrepreneurs

- **Information barriers** – which resource(s) to utilize, when, and how
- **Availability barriers** – the right resource doesn't have capacity or has other access limitations (e.g. wet labs/commercial kitchens/equipment, programs)
- **Financial barriers** – for the business or even in accessing resources
- **Mismatches** – between institutional resources and entrepreneur needs
- And more…

Strategic alignment and augmentation of existing resources can go a long way and can even mitigate some financial barriers!

Early-stage Resource Recommendations

1. **Connect** – **More effectively coordinate and communicate existing entrepreneurial (human and other) resources.**

2. **Enhance** – **Enhance selected existing entrepreneurial resources.**
   1. Greater access to angel investment
   2. Greater access to professional services e.g., accounting, legal, regulatory
   3. Greater facilities and equipment availability; e.g, wet labs, commercial kitchens, testing
   4. Greater MIPS program capacity; emphasis on non-major research institutions

3. **Capitalize** – **In the context of the other recommendations, enable flexible, non-prescriptive early capital to be deployed alongside resources and accountability**.
   - Grants and other forms of early capital, typically <$75k
   - Maximize impact: quick to obtain, smartly deployed
   - Address access barriers (e.g., students, smaller institutions) head-on, not reactively
   - USM must seek funding and a sustainable business model

UNIVERSITY SYSTEM of MARYLAND

Looking Forward

Defining success

- "Generate economic development outcomes" – Simple, right?

HOW matters as much as WHAT

- The most thriving ecosystems haven't gained success through carefully orchestrated maneuvers but through commitment and a culture that supports the flourishing of entrepreneurship.

We go further together

- Will continue institutional engagement and create structures to incorporate institutions in sustainable leadership of these efforts!

This ecosystem is dynamic; we must continually adjust

Early Capital Recommendation

Design Recommendations/Guidelines
Specific to Early Capital

Optimize Impact and Accessibility

- Investigate existing slowdowns in transfer of capital.
- Max $ must be high enough to make an impact, but smaller amounts quickly can be valuable.
- Submission process can have multiple routes (e.g., written, pitch) and/or submission prep.
- Stage-gating and standardizing terms for upfront/milestone payment will likely be helpful.
- The process itself should add value even for entrepreneurs who do not receive the funding.
- Leveraging diligence via other programs

Funding Vehicles - Ideally, a mix of options below

- *Grants* - Conventional. Best for lower amounts. Optimize for progress, not serial grant obtainers.
- *Loans* - Not preferred, but provide connections to local banks when appropriate.
- *Reimbursable Grants/Revenue Share* - Lots of options.
- *Convertible Notes* – And SAFE notes when appropriate.

Potential Capital Pilot Design

Values: Diversity, Equity, and Inclusion | Valuable to All Applicants| Value to Institutions | Transparency

Track	Goal/Use	Key Preferences	Award Range	Decisions & Oversight	Demand Information
Groundwork and Gas Money *Students, Faculty, Employees ONLY*	• Exposure-to-idea opportunities • Addressing access issues	• Those with no prior funding • Those aiming to make use of another Maryland resource	Up to $1k grants	Institution decisions and budget Cross-USM best practices sharing, USMO oversight	Demand will far outstrip supply, but a small amount at each institution can go a long way.
Liftoff *Students, Faculty, Employees, Alum, Community*	• Get started in the right direction • Proof of concept funding	• Those with no prior funding (except Ground and Gas Money) • Those vetted through another resource	Up to $25k total in grants; default is tranches, max $5k first tranche	MMF model incorporating all institutions USMO signoff on collaborative deals	USM invests $500k in similar capital already, with demand outstripping supply ($300k to spinouts from 7 institutions; $120k to UMCP spinouts; and $200k to community ventures). 3 institutions not currently accessing significant capital.
Boost *Students, Faculty, Employees, Alum, Community*	Continue in the right direction	• Those facing capital access challenges • Those vetted through “Liftoff” or another resource • If over $50k, non-grant vehicles	Up to $75k, potential for tranches; grants and other financing	MMF model incorporating all institutions USMO signoff on collaborative deals	Not much of this type of capital “Following on” with 2-3x the capital for 1 of every 2 or 3 ventures means a similar amount for just *current* pipeline.

Tracks build on each other but are NOT prerequisites

Potential Capital Pilot Notes and Discussion

Fundraising strategy still being developed

Demand estimates are difficult and underestimate

- Entrepreneurial activity is growing

- At institutions with lower on-campus funding sources and/or programming yet, demand is particularly difficult to predict

Institutional Balance

- Demand and quality will surpass needs for any pilot, and even at full scale. Therefore, portfolio balance across institutions will be required, with several approaches possible, ranging from dedicated budgets to evaluation weighting factors to simple monitoring and adjustment.

- The “gas money and groundwork” track aims to prime the pump at institutions without as much entrepreneurial support capacity. However, support at some institutions may be required in order to enable maximum participation.

APPENDIX

UNIVERSITY SYSTEM of MARYLAND

Early-Stage Resources Goals & Scope

Each USM institution has their own goals for entrepreneurship, with the balance between economic and institutional impacts varying. For this Early-stage Resource(s) Feasibility study, the following is the proposed focus, as determined by the USM entrepreneur supporters:

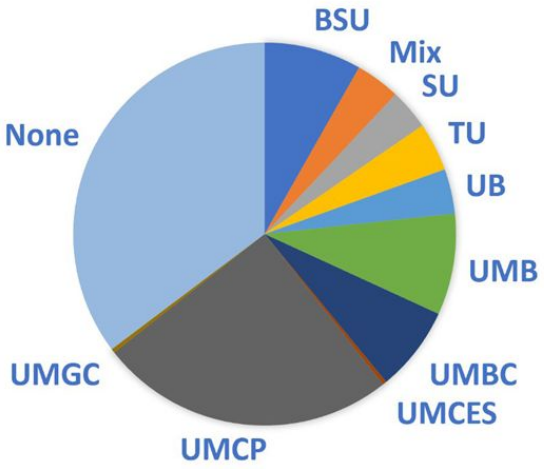
Generate economic development outcomes while being…

- **Open** - being open beyond USM students and faculty, including alumni, ventures physically located near campus, and ventures with some other collaborative tie to USM
- **Equitable -** proactively addressing diversity, equity, and inclusion across venture types, founders, industries, entity types, communities, and universities
- **Early** - focusing on entrepreneurs pursuing ideas but before they have attracted significant capital or are earning significant revenue

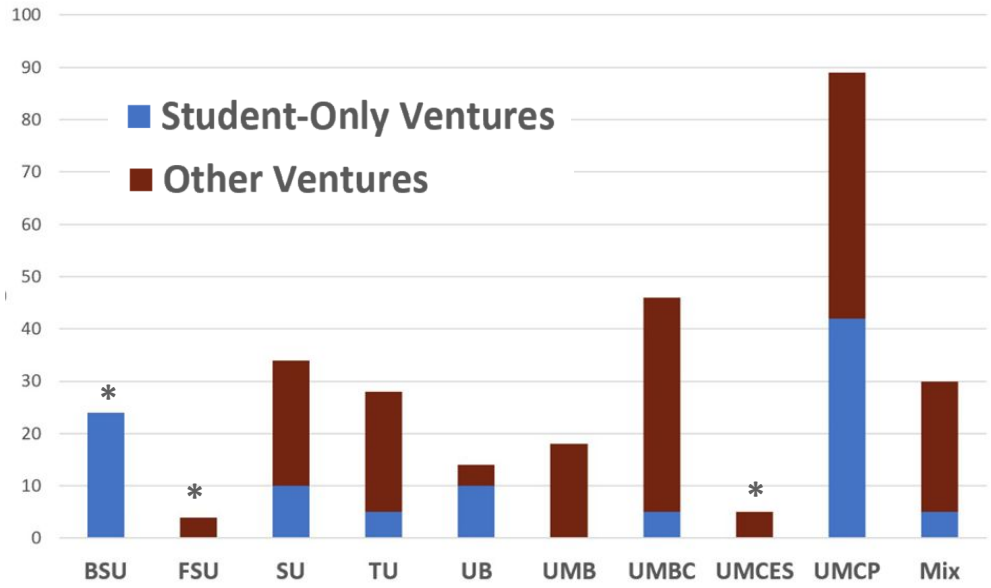
The goals and scope are ambitious; and so are the people who are recommending them!

Existing Venture Support
Ventures Newly Supported with Space, Programs and/or Intellectual Property

By Founder or IP Affiliation



By Institution <u>Providing</u> Support, FY '19-21

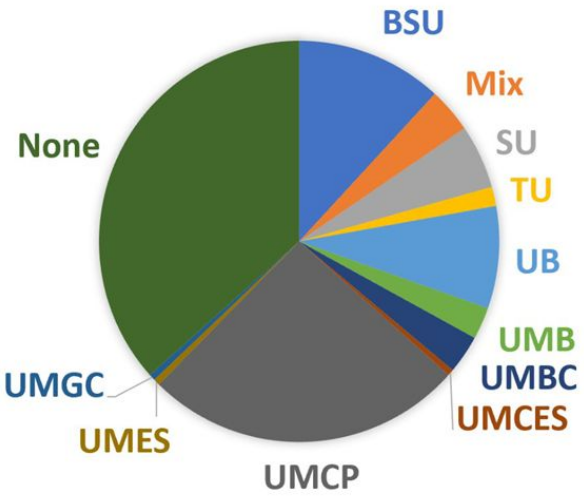


** = Began reporting in the last 3 years*

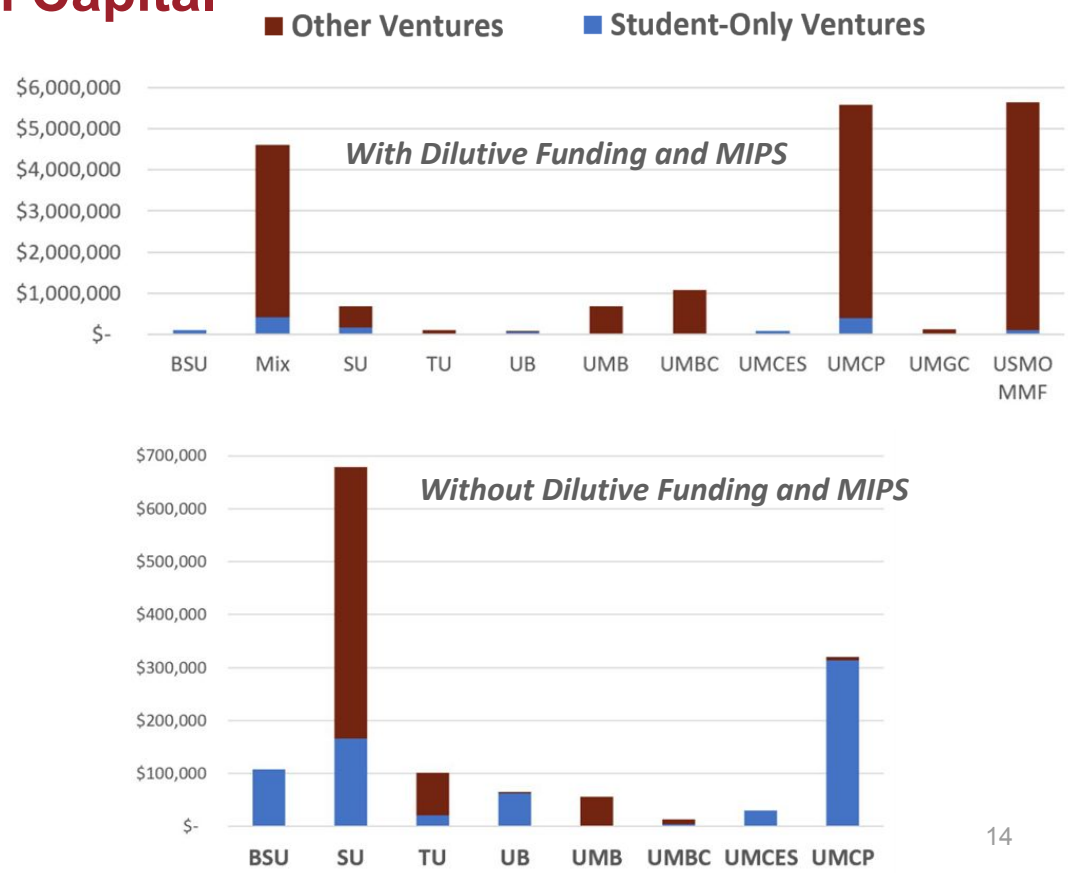
Existing Venture Support

Ventures Newly Supported With Capital

By Founder or IP Affiliation



By Institution Providing Capital, FY '19-21



University System of Maryland

Existing Venture Support

Notes and Future Support

Data caveats and considerations:

- Captures only ventures significantly assisted by USM
- Shows where an institution has been, not necessarily where it is going
- Reporting is robust, but there is room to improve

Looking forward to future growth!

- **UMES** – Participate in MIPS; recently named their first Endowed Chair in Entrepreneurship and Innovation
- **CSU** – Recently established the Center for Strategic Entrepreneurship and active partner in the new Maryland Innovation Extension
- **FSU** – Frostburg State University has been ramping up placemaking initiatives
- **USG** – The Universities at Shady Grove recently established the Lab for Entrepreneurship and Transformative Leadership

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Identified Gaps in Venture Support

The following are examples of some of the gaps identified through the process, some of which are better poised to address collectively and as USM than others:

- Better awareness and coordination of access of existing resources
- Evaluating the feasibility of a business beyond customer discovery, including market size, unit economics/financial model, regulatory processes, manufacturing, etc.
- More robust networks of individuals (entrepreneurs, corporates, and service providers) who can inclusively support early-stage innovators. Near-peer and peer connections and mentorship (team-building); more systematic, pinpointed, and reliably helpful network leveraging
- Personally assisted navigation, including understanding “prerequisites for programs” for those not in an incubator or dedicated program
- Increase space capacity -- flexible, affordable lab space in some locations; commercial kitchen space in others; general space in others, being solved through repurposing
- Appropriate personal housing for entrepreneurs, which impacts their business
- Pilots and early manufacturing help
- Funding for proof of concept work
- Angel funding, pre-seed investment, non-dilutive funding across a variety of scenarios

Overall Design Recommendations/Guidelines

- Consider and proactively address any systemic and/or institutional barriers to access.
- Involve entrepreneurs, investors, and other stakeholders in design and implementation.
- Aim for flexibility and inclusion, sometimes clustering by industry, venture type, etc. to help ensure proper coverage, access, and navigation; and potentially attract non-USM support.
- Systematizing milestones can help entrepreneurs and those who help them better understand benchmarks generally for success and in terms of what resources when.
- Emphasize resources for finding and acquiring customers (including sandboxes and pilots) and business planning; help ventures define who their customer will be and if it could be viable before they go after resources to execute.
- Although not primary goals, don't miss opportunities to: 1) create exposure and raise the spirit of entrepreneurship; 2) promote student and faculty development; 3) bolster and enhance the capability of those who help entrepreneurs; and 4) help later-stage ventures
- Build in mechanisms for continued collaborative needs assessment, action, and storytelling, in addition to impact evaluation, in line with USM's commitment to innovation and continuous improvement.

Recommendations – *Next Steps*

Recommendation	Next Step
Connect – More efficient and effective coordination, interoperability, and communication of existing entrepreneurial resources within and outside of USM	Better connect USM resources through pilots, coordinating outside USM as well - Human resources - Physical resources - Overall navigation
Enhance – Participate in collaborative efforts to enhance existing entrepreneurial resources within and outside of USM	- Continue to seek MIPS enhancement - Convene others regarding angel investment - Professional services pilot; e.g. iStart - Join collaborative efforts to call for resources to create wet lab space; advocate for RISE Zone program; identify funding sources for infrastructure; collaborate with others such as federal labs on access to equipment
Capitalize – In the context of the other recommendations, enable flexible, non-prescriptive non-dilutive capital to be deployed alongside resources and accountability.	- Further define pilot size and fundraising strategy

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION

TOPIC: USM Momentum Fund: Additional Fund Balance Allocation

COMMITTEE: Economic Development and Technology Commercialization

DATE OF COMMITTEE MEETING: Tuesday, February 22, 2022

SUMMARY: In June of 2016, the Board of Regents voted to create what is now called the USM Momentum Fund and fund it at $10 million over 4 years. The Fund invests in early-stage USM-affiliated companies, such as companies based on USM-owned intellectual property, companies founded by USM faculty, students or recent graduates, and companies located in USM research parks, incubators, or RISE Zones. As of February 22, 2022, the Momentum Fund has invested $6.4 million in 26 companies. An initial goal was to raise $15 million external capital; to date MMF has raised an estimated $65 million in external co-investment and $2.4 million in co-investment from USM institutions.

Any returns from investing cycle back to the fund to be used again for investment. The portfolio is strong but still young. Benchmarking studies and portfolio tracking indicate that it may be several years until we have a large return. There is $3.6 million remaining of the initial allocation, and adjusting for commitments, only $2.7 million remains uncommitted. Of the $2.7 million, $1.5 million is intended for follow-on investing, and about $1.1 million is intended for new companies. Given the strength of the portfolio so far, internal and external confidence in the process, and the other types of returns due to the development of the investment ecosystem and USM's role in it, an additional allocation of up to $2 million per year over a 3-year period is recommended. In addition, other sources of funding should be sought if there is intention to continue to grow the impact of the Fund.

This item will also be presented to the Finance Committee, on April 13, for its consideration and recommendation.

ALTERNATIVE(S): The Economic Development and Technology Commercialization Committee could elect to not recommend an additional allocation or to request a smaller allocation. However, that would: 1) limit the ability of the Fund to make follow-on investments, which enhances return possibilities to USM and in some cases may be critical for the companies already supported; 2) send a signal that USM does not believe in the Fund, which limits the ability to raise outside capital for the Fund; 3) erode the structures such as the Advisory Board that have been developed and provide additional positive benefits to USM institutions and affiliated companies.

FISCAL IMPACT: The USM would invest up to an additional $6 million over 3 years in the USM Momentum Fund. The fund source is USM Office unrestricted fund balances.

CHANCELLOR'S RECOMMENDATION: That the Economic Development and Technology Commercialization Committee recommend that the Board of Regents approve this proposal to allocate up to an additional $6 million over 3 years in the USM Momentum Fund.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Lindsay Ryan 410-409-2236 lryan@usmd.edu

USM Momentum Fund Update and Bridge Funding Request

Briefing for USM Economic Development and Technology Commercialization Committee

Ellen Herbst, USM Vice Chancellor for Administration and Finance

February 22, 2022

University System of Maryland

Overview

- **$10MM University System of Maryland investment fund**
  - Established by USM Board of Regents in June 2016. Investments started in late 2017.
  - Funding source is System fund balance
- **Investing in the most promising USM-affiliated technologies and people**
  - Help promising early-stage companies bridge early-stage funding gaps
  - Support companies so they get to a point where they can raise additional funding with VCs or be acquired
- **Eligibility criteria**
  - Located in Maryland; Must have a co-investor(s) that will invest at least as much as MMF
  - Affiliated with one of the 12 USM institutions across the State of Maryland (any **one** of the below):
    - ❑ University-owned intellectual property
    - ❑ Founded by University faculty, staff, student, or alum
    - ❑ Located in a University-affiliated research park or incubator

Meeting and Exceeding Goals

Goals	Progress
Companies *Accelerating the success of USM start-ups; bridge early funding gaps*	• 65% of portfolio has follow-on capital or achieved profitability • 250+ entrepreneurs received connections and advice since July 2019 • Access to a growing network of 180 unique co-investors • Portfolio company revenues grew from $4.49M to $13.9M.
Maryland *Expanding economic development in the State of Maryland; keeping recent graduates in the State of Maryland*	• 194 jobs created as of 12/31/21 • 56% of MMF companies hire USM interns or recent grads • Convenes local investor network and attracts out-of-state investors • Significant player in filling a critical gap in state ecosystem
USM Institutions *Recruiting and retaining innovative students and faculty*	• Almost 60% of portfolio involves USM faculty/employees, recent alum • Attracts attention to other USM offerings, such as incubators, EIRs • Storied entrepreneurs and investors learning about USM and able to help institutions and their entrepreneurs • Processes guide USM institutional investment of resources and capital (including $2.4M co-investment by institutions)
Financial Sustainability *Generate Long-Term Financial Returns; Generate $15M in Co-Investment*	• In progress! • Raised more than $65M to date; almost 7X match on USM $

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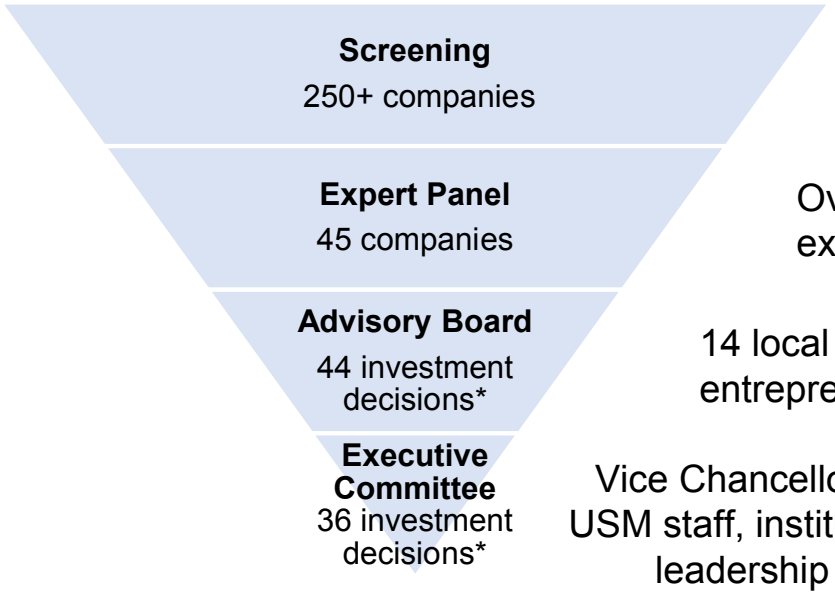
Enabling Success: Diligent Management & Governance

UNIVERSITY SYSTEM of MARYLAND

Process and Volume Since July 2019



Individuals Contributing

Managing Director & trusted USM experts

Over 330 unique expert panelists

14 local investors & entrepreneurs

Vice Chancellors, USM staff, institution leadership

To Date:
32 investments in 25 companies

Since July '19:
25 investments in 18 companies

Through MMF, USM gleans best practices from others and shares our own best practices and thought leadership: "6 concepts to guide colleges that are getting into the venture capital game"

*Includes follow-on

Enabling Success: Leadership & Governance

UNIVERSITY SYSTEM of MARYLAND

Advisory Board

(Voluntary) Role: advise on individual investments; mentor companies; inform overall strategy

- **Maurice Boissiere** – Chief Customer Officer, DataTribe
- **Tim Braue** – Attorney, Nemphos Braue
- **Greg Cangialosi** – Venture Partner, Early Light Ventures
- **Jeff Cherry** – Executive Director, Conscious Venture Lab®
- **Steve Dubin** – Principal, SDA Ventures
- **Amritha Jaishankar** – Director, Programs and Strategic Alliances, Maryland Stem Cell Research Fund, TEDCO
- **Rick Kohr** – CEO, Evergreen Advisors
- **Elise Liberto** – Principal, Private Equity Group, Brown Advisory
- **Wendy Perrow** – Chief Executive Officer / Entrepreneur
- **Jenny Regan** – CEO, Key Tech
- **Paul Silber** – Founding Principal, Blu Venture Investors
- **Kyp Sirinakis** – Managing Partner and CEO, Epidarex, Oncologix
- **Sydney Ulvick** – Director, Intelligent Systems Works, Lockheed Martin
- **David W. Wise** – Entrepreneur in Residence, UMB

Executive Committee and Staff

Role: make final investment decisions; liaise with institution personnel and leadership; direct overall strategy

- **Ellen Herbst** – Vice Chancellor for Administration and Finance, USM
- **Jim Hughes** – Senior Vice President and Chief Enterprise and Economic Development Officer, UMB
- **Gregory Simmons** – Vice President for Institutional Advancement, UMBC
- **Stan Smith** – Venture Investment Manager, UMCP

- **Celeste Denson** – Comptroller, USM
- **Claire Broido Johnson** – Managing Director
- **Lindsay Ryan** – Venture Development Director, USM

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Enabling Success:
Portfolio Management, Follow-On Investment

Portfolio Support

- Providing fundraising training, introductions to co-investors and potential partners
- Convening the portfolio and providing education on topics important to emerging companies
- Supporting portfolio companies on operational plans, sales strategies, etc.
- Providing more extensive support for some; e.g. monthly meetings with Advisory Board members to prepare for follow-on financing
- Monitoring progress quarterly to assess need for support and inform decisions about reserving funding for follow-ons

Follow-On Investment Process

- Companies seeking additional investment from MMF start the process again, starting at the Advisory Board.
- Matching investment typically required.
- Investment may have conditions, usually to ultimately help direct/benefit the company.

Stakeholder Voices

Matt Cohen, CEO, SIMPLi: Although SIMPLi did not receive funding from the MMF, Claire and Lindsay were impactful resources. Through their generosity of spending time with us to fine tune our pitch deck, provide constructive feedback of our presentation, and introducing us to several members of the local community, we had a very successful equity and debt funding round. We appreciate the commitment Claire and Lindsay continuously put towards entrepreneurs and emerging businesses that are connected to the University System of Maryland."

Elaine Haynes, CEO, Kalocyte (Portfolio Company): "MMF was KaloCyte's first investor following our move from St. Louis to Baltimore. The connections and credibility gained through MMF's diligence process and ongoing support have helped us access other investors, strengthen our business approach, and accelerate building our local network of quality business partners."

Gregory Simmons, Vice President for Institutional Advancement, UMBC: *"*MMF is invaluable in our efforts to support our alumni entrepreneurs, to attract companies to our research parks, and to enable our faculty to commercialize their scientific accomplishments."

Steve Dubin, Principal at SDA Ventures and MMF Advisory Board Member: ""The Maryland Momentum Fund (MMF) provides critical, patient funding and validation for very early-stage companies that spring forth from the University of Maryland System, its students and professors. There is insufficient early-stage capital available in Maryland. Without the support and funding provided by MMF, many of the companies that have been funded and are developing technologies important to the future economic development of the State of Maryland would need to move elsewhere or cease to exist. I applaud the work of MMF and its terrific leader, Claire Broido Johnson and am happy to volunteer my time to aide in this important and impactful effort."

Paul Silber, Principal at Blu Venture Investors and MMF Advisory Board Member: "The MMF provides a critical component of the local investing ecosystem, providing essential capital to early-stage Maryland companies that others are unlikely to invest in. Not surprisingly, the focus on early-stage investing by MMF means a considerably longer timeline to exits."

MMF is On-Track for Long-Term Financial Returns - *Benchmarking*

Comparison to 21 university funds that invest $150-500K per investment and are sector agnostic…

Fund Size: Averages $10M - $50M
- MMF is on the small side

Funding Source: Endowment, angels, alum
- MMF funding source is unique

Time to Exit: Average time to exit is 5-7 years, so late 2022 to 2024 for MMF
- Quarterly monitoring of portfolio shows promising indicators

Return on Exit: Averages 0.5 - 3X
- MMF's increased valuation on notes converting in follow-on rounds are promising early indicators

Addressing the Fund's Funding Gap

MMF Faces a Funding Gap
The fund has $2.7M in uncommitted funds, with about $1.5M reserved for follow-on investments (needed for the companies and to maximize our returns). That leaves about $1.1M to invest in new companies, which is about 5 companies.

Time is of the Essence
As a small fund of only $10M, the Momentum Fund *could* have generated returns to provide *continuous* investment at a similar level, but it was not likely and has not happened yet, nor is the Fund anticipating this to happen before the $1.1M for new companies is fully invested.

Bridge Funding is an Informed Path Forward
However, with responsible management, $10M has been sizeable enough to make a large impact and generate enough information to inform a path forward.

Bridge Funding Recommendation

Bridge funding mitigates the risk to USM's current investment in the Momentum Fund and fully enables the opportunity it presents.

Other sources of capital have and will be sought, but those sources often need a more fully proven track record. Therefore, USM fund balance is recommended, but USM's financial exposure must be limited.

An additional allocation of up to $2 million per year over 3 years is recommended from the USM fund balance, due to the strength of the portfolio so far, internal and external confidence in the process, and the other types of returns due to the development of the investment ecosystem and USM's role in it.

Eileen O'Rourke, CFO of Abell Foundation (Co-Investor): ***"****The Maryland Momentum Fund is an important anchor to the growing entrepreneurial ecosystem, and a value-added investor in launching innovative companies through its capital, expertise and connections. While momentum is clearly accelerating, USM's consistent support and patient capital is critical to realizing the potential of a strong, diverse and vibrant business community."*

Bridge Funding for Continued Success

Goals	Positive Impacts of Bridge Funding
Companies *Accelerating the success of USM start-ups and bridge early funding gaps*	Won't strand portfolio companies Continues infrastructure supporting many more USM companies
Maryland *Expanding economic development in Maryland; keeping recent graduates in Maryland*	Continues job-creating capitalization of new companies
USM Institutions *Recruiting and retaining innovative students and faculty*	Signals USM commitment
Financial Sustainability *Generate Long-Term Financial Returns; Generate Co-Investment*	Enables "follow on" investing for maximum returns Enables co-investment for individual companies and non-USM funding routes

The Other Side of the Bridge

Remembering What We've Learned: The recommended bridge funding *should* be enough for MMF to invest continually. However, it is not guaranteed, due to the unpredictable nature of early-stage investing.

MMF Can Scale for Greater Impact:
MMF is investing in a fraction of USM companies; it could be investing an estimated $10M per year.
The need/opportunity is growing, with pre-seed funding and entrepreneurial activity growing across USM institutions and in Maryland.

USM Fund Balance Cannot Scale MMF:
Institutions are co-investing and will hopefully grow:

- UMB UM Ventures (~$200-300k annually since 2015)
- UMCP Chesapeake Bay Seed Capital Fund (~$450k annually)
- UMCP Dingman Angels Established 2005; currently invests an average initial investment of $100-250k per company; since 2018, 38 initial financings, with an average of 11 companies per year. Since 2005: over 150 transactions representing over $20 M (initial and follow-on) in capital deployed.
- More USM institutional investment sources emerging!

With a track record will come a greater ability to approach additional external sources of capital.

Scaling also requires infrastructure, particularly if taking external capital. Thank you to UMB and UMCP; and all USM institutional co-investors for their support so far.

APPENDIX

Briefing for USM Economic Development and Technology Commercialization Committee

February 22, 2022

UNIVERSITY SYSTEM of MARYLAND

Investments

2017-2018

MF Fire
Nov. 2017, $192.5K
$1.2MM Round

NextStep Robotics
Feb. 2018, $250K
$1.14MM Round

PaverGuide
Mar. 2018, $300K
$675K Round

NAWEC
Apr. 2018, $350K
$1.5MM Round

MF Fire
Oct. 2018, $500K
Add-on *$400K Round*

Zest Tea
Dec. 2018, $300K
$1.035MM Round

2019

Retrium
May 2019, $400K
$1.6MM Round

Veralox
Jun. 2019, $500K
$5.4MM Round

Gemstone
Aug. 2019, $250K
$1.3MM Round

Neoprogen
Oct. 2019, $245K
$1.5MM Round

Minnowtech
Nov. 2019, $150K
$600K Round

Zest Tea
Dec. 2019, $200K
Add-on *$650K round*

2020

First Half

InferCabulary
Feb. 2020, $250K
$783K Round

ARMR
Feb. 2020, $350K
$750K Round

DataKwip
Apr. 2020, $250K
$650K Round

Pathotrak
May 2020, $150K
$1.2MM Round

KaloCyte
June 2020, $300K
$1MM Round

Second Half

NextStep Robotics
Aug. 2020, $250K
Add-on; *$500K Round*

MiRecule
Aug. 2020, $250K
$3.5MM Round

N5 Sensors
Sept. 2020, $300K
$1MM Round

InferCabulary
Sept. 2020, $100K
Add-on, *$1MM Round*

Voxy Engen
Oct. 2020, $500K
$6.75MM Round

VisiSonics
Nov. 2020, $500K
$3.5MM Round

2021

First Half

Veralox
Jan 2021, $250K
Add-on; $5MM Round

Dynamhex
Feb. 2021, $250K
$800K Round

Qualytics
Apr. 2020, $250K
$2.1MM Round

Target Docs
Apr. 2020, $250K
$850K Round

KaloCyte
Apr 2020, $300K
Add-on, $500K Round

Liatris
June 2021, $250K
$800K Round

Veralox
June 2021, $500K
Add-on, $16MM Round

Second Half

Aqualith
Sep. 2021, $100K
$1.5MM Round

To Be Announced
Oct. 2021, $250K
$4MM Round

Several rounds of follow-on investment approved pending co-investment

DeepTech/Engineering
Technology
Consumer Product
Therapeutic
Data
Education Technology
Aquaculture
MedTech
Other Life Science
FinTech

Portfolio Companies

MFFIRE

UMCP IP and Alum
Advanced
wood burning stove

NEXTSTEP ROBOTICS

UMB IP, Towson Alum
Exoskeleton robot to reverse foot drop for stroke victims.

NAWEC
THE NORTH AMERICAN WAVE ENGINE CORPORATION

UMCP IP, Alum
Advanced pulse jet engine

ZEST TEA

UMCP Alum
High caffeine tea,
energy drink product

PAVER GUIDE

UMCP IP
Advanced semipermeable pavement system

retrium

UMCP Alum
Agile software development management product

GEMSTONE BIOTHERAPEUTICS

UMBC and UMCP Alums
Tissue regeneration via
stem cells

VERALOX THERAPEUTICS

UMB Alum
Anticoagulant drug, therapeutics for rare blood disorders

NeoProgen

UMB IP and Faculty
Cell-based therapy for cardiovascular disease

MINNOWTECH

UMCES Alum
Sonar to measure shrimp biomass

datakwip

UMCP Alum
Software platform to manage energy across buildings

pathtrak

UMCP IP and Faculty
Food safety testing technology

KaloCyte

UMB/UMBC Faculty, UM BioPark Affiliate
Dried artificial red blood cell

ARMR

UM BioPark Tenant
Next-gen tourniquet

InferCabulary

Towson Alum,
TU Incubator startup
Ed-tech vocabulary app

VisiSonics
RealSpace3D

UMCP IP and Faculty
Spatial and personalized audio solutions

voxy EN GEN

UMCP Alum and Faculty
Language upskilling platform

Dynamhex

UBalt Professor
climate change modeling and action platform

miRecule
RNA Therapeutics

UMCP Alum
RNA Therapeutics

N5 Sensors

UMCP IP and Faculty
Semiconductor sensor technology

LIATRIS

UMCP Employee
Fireproof, lightweight insulation

AQUALITH

UMCP Professor
More efficient lithium ion batteries

SUNSTONE CREDIT

UMCP/UMB Alum
Financial products for small commercial solar installations

Qualytics

UMBC BwTech
Data integrity

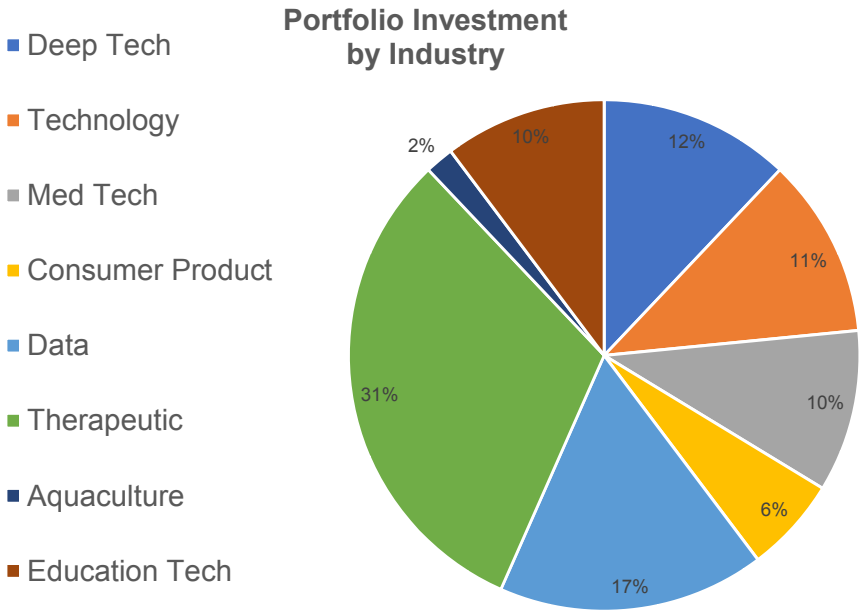
TARGETDOCS

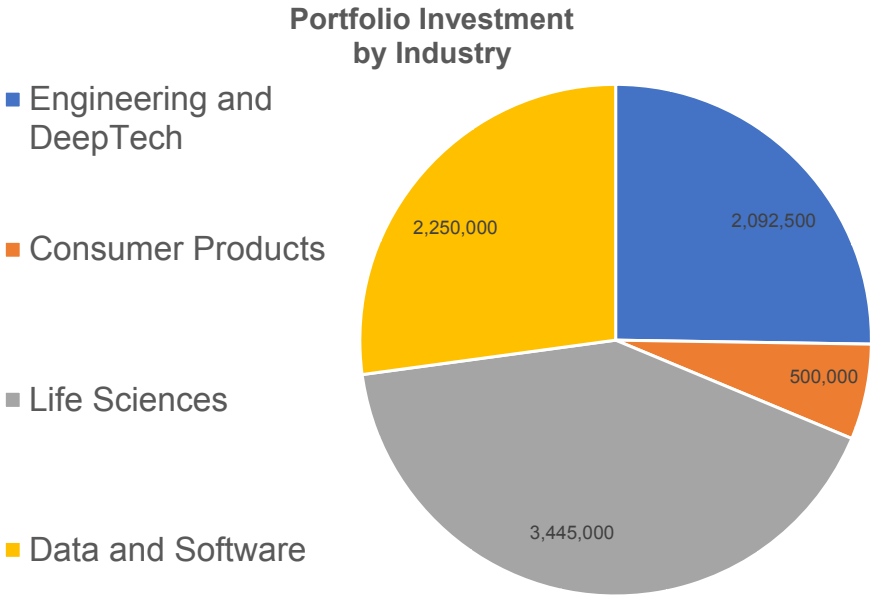
UMCP Alum
Data platform for
construction industry

Investment by Industry – shown two ways

UNIVERSITY SYSTEM of MARYLAND

MARYLAND MOMENTUM FUND





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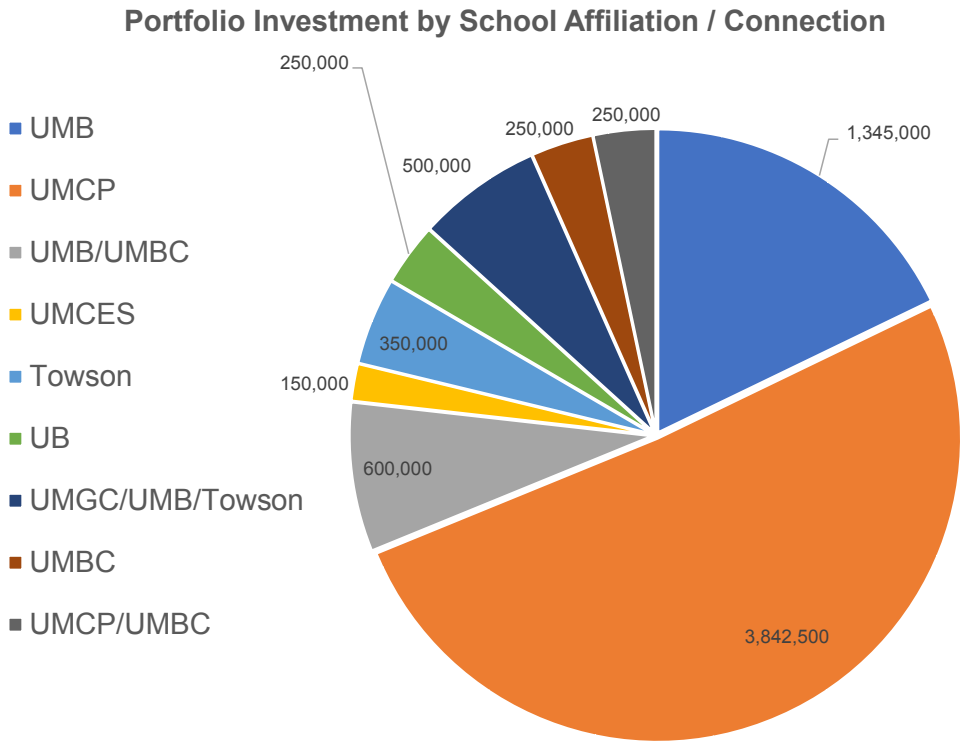
Investment Detail

UNIVERSITY SYSTEM of MARYLAND

MARYLAND MOMENTUM FUND



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Universities Used in Benchmarking

- Umass Investment Fund
- Rochester Institute of Technology Venture Fund
- UCLA Ventures
- UC San Diego – Triton Technology Fund
- University of North Carolina – Carolina Research Ventures
- University of Illinois – Illinois Ventures
- NYU Innovation Venture Fund
- U of Chicago Innovation Fund
- Case Western – CWRU Technology Ventures
- University of Michigan – Accelerate Blue Fund, MINTS
- Red Cedar Ventures: Michigan State University
- University of Wisconsin- Madison
- University of Texas Horizon Fund
- Indiana University – Innovate Indiana
- University of Virginia – LVG Seed Fund
- University of Washington – the W Fund
- Washington Research Foundatoin (WRF) Capital
- Duke University – Innovation Fund
- Ohio Innovation Fund
- University of California Ventures Bow Capital
- Johnson Business School at Cornell – Big Red Ventures

Conclusions on Reviewing University Funds Structure

- Most university funds utilize an evergreen model, but also include funding from
  - University Endowments
  - Alumni
  - IP licensing

- Half of the universities have more than one fund – some funds are system-wide and some are with just one school

- Funds have strategic partnerships with technology transfer office and VC firms
  - Deal sourcing
  - Promotion
  - Funding
  - Management

- Most university funds have a team of more than two people managing the fund

- Many university funds not as constrained (i.e. can invest outside of state)

Quotes from leaders in the industry

UNIVERSITY SYSTEM of MARYLAND

MARYLAND MOMENTUM FUND

Jeff Strovel, CEO, Veralox: "The MMF was first to consider investment in Veralox and their support was vital to securing our initial seed funding and participation from blue-chip venture firms and strategic investors. They continue to support the company with significant follow-on investments and access to their network of experienced advisors.

Jamie McDonald, CEO, Upsurge Baltimore: "The Maryland Momentum Fund is a recent, but vital addition to the regional startup ecosystem. University of Maryland is rapidly establishing itself as a leading public university for entrepreneurship. MMF extends that leadership into direct support for promising startups which will accrue long-term benefits to both the university and the areas of the state in which those companies operate. University support and investment has been one of the hallmarks of company formation and retention in other thriving startup cities/states, and we are just in the early stages of feeling the benefit of MMF here."

Christy Wyskiel, Senior Advisor to President for Innovation & Entrepreneurship, Executive Director, Johns Hopkins Technology Ventures, Johns Hopkins (Ecosystem Partner): "Claire has been a critical part of building the Maryland ecosystem, providing advice to entrepreneurs, giving feedback on investment decks, and selecting the most promising companies from USM for investment. She brings a lifetime of knowledge as an entrepreneur, and as a result, USM continues to build a reputation as an entrepreneur-friendly university. This will continue to result in favorable relationships with successful alumni who build businesses and in turn look to give back to their alma mater."

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Affirmation of Selection of University of Maryland, Baltimore County President

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 29, 2022

SUMMARY: The Board of Regents named Dr. Valerie Sheares Ashby as President of the University of Maryland, Baltimore County. Dr. Ashby will assume the position of President effective August 1, 2022. The Board will affirm its selection of Dr. Ashby.

ALTERNATIVE(S): The Board could choose to not consider this topic.

FISCAL IMPACT: Defined in Dr. Ashby's appointment letter.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Board affirm the selection of Dr. Valerie Ashby as the University of Maryland, Baltimore County President.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 29, 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 will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

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

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

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

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906	

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: April 29, 2022
Time: Approximately 12:00 p.m.
Location: Ballroom B (UU 302B), University Union, Towson University

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STATUTORY AUTHORITY TO CLOSE A SESSION

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

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [ ] To consult with counsel to obtain legal advice on a legal matter.

(8) [ ] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(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) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

[ ] Administrative Matters

TOPICS TO BE DISCUSSED:

1. The awarding of a new contract for management of dental student clinics;
2. The awarding of a new contract for traffic data and associated products;
3. The awarding of a new contract for a student health insurance plan;
4. Consideration of requests by an institution to name a building after an individual;
5. Ratification of a collective bargaining MOU at a USM institution;
6. A USM president's appointment letter; and
7. Meetings with Presidents Nowaczyk, Jarrell, and Schatzel as part of their performance reviews.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel-related information regarding individuals considered for staff awards (§3-305(b)(1)(ii));
2. To maintain confidentiality of discussions of contract proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain confidentiality of personal and personnel-related information concerning two individuals who are proposed to have a building named after them at an institution (§3-305(b)(1)(ii) and (2));
4. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9)); and
5. To maintain confidentiality of personnel information regarding specific employees' performance evaluations and employment agreements (§3-305(b)(1)(i)).